Doctoral (PhD) Dissertation

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The Engagement of Highly Skilled Migrants in Knowledge Transfer to their Home Country: Case of Palestine

Doctoral (PhD) dissertation

Supervisor:

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……………………….

Budapest…2019

DECLARATION

Hereby I certify that the Ph.D. thesis entitled "Engagement of highly skilled migrants in knowledge transfer to their home country" a Case Study of Palestine is solely my own work. It contains no material that has been previously written or /and published by any other academic degree or diploma. Any previously published materials that have been used in this thesis are for bibliographical reference.

Signature   Date

Saqer Sulaiman   June, 2019

ABSTRACT

Contemporary governments start to place more attention on the role of their highly skilled migrants in development and knowledge transfer. Circular migration is a key pathway used by skilled diasporas to provide multi-benefits to the home country, to convert migration from being a loss to again. Indeed, transfer of knowledge back home is very viable regardless of country of origin, but in the case of Palestine, it becomes more important because Palestine has a special situation as a country under occupation and in a phase of building state institutions. This creates the need to tape into all Palestinian expertise including those who are living in diasporas.

This study aims at determining the role of Palestinian skilled diasporas in knowledge transfer to their home counter, and what factors affect their engagement in the development process back home. The significance of this study comes from the fact that it is one of the few studies that addressee this key topic. Engagement of Palestinian diaspora in knowledge transfer to their home country has it is own peculiarity, because of the challenges and obstacles that restrict the ability of Palestinian institutions to benefit from Palestinian diasporas expertize. This study is built on transnationalism as a perspective that addressee and interprets the flow of people, knowledge, skills between the host country and home country.

The methodology of this study is based on the descriptive-analytic approach; the researcher has utilized the Empirical method in collecting and analyzing data, using questionnaires, interviews, and an extensive literature review (mixed-method approach). The questionnaire results were processed and analyzed by using the statistical package SPSS.

Although creating or enforcing relationships between Palestine and their skilled diasporas has been an on-going challenge, the results revealed that knowledge transfer by highly skilled migrants is applicable and viable as a Palestinian development strategy. Like other countries and societies, engagement of Palestinian highly skilled migrants in development and knowledge transfer has influenced by multiple factors. However, not all of the push and pull factors can be identified in the case of Palestine. The results showed that the decision to engage in knowledge transfer has been motivated and driven by certain factors rather than others. The most influential factors were acquiring citizenship, gaining new skills, knowledge transfer programs, family interest, and national feelings. On the other hand, occupation measures and restriction remains the main challenge that restricts the mobility of people and undermines the possibility to benefit from Palestinian skilled diasporas.

This thesis traced and examined also the impacts of knowledge transferred by Palestinian highly skilled migrants and to what extent they affect Palestinian institutions, human capital, and immigrants. Actually, the findings have disclosed that there is a disparity in the degree of impacts among these three levels. The impact on human capital was the highest among others, while the impact on institutions was the lowest. Therefore, the feasibility and usefulness on the individual level were better than that on the collective level.

Thence, based on the findings of the research a set of recommendations have been developed to be presented to policy-makers in Palestine. The majority of these recommendations are based on the views and insights of interviewees. Moreover, a model for effective engagement of skilled diaspora in knowledge transfer has been designed. The main goal of these recommendations is to address and overcome the weaknesses in this regard and to institutionalize the process of engaging Palestinian skilled diasporas in development and knowledge transfer back home.

Absztrakt

A különböző országok kormányai egyre nagyobb figyelmet fordítanak a magasan képzett bevándorlókra, ugyanis azok rendkívül fontos szerepet töltenek be a gazdaság fejlődésében és a tudás átadásában *(knowledge transfer)*. A körkörös migráció *(circular migration)* a magasabb képzett munkavállalók esetében is jelentkezhet, és számos előnnyel jár a származási ország számára, így a migráció ilyen olvasatban nem lesz ismét veszteség. A megszerzett tudás átadása a származási országtól függetlenül rendkívül lényeges kérdés, azonban ez Palesztina esetében talán még fontosabb. Jól ismert tény ugyanis, hogy különleges helyzetben lévő országról van szó, amely az állami intézmények építésének fázisában tart. Ez pedig egyértelműen szükségesség teszi a palesztinok által megszerzett szakértelem beépítését, és azokét is, akik diaszpórában élnek.

A disszertáció célja annak meghatározása, hogy a palesztin képzettséggel rendelkező diaszpóra/diaszpórák milyen szerepet tölt(enek) be a tudásuk otthonra történő átadásában, és hogy milyen tényezők befolyásolják az otthoni fejlesztési folyamatban való részvételüket. A kutatás jelentősége abból fakad, hogy azon kevés disszertáció közé tartozik, amelyik ezt a kulcsfontosságú kérdéskört feszegeti. A palesztin diaszpóra bevonása a Palesztinában történő tudásátadásba meglehetősen sajátos, mivel számos kihívás és akadály korlátozza a palesztin intézmények képességét, hogy a diaszpórák szakértelméből profitáljanak. Ez a disszertáció pedig arra a transznacionalizmusra épül, amely egy olyan perspektíva, amely megcélozza és értelmezi az emberek, a tudás és a készségek áramlását a fogadó ország és a származási ország között.

A disszertáció módszertana leíró-elemző megközelítésen nyugszik, ugyanis az empirikus módszert az adatok gyűjtése és elemzése jelenti kérdőívek, interjúk és kiterjedt irodalmi áttekintés (vegyes módszer) felhasználásával. A kérdőív eredményei az SPSS statisztikai csomag felhasználásával kerültek feldolgozásra és kiértékelésre.

Bár Palesztina és a képzett diaszpórák közötti kapcsolatok kiépítése vagy érvényesítése folyamatos kihívás volt, az eredmények rámutattak arra, hogy a magasan képzett bevándorlók általi ismeretek átadása alkalmazható és életképes palesztin fejlesztési stratégiának tekinthető. Más országokhoz és társadalmakhoz hasonlóan a magas képzettségű palesztin migránsok fejlesztésbe és a tudás átadásába történő bevonását több tényező is befolyásolta. Palesztina esetében azonban nem minden tényező azonosítható. Az eredmények azt mutatták, hogy a

tudásátadás iránti elköteleződés döntését bizonyos tényezők jobban befolyásolták és motiválták, mint mások. A legbefolyásosabb tényezők a következők: az állampolgárság megszerzése, az új készségek megszerzése, a tudástranszfer programjai, a családi érdeklődés és az ország kapcsán megjelenő mentális asszociáció. Másrészt a foglalkozási intézkedések és korlátozások továbbra is a fő kihívásnak tekinthetőek, amelyek korlátozzák az emberek mobilitását és megnehezítik a palesztin képzett diaszpórák előnyeinek kihasználását.

A disszertáció felvázolta és megvizsgálta a magasan képzett palesztin bevándorlók által átadott tudás hatásait és azt, hogy ezek milyen mértékben érintik a palesztin intézményeket, a humántőkét és a bevándorlókat. A megállapítások valójában azt mutatták, hogy e három szint között nincs különbség a hatások mértékében. Többek között a humán tőkére gyakorolt hatás volt a legnagyobb, míg az intézményekre gyakorolt a legkisebb. Ezért az egyéni szinten történő megvalósíthatóság hasznosabbnak és könnyebben kivitelezhetőnek bizonyult a kollektív szinten történővel szemben.

A kutatás eredményei alapján olyan ajánlások kerültek megfogalmazásra, melyeket érdemes lehet a palesztin politikai döntéshozóknak is megfontolni. Ezen ajánlások többsége az interjúalanyok véleményén és megállapításain alapul. Ezen kívül egy olyan modell is kidolgozásra került, amely alkalmas lehet a képzett diaszpóra hatékony bevonására és a tudásuk átadására. Ezen ajánlások fő célja az ezzel kapcsolatos gyengeségek kiküszöbölése és leküzdése, valamint a palesztin képzettséggel rendelkező diaszpóráknak a fejlesztésbe és a palesztin intézményépítésbe történő bevonása.

DEDICATION

I dedicate this thesis to:

 My home country…

The country of olive and fig…

The holy and blessed land…

Palestine…

To the souls of my parents who worked very hard to raise me and helped me to be who I am now.

To my wife and children for their understanding, prayers and continuing support to complete this research work, and for their patience to be away from them during the period of the study.

To all the men and women who sacrifice to rewrite the history according to their tune.

To every expatriate who wishes of returning to his usurped homeland.

To all of my brothers, sisters, friends, and relatives for their valuable prayers.

To my professors who taught me during my life.

So to all these people,

I dedicate this dissertation.

ACKNOWLEDGMENTS

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Glossary of Terms & Abbreviations

ARIJ	The Applied Research Institute- Jerusalem
C.V	Curriculum Vitae
ESCWA	United Nations Economic and Social Commission for Western Asia
EU	European Union
GCI	Global Competitiveness Index
GDP	Gross domestic product
GFMD	Global Forum on Migration and Development
GMG	Global Migration Group
ICMPD	The International Center for Migration Policy Development
IMET	International Medical Education Trust
IOM	International Organization for Migration
IT	Information Technology
LAS	League of Arab States
MENA	The Middle East and North Africa
MPC	Migration Policy Center
NAAMA	National Arab American Medical Association
MPI	Migration Policy Institute
NGO's	Non-Governmental Organizations
OECD	The Organization for Economic Co-operation and Development
PALTEL	Palestinian Telecommunication Company
PALESTA	Palestinian Scientists and Technologists Abroad
PCBS	Palestinian Central Bureau of Statistics
PCRF	Palestine Children Relief funds
PLO	Palestinian Liberation Organization
PNA	Palestinian National Authority
RQA	Return of Qualified Afghans
TOKTEN	Transfer of Knowledge through Expatriate Nationals Program
TRQN	Temporary Return of Qualified Nationals Program
UK	United Kingdom
UN	United Nation

UNDP	United Nations Development Program
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations Children's Fund
UNRAW	The United Nations Relief and Works Agency for Palestine Refugees in the Near East
USA	United States of America
USAID	United States Agency for International Development
UAE	United Arab Emirates
WHO	World Health organization

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CHAPTER ONE

INTRODUCTION

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CHAPTER ONE

INTRODUCTION

1.1. TOPICALITY OF THE ISSUE

Engagement of emigrants and skilled diasporas abroad in the national development of their home countries considers one of the main concerns of contemporary governments, policymakers, and international organizations. Furthermore, diaspora's engagement in development in their origin countries has become one of the hot topics for research. "After decades of pessimism and concerns on brain drain and its identification as a problem," (Meyer & Brown, 1999: 10) governments of migrant-sending countries have put renewed hopes on transnationally oriented migrants and 'Diasporas' as potential investors and actors of development (de Haas & Plug 2006; Gamlen 2006 cited in de Haas , 2008: 1). Nevertheless, globalization and increased mobility in the last decades have opened new opportunities for diasporas to contribute to development and knowledge transfer to their home country. "Most commonly recognized among these are the remittances they send back to their homelands." (IOM, MPI, 2012: 13). Although "Skilled migrants tend to earn more than unskilled ones and can thus afford to send more remittances to their families back home" (Niimi et al. 2008: 3), a more optimistic view emerged in the late 1990s, which proposed that they can enhance development not just through economic remittances but through the knowledge and skills (Siar, 2012: 2) in addition to human rights, good governance, and capacity building" (Kuschminder, 2011: 6) that highly skilled migrants can transfer to their home countries.

To promote the outflow of knowledge and skills by highly skilled migrants to their home countries, a growing number of countries have established government bodies with responsibility for diaspora engagement and taken measures to facilitate this engagement (IOM, 2013:15). Meanwhile, several short-term programs have emerged that focus on diaspora knowledge transfer, such as the Transfer of Knowledge through Expatriate Nationals Program (TOKTEN) and the Temporary Return of Qualified Nationals Program (TRQN) (Kuschminder, 2011: 6). Utilizing the experiences and skills of highly skilled emigrants through the transfer of knowledge and experience is a key element in the contribution of them

to the development of their home country. "Proponents of this approach argue that skilled diaspora facilitates adoption of foreign technologies in the home country, therefore contributing to its economic growth" (Lodigiani, 2008: 44-45). Moreover, "Recent migration literature has argued that return migrants have the potential to supply countries with the type of skills that they cannot generate locally" (Jackson, 2012: 16).

Promoting positive contributions of highly skilled migrants to development and knowledge transfer have a positive impact on the human capital and economic development in the origin countries. From a development point of view, migration of highly skilled migrants or as it is described in popular discourse brain drain may not necessarily lead to knowledge and skills losses. However, converting brain drain into brain gain is possible by engagement of skilled diaspora in knowledge transfer, and capacity building. Furthermore, "the diasporas knowledge network has led to the emergence of the brain gain skills circulation by converting the loss of human resources into remote although accessible asset of expanded networks" (Meyer & Wattiaux cited in Kuschminder, 2011: 12). The engagement of highly skilled migrants in knowledge transfer and development in their home country is a vital and important subject. In general, there are two models of skilled diaspora engagement to channel back skills and knowledge to their home country and to convert brain drain to brain gain. "The first one through the expatriates returns to the country of origin (return option). Nonetheless, the second option can be achieved through their remote mobilization and association to its development (diaspora option)". (Meyer & Brown 1999: 11).

Historically speaking, Palestinian Diasporas distributed all over the world. Decades of violence and wars as a result of the Palestinian-Israeli conflict have led to the displacement and migration of millions of Palestinians. The long-term dispersion and occupation restrictions undermined the opportunities of Palestinian abroad to return to their home country and to take part in development there. Actually, the link between skilled migration and development still weak in the case of Palestine. However, after the establishment of the Palestinian National Authority, Palestinian diasporas and highly skilled migrants have had some contributions to the transfer of knowledge and capacity building to their home country. The peculiarity of the Palestinian case, as a country that still under occupation hampers the possibility of a permanent return of Palestinians abroad, temporary return of highly skilled migrants seems to be the possible and realistic approach, which can be used by the Palestinian government and international organizations to benefit from their skilled diaspora's experience and knowledge.

Given the increased topicality of temporary and circular migration all over the world, especially in those countries that suffer more of brain drain, and need to increase the contribution of highly skilled migrants to knowledge transfer, the necessity to study and measure this kind of contribution and its impact is substantial. This topic will be addressed by focusing on the case of Palestine, which is unique in terms of socio-economic factors. This research will explore the ways of engagement and the factors affecting the contribution of Palestinian highly skilled migrants to knowledge transfer to their home country, additionally, it is going to shed more light on and the impacts of this kind of contribution on host institutions, Palestinian human capital as well as immigrants themselves.

1.2. THESIS OUTLINE

The thesis is structured as depicted in figure 1.1 It consists of eight chapters the introductory chapter sets out the addressed problem and the main questions of the thesis, objectives, importance, and contribution of the research, scope of the research, describing the relevant literature and hypotheses related to circular and return migration and engagement of highly skilled migrants in knowledge transfer and capacity building to their home country and finally it describes the limits of the research.

The second chapter reviewed the existing literature on the contribution of highly skilled migrants to knowledge transfer to their home countries. Actually, this chapter is divided into five main sections. Section 2.1 provides a chapter overview. Section 2.2 related to the theoretical background and it reviews prior migration theories that addressee migration namely; the neoclassical theory, new economics theory of migration, world-system theory, push-pull model, network theory, dual labor market theory. Likewise, this section reviewed the literature on return and circular migration theories mainly neoclassical approach, structural approach, transnationalism, and social network theory. Additionally, Section 2.3 addresses migration, globalization challenges and international migration, skilled migration, and finally magnitude and drivers of skilled migration. However, section 2.4 deals with the return and circular migration including factors affecting return migration, Impacts of return and circular migration on development in home countries, Also, this chapter is gonna briefly address the temporary return migration programs such as UNDP's Transfer of Knowledge through Expatriate Nationals Program (TOKTEN). In a similar vein, section 2.5 presents a review of the literature on knowledge transfer, knowledge and its types and processes. At the

same time, this section presents some examples of knowledge transfer and also reviews the barriers to knowledge transfer. Furthermore, in section 2.6 I will come up with a conceptual framework for skilled diaspora engagement. Typically, the last section presents a conclusion and summary of the chapter.

The third chapter explains the details about the research methodology, research design and strategy, justification of the use of a mixed-method approach, and the method of data collection including questionnaires and interviews. It also illustrates the procedures followed to carry out these interviews. Also, this chapter discusses the sample of the research and how it was selected; moreover, this chapter discusses the reliability and validity of the study. It also summarizes the difficulties and limitations of the research.

The fourth chapter is dedicated to addressee migration and knowledge transfer in the Palestinian context. First, it traces the development of the Palestinian migrations over the years since the Ottoman era up to date. Second, it discusses the main drivers of migrations from Palestinian and how they affect the mobility of people out of the country. Third and foremost, it aims to review circular and return migration in the Palestinian context and their impacts on capacity building and development back home. As well, one of the sections of this chapter devoted to discussing Palestinian diaspora and its features. Finally, this chapter highlights the development of expatriation and migration profiles in Palestine.

Chapter five provides an exposition on the demographic characteristics of respondents. Furthermore, it examines the data analysis process related to the awareness of the importance of skilled diaspora in knowledge transfer back home. In this chapter, I will examine how Palestinian skilled diaspora engages in transnational activities in order to contribute to knowledge transfer and to the development of the Palestinian institutions in Palestine. This chapter also highlights incentives provided by the Palestinian government and policy landscape. Finally, one of the purposes of this chapter is to examine the first research hypothesis (H1).

Chapter six examines the push-pull factors affecting circularity and knowledge transfer by highly skilled migrants. These factors include; home country factors, host country factors, diasporas associations and networks, individual motivation and family factors, occupation factors and other obstacles that restrict the engagement of highly skilled Palestinian migrants in knowledge transfer back home. Moreover, in this chapter, I examined the effect of each of these factors on the engagement of highly skilled Palestinian migrants on knowledge transfer

and development to their home country. Along the same lines, at the end of this chapter, I will examine three research hypotheses (H1, H2, and H3).

Chapter seven dedicated to the usefulness of knowledge transfer by highly skilled migrants and to the extent it impacted Palestinian institutions. In this chapter, I examine how the transferred knowledge by Palestinian skilled diaspora affects Palestinian institutions, Palestinian human capital, and highly skilled migrants who engaged in circular activities. By comparing the impacts on these three components, I argue that highly skilled Palestinian migrants engagement in circularity to transfer knowledge to their home country remarkably enhance capacities of Palestinian institutions and their human capital as well as skilled migrants. However, measuring the impacts on these three components is the main goal of this chapter to explore whether there is a dissimilarity among them or not. Furthermore, this chapter aims to examine the fifth research hypothesis (H5).

Chapter eight presents conclusions and recommendations. This chapter will build on the previous three chapters. It concludes the whole thesis and provides a detailed explanation of the research findings, including strengths and weaknesses, opportunities and threats. Also, it encompasses the comments on the previous literature. However, it is important to mention that section 8.4 of this chapter assigned to the policy implication recommendations. Moreover,certain suggestions for future research directions will be developed in this chapter. Interestingly, a recommended model on the effective engagement of highly skilled migrants in knowledge transfer to their home country is another objective of this chapter. (See figure 1.1), which illustrates the outline of the thesis.

Figure 1.1: Outline of the Thesis

Chapter I

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- Objectives of the study
- Contribution of the study

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- Implication on policies
- Recommendation
- Further research directions
- Recommended model

Chapter VIII

Conclusion & recommendations

Source: author's own compilation

1.3. REASONS FOR CHOOSING THE SUBJECT

Knowledge transfer through skilled Diasporas is one of the hot topics at present. In choosing to address this topic in my doctoral research, I have driven by diverse motives. Following a summary of the most important motives for choosing the subject:

- From an academic point of view: despite the fact that the topic of knowledge transfer through circular migration and the return of highly skilled migrants is one of the important parts of discussions among governments and international organizations, there is a shortage in the studies that discuss this topic. Actually, *most of the studies focused on the financial return of migration remittances, with less attention have been given to social and human capital contributions.* Many Palestinian and Arabic studies discussed why skilled and non-skilled people migrate and the magnitude of these migrations, with less attention to circular migration and its role in the transfer of knowledge and capacity building in their home countries. Even the few studies that have addressed return migration, their focus was on quantities aspects rather than qualitative ones. For example, what the knowledge they hold with them when they return? What happens to this knowledge? What are the impacts of this knowledge? These topics did not address in the former studies.

- From a practical point of view: The specificity of the Palestinian situation as a country under occupation and suffering from lack of certain experiences and certain forms of best practices which creates the need to magnetize the highly skilled Palestinian migrants as they have abilities and skills to bridge these gaps. As so far, this study will present a theoretical perception of the different aspects that may affect the engagement of highly skilled migrants in knowledge transfer through circular and return migration.

- From a personal point of view: I have a personal interest and willingness to address this topic, as he is the director of Expatriates and Foreigners Affairs Department at the ministry of interior. Moreover, the researcher has associated with a Palestinian national focal point for the Euromed migration III program from 2012 to 2015. This is where he became aware of migration issues and the role of migrants in the development and capacity building of their home country. Actually, the idea for this study was born from my interaction with the activities of this program since 2012. As such this study comes out as an attempt to shed light on the relation between home country (Palestine) and the Palestinian skilled diasporas and to know more about the contribution of the highly skilled migrants to knowledge

transfer to Palestine, and to what extent this contribution can be enhanced and promoted to tap into the benefit of this relationship.

1.4. PROBLEM FORMULATION

Skilled migration considers one of the main challenges not only in Palestine but also, in some Arab countries as a significant part of highly skilled people leave their countries. Qwaider, (2004) argues that "the seriousness of brain drain is manifested in two forms: the cost of education incurred by society to educate the migrant until the time of his/her emigration and the decrease of development in different fields". (p. 14). Actually, the brain drain induces short of manpower in key activities (Docquier, 2014: 5), and causes international inequality and thus losses for those left behind (Bhagwati & Hamada, 1974: 20). On average, "7.3% of tertiary-educated people in developing countries work in higher-income countries. This ratio varies from 5.4% (or below) in developing countries with populations of 40 million or more to 13% in sub-Saharan Africa, and 45% in small developing island nations".(Gibson & McKenzie, 2011:10). However, the continued emigration of the highly skilled people and low levels of permanent highly skilled return has contributed to moderate skill gaps not only in Palestine but also in most Arab countries.

The West Bank and the Gaza Strip suffer from a low level of engagement of skilled diasporas in development and knowledge transfer. No doubt the difficulty of returning to Palestine, because of occupation, restricts the possibilities of skilled diasporas to contribute to knowledge transfer. This raises questions about their ability to contribute to state-building and development in their home country (League of Arab States, 2008: 95). As a matter of fact, there were some initiatives and efforts to engage highly skilled Palestinian migrants in knowledge transfer and development through temporary return migration (circular migration). unfortunately, with some exemptions, most of the contribution of the diaspora to knowledge transfer to their home countries came out as a result of Diasporas and international organizations initiatives, rather than by the Arab governments, moreover, these endeavors have not continued or progressed (Ibid: 131).

Despite the fact that literature and studies on the engagement of skilled diaspora in development and knowledge transfer to their home countries have increased in the last decades, however, at an academic level, this topic did not receive adequate attention either in the Palestinian theoretical or experimental studies. This research aims to fill this gap by

offering an empirical investigation of these components. Previous research on migration has focused on three primary topics. The demographic and social characteristics of the returnees, (Palestinian Central Bureau of Statistics, 2009; Lubbad, 2007; Matareya et al., 2008). Migration and its impact on the economic and social class formation (Hilal, 2007). Exposition the achievements and shortcomings of some knowledge transfer programs (Hanafi, 2001). Hence, the former researches did not address the topic of knowledge transfer except one which did not discuss it in depth or from all dimensions. It also does not consider the different factors affect the contributions of highly skilled migrants in knowledge transfer, and measuring the usefulness of these contributions on the level of institutions, or human capital. This triggered the need for more studies to examine the unexplored dimensions of this topic.

Considering the gap this study revealed and the argues about ability of the Palestinian institutions to achieve better engagement of highly skilled migrants in knowledge transfer to their home country, the researcher can claim that this study meets some of the five ways stated by Creswell (2012) to assess whether you should research a problem or not. According to Creswell (2012), researcher can study the problem if "the study will fill a gap or void in the existing literature; the study replicates a past study but examines different participants and different research sites; the study extends past research or examines the topic more thoroughly; the study gives voice to people silenced, not heard, or rejected in society; the study informs practice" (p. 62-63).

1.5. Research Questions

To fulfill the above-mentioned gap and to prove the stated hypothesis, therefore, this research raising one core question which is:

To what extent knowledge transfer by highly skilled Palestinian migrants through circular and return migration is applicable and viable as a development strategy within the Palestinian peculiarity? Furthermore, to answer this core question the study examines the following sub-questions:

- To what extent the Palestinian policymakers and highly skilled migrants are aware of the importance of knowledge transfer by skilled diaspora as a strategy that may contribute to the development of Palestinian institutions?

- Are there any government policies to engage highly skilled Palestinian migrants in knowledge transfer and development in Palestine?

- What factors affect the decision of highly skilled migrants to transfer knowledge and the viability of circulation as a development strategy in Palestine?

- To what extent do Palestinian highly skilled migrants influence development, institutional building, and human capital in Palestine?

- How can knowledge transfer by highly skilled migrants be improved and properly institutionalized at the Palestinian institutions?

1.6. RESEARCH OBJECTIVES

- The overall purpose of this study is to review and obtain empirical evidence related to the engagement of Palestinian highly skilled migrants in knowledge transfer to their home country including strength, weakness, opportunities, and threats.

- The research aimed to collect information on factors affecting highly skilled migrants' decisions to engage in knowledge transfer back home.

- To explore the ways through which highly skilled migrants transferred knowledge to Palestine.

- To examine and assess if there are policies and incentives packages to encourage highly skilled migrants to engage in knowledge transfer back home.

- To develop a current understanding of the feasibility of knowledge transferred by highly skilled migrants to their home country.

- To provide context to the rise of interest in diaspora engagement. Furthermore, this thesis aims to establish and develop a model that will allow sustainability and institutionalize the engagement of highly skilled migrants in knowledge transfer to their home country.

- Palestine is not only a country that has not benefitted much from circular migration and reverses flows of social remittances and expertise partly acquired abroad but also it lacks a comprehensive understanding of the various hindrances and drivers that influence the transfer of skilled diasporas accumulated knowledge to the home country. So this thesis sought to expand the knowledge-base on skilled diasporas and their role in development and knowledge transfer. Moreover, it aims to explore policies to leverage the potential of skilled diasporas.

1.7. MAIN HYPOTHESIS

Basically, the dissertation strives to address the above research questions by applying five main hypotheses as follows:

1st hypothesis (H1): *Engagement of highly skilled migrants in knowledge transfer is not an on-going and regular process; it occurs often individually or through international organizations without any shared national policy or vision.*

2nd hypothesis: *There are significant differences in the effect of the push and pull factors in the case of Palestine, and the motivation of the Palestinian highly skilled migrants to engage in the development and knowledge transfer processes of their home country are driven by specific factors.*

3rd hypothesis (H3): *The Palestinian community abroad and the embassies do not play a significant role in mobilizing skilled diasporas and engaging them in development and knowledge transfer back home.*

4th hypothesis (H4): *Knowledge transfer by highly skilled Palestinian migrants to their home country is more likely to occur by getting host country citizenship and improve their human capital.*

5th hypothesis (H5): *Circular and return migration of Palestinian highly skilled labor significantly improve the capacities of the Palestinian institutions mainly as regards their human capital.*

1.8. CONTRIBUTION AND SIGNIFICANCE

Palestinian migration has got international attention. While there is little focus in the literature on the engagement of highly skilled Palestinian migrants in knowledge transfer and national development, this research is the first one to address the engagement of highly skilled migrants in knowledge this to Palestine. In fact, it is a step towards filling the gap in the literature about this topic. Moreover, it offers a general perception about the engagement of highly skilled Palestinian emigrants in the transfer of knowledge to their home country.

This research is one of the few studies that address the situation of the Palestinian migrants' knowledge transfer. According to Conway and Potter (2009) "any additional study on return

migration provides usefulness and should serve as a benchmark for others to draw upon." (p. 15). Indeed, this research contributes to the existing scholarship in the following ways:

- The contribution of this research is to provide awareness and a better understanding of the relationship between circular and return migration and knowledge transfer. In addition, it elaborates on the factors affecting migration trends and their impacts on capacity building and development in Palestine as well as the immigrants themselves.

- This thesis attempts to contribute to the research in the context of Palestinian organization's tendency towards further training and learning so that this thesis can provide some insights on the opportunities of these organizations to benefit from the Palestinian skilled diasporas and how they acquire and utilize knowledge from them.

- Considering and understanding what factors impacting knowledge transfer and barriers exist whether they are linked to the institutional concerns and/or the other external factors. Furthermore, this thesis provides data and information on the participation of highly skilled migrants in the transfer of knowledge to Palestine, which could help Palestinian institutions to overcome the shortcoming in their performance and improve their capacities to tape into the Palestinian skilled diaspora and benefit from their experiences.

- In practical terms, the findings and recommendations could be of use for the decision-makers at the level of the Palestinian government and civil society organizations to use them in the policy-making process to strengthen the relationship between the highly skilled Palestinian migrants and Palestinian diaspora in general and their home country.

- Theoretically, this thesis contributes to the already existing body of knowledge and present literature in the area of knowledge transfer and circulation. Hopefully, it will aid further academic research in the field in question.

1.9. SCOPE OF THE RESEARCH

As the identification of the scope of the research is important and valuable to release any ambiguity about the research goals, the scope of this thesis has been identified since the preliminary stage. Therefore, this thesis covers the occupied Palestinian territories and it deals with the transfer of knowledge by the skilled Diasporas to the Palestinian institutions in these territories. The research community of the research was the highly skilled Palestinian migrants who return to Palestine either temporarily or permanently. Those highly skilled returnees have

been contributed to knowledge transfer basically through hospitals, universities, ministries, NGOs, private sector organizations and so on. The number of the research community is difficult to be identified as people in a continuous circular movement and can't be identified precisely, but roughly speaking the numbers are in thousands. The data collected through both quantitative and qualitative approaches. The quantitative data were gathered from 193 participants all over the world mainly Palestinian institutions; the collection of the quantitative data depends on hand to hand distribution and an online survey. Strictly speaking, qualitative data consists of 26 semi-structured interviews. Moreover, the interviewees were highly skilled returnees, policymakers, Ambassadors, politicians, and economists. The interviews were conducted in different countries especially Palestine.

1.10. LIMITS OF THE RESEARCH

Limits of the research are the boundaries to which the researcher is committed to cover in his/ her scientific research. Normally speaking, the research limit includes three main types: Objectivity boundaries, time limits, and spatial boundaries. The researcher must formulate research questions and hypotheses within the limits of the research topic. According to Assaf (2012), the limits of the research are crucial to clarify the extent to which the results of the study could be generalized and applied (p. 65). The objectivity boundaries determined by the research topic, the objectivity boundaries of this thesis are the highly skilled migrants who engaged in circular activities to transfer and share their knowledge and experience back home. However, the research is limited to highly skilled expatriates who have participated in the transfer of knowledge to Palestinian institutions since the establishment of the Palestinian National Authority in 1994. To be more specific, the research was conducted in both the West Bank and Gaza Strip. Nevertheless, due to political reasons and security risks I was unable to pursue leads in the other part of the Palestinian territories (Gaza Strip). However, it should be noted that many of the highly skilled physicians who come as a volunteer to work in the West Bank hospitals, usually go also to the Gaza Strip hospitals to serve there for a period of time. Furthermore, using an online survey and interviews abroad was an effective way to overcome this hurdle.

The research draws on data collected between August 2018 and January 2019. On the one hand, it examined highly skilled Palestinian migrants who came back to work in Palestinian institutions and transfer their knowledge and experience there. On the other hand, online

surveys, and social media like Gmail, Yahoo, Facebook, were used to share the questionnaire with the target group. Finally, it should be noted that in addition to Palestine, the interviews were conducted in some host countries like Austria, Hungary, and Jordan.

1.11. SUMMARY

To sum up, this introductory chapter provides precise and brief an exposition on the study including, rationale and topicality of the issue, Thesis outline, reasons for choosing the subject, statement of the problem, questions and objective of the study, Main hypothesis, the contribution of the study and finally, scope and limits of the study.

The approach of engagement of highly skilled migrants in knowledge transfer to their home country views those people as a potential and reserve power that can perform certain tasks and assignments that can't fulfill internally. As such, and to ensure better and efficient contribution of highly skilled people abroad in knowledge and skill transfer, there is an urgent need to rebuild the relationship between home country, Palestine, and the Palestinian diasporas in a way that assure partnership and trust to encourage more involvement of skilled diasporas in knowledge transfer and development in Palestine.

CHAPTER TWO

A REVIEW OF LITERATURE AND THEORETICAL BACKGROUND

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CHAPTER TWO

A REVIEW OF LITERATURE AND THEORETICAL BACKGROUND

2.1. CHAPTER OVERVIEW

The focus of this chapter is to critically review and examine previous studies and different theories related to the transfer of knowledge by highly skilled migrants to their home country. Also, it aims to capture and analyze the different ideas and views about this topic. Moreover, it aims to present various views in an unbiased and comprehensive manner in order to summarize the achievements and significance of prior studies and identify the gaps and the ways to bridge them. The chapter is divided into five parts; the first part reviews all related theories of migration and circular migration. However, the second section examines the literature on the concept of migration, the magnitude of skilled migration, its drivers and impacts. Likewise, the third section reviews circular and returns migration, factors that affect this kind of migration and its implications on development and capacity building in the countries of origin. While the fourth part of this chapter addresses the concept of knowledge management; and knowledge processes. As well, the fifth session addresses knowledge transfer, barriers to knowledge transfer and some examples of knowledge transfer. Finally, the fifth section explains the conceptual framework of the thesis and the main conclusions and comments.

2.2. THEORETICAL BACKGROUND

Over years researchers have paid increasing attention to migration and population mobility due to its social, economic, political and cultural dimensions and impacts. Many theories and models have been formulated to explain the causes and motives of human being's migration, patterns, and forms. Most of these models were often grown in isolation and separated by disciplinary boundaries (Arango, 2000). However, "modern migration literature contends that although these theoretical approaches offer different hypotheses, they need not be taken as mutually exclusive, but rather as complementary" (Kurekova, 2011: 4). The formulated theories sought to provide answers to the causes of international migration and its drivers.

According to these theories "the causes of migration ranging from those considered in individual calculations of advantages to those connected to the transformation of local and regional social, political, and economic structure" (Hirschman, et al., 1999: 14). However, they have "to account for a massive exodus from a rapidly industrializing Europe into the industrializing former colonies, they sought to explicate a more complex migration regime that involved reduced costs of transportation, cheaper and more rapid communication, rising governmental intervention and a greater circularity of movements" (Massey 1999: 35). The next sub-chapters aim to review the most important migration theories: the neoclassical theory, new economic theory of migration, world-system theory, the push-pull model, the network theory and the dual labor market theory. Additionally, this section reviews the literature on return and circular migration theories: the neoclassical approach, the structural approach, transnationalism, and the social network theory.

2.2.1. Summary of Migration Theories

The earliest systematic theories on migration emerged in the late nineteenth century from a neoclassical approach (Van Houte, 2016: 18). At the international level the *neo-classical theory*, as presented in the work of Lewis (1954) explains migration as a phenomenon "associated with the existence of labor supply and demand disparities between the sending countries and destination countries The resulting differentials in wages cause workers to move from low-wage, labor-surplus regions to high-wage, labor-scarce regions" (de Haas, 2008: 12). it is equally important to mention that, this theory "understands migration to be driven by differences in returns to labor across markets and the resulting differentials in wages between labor-rich versus capital-rich countries" (Kurekova, 2011: 5). Along the same lines, Harris and Todaro (1970) explained in depth the relation between unemployment and rural-urban labor migration and they stated: "The distinguishing feature of this model is that migration proceeds in response to urban-rural differences in expected earnings with the urban employment rate acting as an equilibrating force on such migration" (126). Seem to share the same, Kozak & Shengelia (2014) assert that "Traditionally (in the neoclassical theory) as the basic allocate the economic reason of the international labor migration connected with scales, rates, and structure of accumulation of the capital" (p. 93). At the micro-level, neo-classical migration theory views migrants as individual, rational actors, who decide to move on the basis of a cost-benefit calculation. Assuming free choice and full access to information, they

are expected to go where they can be the most productive (de Haas 2008: 12, Castles and Miller, 2009: 20, Castles et al. 2014, 28).

Although the neoclassical theory sought to discuss migration among countries by focusing on the differences in wages, labor surplus and capital accumulation which lead to the creation of an attractive and repulsive regions and countries that determines the directions of migrants movements to maximize their expected return, it has been criticized for "reducing migration determinants, ignoring market imperfections, homogenizing migrants and migrant societies and being a historical and static. It generally ignores the effects of home and host states and leaves out the importance of politics and policies" (Kurekova, 2011:5). Despite the neoclassical approach concentrates basically on the relative supply and demand for labor, but what may be more important is productivity. Higher productivity means higher wages, and this may be attractive for people working in similar areas in other countries. However, the main limitation of this model is that migration will have an effect on the relative labor supply and demand. "As a result of this movement, the supply of labor decreases and wages eventually rise in the capital-poor country, while the supply of labor increase and wages ultimately fall in the capital-rich country" (Massey, 1999: 35). Theoretically, this process should result in equalization of wages.

Even though individual decision to migrate increases with the level of development, with the goal to make benefits, "empirical study shows that it is rarely the poorest people from the least-developed countries who move to the richest countries; more frequently the migrants are people of intermediate social status from areas which are undergoing economic and social change" (Castles & Miller, 2009: 21). However, Observed migration patterns tend to be therefore hump-shaped: migration rates accelerate with the growth of a country's wealth as more individuals or households are able to fund migration[1] (Kurekova, 2011:5). This means, that the level of migration is the largest not for the least developed countries. Migration increases with the level of development (GDP/capita) but reaches its maximum at a higher development level. Having reached its maximum, further development will make migration less attractive.

In order to bridge the gaps and introduce a wider range of factors into economic research alternative approaches have been proposed to explain migration. The most important of them

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[1] It is also important to highlight that the people may have a better understanding of the world with a higher level of income. Generally speaking, they are more capable and more likely to take risky decision more than people with less income.

is the *new economics theory* of migration *(NELM)*. "Unlike the neoclassical theory which considers migration as an individual decision for income maximization, this theory identifies a broader number of variables involved in the location decision of labor (migrants)" (Gentili, 2011: 23). The main proposition of this theory is that "migration decisions are not made by isolated individual actors but by larger unit of related people, in which people act collectively not only to maximize expected income but also to minimize risks and to loosen constraints associated with a variety of market failure" (Massey et al. 1993: 436). clearly, the decision to migrate is often taken collectively by the emigrant and his or her family. However, "costs and returns are shared. For example, one important component of the direct returns to the non-migrating family from the migration of a family member is his or her remittances" (Stark, 1991: 25). Furthermore, the new economist theorists claim that "income is not homogeneous good, as assumed by neoclassical economics. The source of the income really matter and households have significant incentives to invest scarce family resources in activities and projects that provide access to new income sources, even if these activities do not increase total income" (Massey et al. 1993: 438). In a very important sense, Czaika & de Haas (2012) contend that "NELM hypothesizes that people and households migrate not only to improve income in absolute terms but also to increase income relative to other households" (p. 425). Additionally stark (1991) highlights that "this theory also offers reasons for the migrant and the family to enter voluntarily into a mutually beneficial contractual arrangement with each other and identifies conditions under which the contract is self-enforcing" (p. 25). This collective arrangement on the level of the household offers another approach to control risks "by diversifying the allocation of household resources, such as family labor. While some family member can be assigned economic activities in the local economy, others may be sent to work in foreign labor markets where wages and employment conditions are negatively correlated or weakly correlated with those in the local area" ((Massey et al. 1993: 436). To sum up, the new economics theory of migration view migration as a result of a joint decision to minimize risks and increase benefits of migration. In the absence or weakness of the private insurance market or unemployment and compensation governmental programs in developing economies as is the case in developed countries, the motives of the family to participate in global migration increased. Notwithstanding, this theory "has been criticized for sending-side bias and for its limited applicability due to difficulties in isolating the effects of market imperfections and risks from other income and employment variables" (Kurekova, 2011: 5).

Another migration theory that emerged after the Second World War, known as *historical-structural theory (world system theory)* concentrated on the relationship between migration and changes in the global market. It emerged in response to the shortcomings of the neo-classical theory. This approach provided a different explanation for global migration and "seen it as the interaction between migrants' expectations, on the one hand, and structures such as access to employment, markets, education, and power, on the other" (Van Houte, 2016: 18). According to this approach, migration induces brain drain and increases inequalities among countries as "economic and political power is unequally distributed among developed and underdeveloped countries, that people have unequal access to resources, and that capitalist expansion has the tendency to reinforce these inequalities"(de Haas, 2008: 15). Thus Structuralists approaches argue that migration is a natural outgrowth of disruptions and dislocations that inevitably occur in the process of capitalist development". (Massey et al., 1993: 445). Moreover, this theory argues that "penetration of capitalist's economic relation into non-capitalist or pre-capitalist societies create a mobile population that is prone to migrate" (Massey 1999: 41).

Nonetheless, *structural theory* has been criticized for considering migration as inevitable decision due to the distortions of international labor market and economic inequalities' among countries. "it is too determinist and rigid in their thinking in viewing individuals as victims or "pawns" that passively adapt to macro-forces, thereby largely ruling out individual agency (de Haas, 2008: 16). Meanwhile, Reniers (1999: 680) stated that "both neo-classical and historical-structural theories of migration generally fail to explain why some people in a certain country or region migrate and others do not". Therefore, a new analytical framework for migration has been introduced namely the *push-pull framework*. The decision to migrate under this framework is basically linked to two main causes: internal, or "push" factors, and external incentives, called "pull" factors. "They can be expressed by economic conditions in both the sending and receiving countries. Recovery of economic conditions considers an attractive factor, while the recession and economic stagnation consider as a repulsive factor" (Abu Shukr, 1990: 14). This explains the directions of migration through the world, it occurs mostly from "specific places at the origin to specific places at the destination, not only because opportunities tend to be highly localized but also because the flow of knowledge back from destination facilitates the passage for later migrants" (de has, 2008:17). According to (IOM, 2003) the economic factors are considered the most important driving forces of migration, especially among highly skilled people, mainly due to salary discrepancies and the

differences in working conditions (p. 221). In general terms, however, "for those countries that have proved unable to generate jobs and wage growth at home, the migration option offers a critical safety valve" (Lucas, 2004:162).

Despite the ability of the push-pull model to provide a general perception of people's mobility and on factors that affect their decision to migrate, it suffers from some shortcomings.

> *It does not allow for assigning relative weights to the different factors affecting migration decisions. Neither do they allow for empirical tests on the role and importance of factors that have been included or excluded. Push-pull models also tend to ignore the heterogeneity and internal stratification of societies, while general contextual factors habitually defined as either push or pull factors are likely to work out in a differentiated way on the individual level, and might subsequently encourage some people to leave and others to stay. Another fundamental weakness of this model is that push and pull factors are generally mirrored in each other (de Haas 2008: 18).*

According to Lee, "people respond differently to "plus" and "minus" factors at origins and destinations and have different abilities to cope with the intervening variables." (Lee, 1966 cited in Reniers 1999: 681). Seem to share the same, Salt (1987) claims that "despite the crucial role of economic factors as one of the root causes of migration, and the fact that people tend to move to places where the standards of living are better, these motivations alone cannot explain the actual shape of migration patterns" (p. 243).

The fifth theory that will be discussed in this regard is *network theory*. Actually, migrant networks work as one of the factors influencing the migration decision by facilitating the flow of information back home. As defined by Massey et al. (1993: 448) migrants' networks are "sets of interpersonal ties that connect migrants, former migrants, and non-migrants in origin and destination areas through ties of kinship, friendship, and shared community origin". According to the cumulative theory of migration, networks made migration less costly and less risky, as "the first migrants usually have enough resources to absorb the costs and risks of the trip, family and friends then draw on ties with these migrants to gain access to employment and assistance in migrating, substantially reducing the costs and risks of movement to them" (Docquier & Rapoport, 2007: 20). According to this theory, the size of migration among countries "is not strongly correlated to wage differentials or employment

rates, because whatever effects these variables have in promoting or inhibiting migration are progressively overshadowed by the falling costs and risks of movement stemming from the growth of migrant networks over time." (Massey et al., 1993: 450). Although network theory facilitates the mobility of people and involved them in a different way to remain in contact with their origin societies. Critics, however, say that "labor migration movements do often tend to decrease or cease when the fundamental causes of migration disappear, and legal and physical barriers to migration can have an important influence on the magnitude and nature of migration, although not necessarily in the intended direction" (De Haas 2008: 30). Moreover, "settled migrants are not always willing to act as bridgeheads for prospective migrants. They sometimes act as more like gatekeepers." (Böcker, 1994: 103).

One of the relatively modern theories is the *dual labor market theory*. According to this approach, international migration is caused by a permanent demand for immigrant labor that is inherent to the economic structure of a developed nation. Migration is not caused by push factors in sending countries, but by the pull factors in receiving countries (Massey et al. 1993, p. 440). The dual labor market theory ignores the micro-level decisions such as an individual's cost-benefit analysis. Nevertheless, it sought to explain migration by linking it to the global labor demand factor. Researchers and academic contributors who examined the history and factors that affect human mobility came from different disciplines, primarily from economics, and sociology. Migration theories presented in this chapter show the multiplicity of theories and models that attempt to explain the motives and determinants of migration. They indicate the extent to which sociologists and economists are concerned about the drivers of migration and its impacts. However, this diversity indicates the extent to which it is difficult to separate migration from its socio-economic context. Moreover, despite some convergence among these theories in some respects, in the end, they led to divergent conclusions. Actually, these theories lack coherence and evolved in isolation from one another. To be more specific, Massey et al (1993) outline that "understanding of contemporary migration processes will not be achieved by relying on one discipline alone, or by focusing on a single level of analysis. Rather, their complex, multifaceted nature requires a sophisticated theory that incorporates a variety of perspectives, levels, and assumptions" (p. 432).

2.2.2. Summary of Circular and Return Migration Theories

To understand return migration and its drivers and motivations, a variety of approaches and models has been developed. Indeed, recent studies e.g. (Cassarino 2004; Farrell et al., 2012) on return and circular migration cast serious emphasis on the theoretical background of this kind of human mobility. It is substantial to consider the factors that influence the decision of highly skilled migrants, as well as the impacts and feasibility of this return. Although these theories agreed on the fact that return and circular migration can contribute to the reconstruction and capacity building of their home country, however, they diverged in their interpretations. This section will discuss various theories that addressee return and circular migration which could roughly be divided as follows:

2.2.2.1. Neoclassical Economics and the New Economics of Labour Migration

The *neoclassical approach* viewed return migration as international mobility that drives by failure factors rather than success circumstances. To conceptualize return migration (Cassarino, 2004) argued that "return migration seems to be viewed as the outcome of a failed migration experience which did not yield the expected benefits (p. 255). Variation in wages between the home country and destination country was a matter in determining the direction of labor mobility. In contrast to the neoclassical approach, the *New Economics of Labour Migration (NELM)* viewed return migration "as the logical outcome of a calculated strategy, defined at the level of the migrant's household, and resulting from the successful achievement of goals or targets" (Cassarino cited in Tyagi 2017: 41). The main achievement of NELM theory is that it **"s**hifts the focus of migration theory from individual independence to mutual interdependence" (Stark 1991, 26). Nevertheless, Dustmann and Weiss (2007) argued that "One simple way to model a return migration is to assume that migrants have a preference for consumption in their home country" (p. 245). This remarkably indicates that return migration cannot only be guided by failed experience in the host country, however, but many migrants also work very hard to maximize their benefits and skills and they were expected to play a positive role in development and modernization of their home countries (De Haas 2010). Therefore many criticisms have been raised against these theories notable among them was Farrell et al., (2014) according to them both NELM theory and neoclassical theory criticized for placing considerable emphasis on the financial aspects rather than social and cultural factors as a determinant of the migrant's decision to return (p. 129). The growing

criticisms of these theories have paved the way for the emergence of new theories to explain return and circular migration. The most notable of these theories was *the structural approach.*

2.2.2.2. *Structural approach*

This approach claimed that the return migration phenomenon cannot be explained only by the success or failure approach. Indeed, one cannot isolate the decisions of the returnees from socio-economic factors both at home and in the host country. Addressing this shortcoming, the *structural approach* argues that:

> *"Return is not solely analyzed with reference to the individual experience of the migrant, but also with reference to social and institutional factors in countries of origin. Return appears to be guided by the opportunities that migrants expect to find in their origin countries but also by the opportunities already offered in their respective host countries" (Cassarino, 2004: 257, 258).*

However, it is interesting to note that return to the home country without enough information about the local context may jeopardize this return. It is thus hardly surprising that "returnees often suffer from reverse cultural shock, which can be even more severe than the cultural shock faced during the initial months of expatriation (Nery-Kjerfve & McLean, 2012: 2), one of the main features of the structural theory is that it asserted the readjustment and reintegration of returnees into the home society. "In order to be reaccepted, returnee has to readapt to the changed cultural and behavioral patterns of his community of origin and this is re-socialization" (Dumon 1986: 122). Furthermore, this theory placed additional weight on the reintegration process, considering it very essential for the success of return migration and for accomplishing significant impacts on the home country.

Actually, the assumptions of the structural theory have contended by many scholars and researchers as structuralists proposed that the information available for immigrants about their home country local context is pretty rare, and the possibilities for bilateral exchange between the home country and host country mostly do not exist. apparently, (Farrell et al. 2014) put it: "fails to consider the difficulties faced by returnees, often related to the length of time spent abroad, in addition to the level of contact maintained with family and friends while away" (p. 129). Additionally, in shifting the emphasis from an individual level to a structural context, the *structural theory* is not more than the opposite face of the *neoclassical theory* with modest insight.

2.2.2.3. *Transnational approach*

In order to conceptualize and theorize return migration based on Spatio-temporal theoretical perspectives, a *transnational approach* constitutes an attempt to study migration-development interconnections. This approach was developed by Zelinsky (1971) and Skeldon (1997). According to de Haas (2007: 21), there have been various attempts to link the demographic transition theory to changing patterns of population mobility. Transnational hypothesis by Zelinsky's states that:

> "*Through the development of scientific knowledge, "modern man" had extended control over his own physiology in the form of death and birth control, resulting in the demographic transition. He preferred to use the term vital transition, by means of which he broadened the concept of demographic transition by linking it to processes of modernization, economic growth, and increasing mobility. In many respects, this vital transition can be equated with what many others would call development*" de Haas, 2007: 22).

According to transnationalism "return takes place once enough resources, whether financial or informational, have been gathered and when conditions at home are viewed as being favorable enough" (Cassarino, 2004: 264). According to this approach human migration "is not a singular journey but tends to become an integral part of the migrants' lives" (Faist 2000:13). One of the main contrasts between transnationalism and structuralism lies in the fact that "According to trans-nationalists, returnees prepare their reintegration at home through mobility, circularity and regular visits to their home countries (Eriksen 1995: 312-313). In point of fact, this transnational mobility is crucial in the sense that it "provides a platform and a period of incubation which made way for the current emergence of transnational social spaces." (Pries 2001:23). Furthermore, other scholars link transnational approach to human capital and they argued that "Migrants with higher levels of capital have more possibilities to engage with or develop transnational practices" (Siar, 2012: 53-54). The *transnational approach* is broadly consistent with the principles of *social network theory* in that they place additional emphasis on the role of human capital in the decision of return. This is hardly surprising as "*social network theorists* believe that return migrants need not be dependent on diasporas, but that the process of migration has equipped the returnee with various forms of capital which can be utilized for a successful return to the home country" (Farrell et al. 2014: 130). In spite of both transnationalism and social network theory viewed

return migration as a stage of circular migration and pay more weight to the preservation and linkage between diasporas and their home countries in fostering and securing return migration, but "Cross-border social and economic networks differ from transnational relationships, in terms of organizational patterns, goals and configuration Networks pertain to a specific type of relation linking a defined set of persons, objects, or events" (Cassarino 2004: 267).

This sub-chapter reviews the main approaches that address return migration and provide a clear understanding of it. Although it is widely accepted that return migration is not a spontaneous practice and there are factors that stimulate it, there's a difference as regards the nature of these drivers. While neoclassical economics and NELM focused on the individual or household levels as the main motive for the decision to return, the structuralism, transnationalism, and social network theory focus mainly on micro and macro socio-economic dimensions of return migration either in the origin country or the host country. As such, the transitional mobility theory (transnationalism) fits rather well into the theoretical perspective of this thesis. Since the main objective of this research is to explore the factors and barriers that affect the contribution of Palestinian skilled diaspora to knowledge transfer to their home country. To achieve this aim I will examine both the host country factors and home country factors in addition to the diaspora's role and individual motivations.

2.3. MIGRATION

Migration plays a significant role in the distribution and redistribution of people all over the world. It is a humanitarian phenomenon that started thousands of years ago when people were moving from one place to another in search of a better life and livelihood. Over the years, "migration became one of the oldest actions against poverty and dates back to early human history" (De Abreu, 2012: 17), but it has taken many and various forms and became a crucial factor that shaped the world. It has contributed to demographic, social and economic changes and in the formation of minorities and ethnicities in countries all over the world. According to IOM (2011), migration is "the movement of a person or a group of persons, either across an international border or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification" (P. 41).

In the past, migrations often occurred in the form of human waves or groups. These kinds of migration were evidently traced through their common languages, cultural norms, and religious practice they brought with them. According to anthropologists, the first migration of human beings goes back to Africa, where climate change was the main driving factor. While "migration historians agree that a crucial turning point in the history of migration occurred about 500 years ago with the voyages undertaken by European explorers that led initially to the discovery of new worlds such as the Americas and Asia, and then on the development of colonial endeavors" (IOM, migration, and history: 10). In a similar vein, Massey (1999) argued that "over three centuries, nearly ten million Africans were imported into the Americas and together with European colonists, they radically transformed its social and demographic composition" (p. 34). However, the consequences of the industrial revolution have led to the second stage of migration. "It began early in the nineteenth century and stemmed from the economic development of Europe and the spread of industrialization to former colonies in the new world" (Ibid: 34). The resulting accumulation of capital in countries such as North America and Australia became the main driving factor of this kind of migration.

As a result of the world economic crisis and recession 1929-1933, the scale of international migration has reduced dramatically. However, after the Second World War, a new stage of migration has been commenced basically from developing countries to industrial and developed countries. This stage is caused by "a scientific and technological revolution; monopolization of the international markets of labor and capital; internationalization and integration processes of economic activity. Its characteristic features: an increase in demand on highly-skilled personnel and growth of intercontinental migration" (Kozak & Shengelia, 2014: 95). At the same time, this stage has been experienced "growth of intercontinental migration, in particular in Europe and Africa and an increase in demand from modern production on highly-skilled personnel" (Ibid: 95). The main intercontinental migration was that of "black slaves from Africa to the Americas and the Caribbean, where more than 4.5 million slaves had been forcibly transported to Brazil" (Hatton & Williamson, 1994: 4).

Looking at the modern period, most of the developing countries including the Middle East and North Africa experienced significant emigration towards OECD countries during the last decades. Actually, the number of international migrants increased over the years, it "increased from 75 million in 1960 to 214 million in 2010" (Docuier, 2014: 2). However, as a result of the continuity of the driving factors, this number increased in a dramatic way. As stated by the international migration report 2017 "the number of international migrants

worldwide has continued to grow over the past seventeen years, reaching 258 million in 2017, up from 248 million in 2015, 220 million in 2010, 191 million in 2005 and 173 million in 2000" (UN, 2017: 4). (Appendix A) shows the percentage of international migrants in selected age groups by development group over certain periods (1990, 2000, 2010 and 2013) According to appendix A, the percentage of international migrants aged 15 to 24 was the highest in the least developed countries (20.9%) in 2013. Also, the same data shows that the percentage of migrants of the same age is higher in developing countries than in developed countries. In 2013 youth migrants accounted for 12.2% of international migrants in the world, 10.2% of international migrants in developed countries, 14.9% in developing countries, 20.9% in least-developed countries, and 14.2% in other developing countries. The level of risks and difficulties of migration to these countries vary from one group to another. For example "When young migrants move to least-developed countries, it may jeopardize their future wellbeing, as educational and labor-market opportunities are liable to be more constrained than in developing or developed countries, leaving migrant youth unable to increase their human capital or to find good-paying jobs (GMG, 2014: 7)

2.3.1. Globalization challenges and international migration

Globalization is "a multidimensional set of social processes that create, multiply, stretch, and intensify worldwide social interdependencies and exchanges while at the same time fostering in people a growing awareness of deepening connections between the local and the distant" (Steger, 2003: 13). Globalization has accompanied by social, cultural and economic changes. These changes profoundly influenced the various aspects of human life including the mobility of people. According to Steger (2009*) "Globalization surfaced as the buzzword of the 'Roaring Nineties' as it best captured the increasingly interdependent nature of social life on our planet*". (p. 1). The relationship between globalization and international migration was "obvious since the first wave of globalization (1870 -1913), which involved substantial international mobility of people, reflecting the openness to goods and capital under the policy regime of the gold standard and low tariffs" (Solimano, 2004:1). During this period "people migrated from resource-scarce labor-abundant (the backward countries of Europe, China, and India) to the resource-abundant labor-scarce countries of the New World such as USA, UK, Canada, and Australia" (Kozak & Shengelia, 2014: 94).

Meanwhile, Castles and Miller (2009) place more emphasis on the mutual and interrelated relationship between migration and globalization and they stated "Globalization remains a

crucial context for understanding twenty-first-century migration. where, globalization drives migration and changes its directions and forms, while on the other hand, migration is an intrinsic part of globalization and is itself a major force reshaping communities and societies" (p. 54). International migration is a complex and multidimensional societal phenomenon. It stems, not only from local and regional factors but also from the globalization tendency that fuels this phenomenon (Emam, 2009:3). Indeed, "globalization provides a new platform of cooperation. This platform enables individuals, groups, companies, and universities anywhere in the world to collaborate for the purposes of innovation, production, education, research, entertainment." (Friedman, 2006: 204). Furthermore, globalization has facilitated communications among people from different countries and "opened a window of opportunity for human capital to agglomerate where it is already abundant and yet best rewarded, in the most economically advanced countries" (Docquier & Rapoport, 2007: 3). Furthermore, De Haaz (2007) adds that "telecommunication revolutions have dramatically expanded the opportunities for migrants and their families to maintain transnational ties, to maintain transnational livelihoods and to construct transnational identities". (p. 24-25).

Talent has a large economic value and its mobility has increased with globalization, the spread of new information technologies and lower transportation costs (Solimano, 2006: 1). Although, the world today is flattened and it provides equal opportunities for those who have the intention and abilities to change and keep pace with scientific and technological progress "the current process of globalization is producing unbalanced outcomes, both between and within countries." (Bolay & Tejada, 2014: 187). Actually, "the exchange of knowledge between developed and developing countries is quite asymmetric and the exodus of qualified personnel from the South is often seen as a serious obstacle to development and as a loss for the home countries." (Delicado, 2007: 1). This led to a disparity in knowledge accumulation among countries. Nevertheless, skilled migration may also have a positive effect, strengthening ties between North and South and facilitating knowledge transfer (Ibid: 1). To fill the gap resulted from brain drain, "return migration and the international circulation of ideas, technology, expertise can counter-balance, to some extent, a skewed distribution of gains from the mobility of talent toward receiving countries" (Solimano 2001: 1). Moreover, "the actions undertaken by scientists, academics and students originally from the countries of the South but living in the North offer new dimensions for cooperation between world countries and regions." (Bolay & Tejada, 2014: 196).

2.3.2. Skilled Migration "Brain Drain"

Scholars use the term "brain drain" to describe the out-migration of highly skilled people from developing or less economically-developed countries to countries with better professional, economic, or social structures, and opportunities. Skilled migration "brain drain" has been a topic of discussion for many years due to its impacts on the economic and social conditions in many countries. According to Gibson, & McKenzie (2011) "There were 247 articles on brain drain written between 2005 and 2009 about twice as many as over the previous 15 years combined" (p. 2).

2.3.2.1. Concept and Magnitude of Brain Drain

"The term brain drain designates the international transfer of resources in the form of human capital and mainly applies to the migration of relatively highly educated individuals from developing to developed countries." (Beine et al., 2008: 631). The term "brain drain" was first used in the 1960s by the British people to describe the migration of scientists, Technologists and British intellectuals from the United Kingdom to the United States and Canada (Gaillard & Gaillard, 1997:201). Strictly speaking, the term "officially appeared in 1963, a few months before the publication of Gary Becker's book set the theoretical bases of the human capital approach" (Meyer, 2001:95). Although brain drain is a global phenomenon, its rate varies significantly across countries. Data shows that the threat of brain drain in countries with a small population is usually higher. "On average 7.3% of tertiary-educated people of the developing countries work in higher-income countries, this ratio varies from 5.4% (or below) in developing countries with populations of 40 million or more to 13% in sub-Saharan Africa and to 45% in small developing island nations".(Gibson & McKenzie, 2011:10).

Despite a shortage of data about brain drain in the Arab world, there were about 18.1 million immigrants from the Middle East and North Africa in 2010, accounting for about 5.3% of the total population of the region. Over 40.4% of these migrants went to OECD countries, while 23.2% to other developed countries, some 31.5% of them went to other Arab countries (LAS, 2014: 9). Moreover, Ezzat (2008) claims that "Three rich Western countries, the United States, Canada, and Britain are absorbing 75% of Arab immigrants. For example, in the United Kingdom, the percentage of Arab doctors of the total physicians working there is 34%". (p. 6). In a similar vein, "about 74% of Arab origin researchers are working in a scientific field such as physics, biology, and information technology. At the French National

Centre for Scientific Research, moreover, 70% of the directors of the departments of mathematics, physics and, technologies are researchers with Arab origins" (LAS, 2008: 88, 90). According to the human development report 2002 issued by the United Nation, "there are more than one million Arab experts and highly skilled people working in Western Europe and North countries". (Palestine International Foundation, 2008: 19-20). Likewise, data show that the phenomenon of high skilled migration has increased dramatically in the last decade. For example, more than one-third of emigrants (35.7%) hold university and higher degrees, and 35.7% of total emigrants have secondary education, compared to 1.3% with no qualification (Palestinian Central Bureau of Statistics 2011:109).

2.3.2.2. Drivers of Skilled Migration

Generally speaking, the decision to migrate is often aimed to achieve economic prosperity and social welfare. However, Migration may be driven more by broader career concerns such as the quality of opportunities to conduct research, to work with best experts of their profession, and to learn from the best, as well as lifestyle and family reasons, than by how much more people could earn abroad (Clemens, 2009: 12). People most often migrate to improve their standard of living though. According to Ferjani (2000), researchers explain this phenomenon through two main approaches. The individual approach states that qualified individuals search for their intellectual and professional, hope to secure a comfortable living and good working conditions; as well they want to ensure freedom of thought and creative opportunities that, unfortunately, are not available in their home country. Furthermore, Ferjani, (2000) addressed the main driver of skilled migration from developing countries as follows: "Low-income level and low standard of living; Scientific and professional frustration due to lack of research potential; and Absence of freedom of thought, and bad governance of institutions and society" (p. 5). Meanwhile, the second approach deals with skilled migration as an international phenomenon. It focuses on the demand side and tries to find a correlation between skilled migration and the global market for highly qualified people. According to Kozak & Shengelia (2014) "The international labor migration is caused by both factors of internal economic development of each separate country and external factors: a condition of the international economy as a whole and economic relations between the countries" (p. 93). Indeed, migration of highly skilled people has emerged as a result of the status of "labor market structure within the countries of origin which increase the international labor offer of highly skilled workers" (Bacchi, 2014: 2). The mismatch between

the supplies of skilled workers graduated yearly from universities and the needs of the labor market created high rates of unemployment in the countries of origin. Meanwhile, the prevalent knowledge-based economy of the developed countries is characterized by a shortage of human resources. As such these economies need a great number of highly-skilled migrants to fulfil this gap. For example, "the EU needs to attract researchers from the rest of the world. To do it, European Commission President Prodi has called for up to 1.7 million immigrants to fill an EU-wide labor shortage through a system similar to the US green card for qualified immigrants" (Giannoccolo, 2005: 5). Moreover, the European Council asked the Member States to take the necessary steps to facilitate the mobility of highly skilled migrants and high-quality researchers into the European Union. The regional report about the migration of the Arab Labor (2008), for instance, highlights competition to attract highly skilled persons from a certain part of the world and stated that "The need for this kind of immigrants has grown over time as a result of globalization and open markets" (LAS, 2008:35). By using a lower-cost foreign labor force, global companies can reduce production costs and increase their competitive advantages and profits. In general, the economic factors are considered the most important driving forces of migration, especially among highly skilled people, mainly "due to salary discrepancies, the differences in working conditions, and economic disparity among countries" (IOM, 2003: 218). For those countries that have proved unable to generate jobs and wage growth at home, the migration option offers a critical safety valve (Lucas, 2004:162). Moreover, the level of scientific research and lack of vacancies in some scientific and technological fields may also be a problem. For example in most Arab countries "Some scientists suffer from the absence of certain discipline that conforms to their educational qualifications such as atomic science, rocket industries, and space "(Jurani, 2011: 4). This is one of the main reasons that enforced them to seek jobs that would suit their qualifications in developed countries.

Corruption may be a driver too. It might affect net migration through two channels: "first, it might favor outflows by pushing highly skilled natives to migrate to other less corrupt countries; and second, it might hamper inflows by discouraging talented foreign workers from immigrating" (Ariu & Squicciarini, 2013:.503). While Dimant et al., (2013) examined the impacts of corruption on migration for a panel of 111 countries between 1985 and 2000. The empirical results indicate that corruption especially drives skilled migration (p.1274). A study on the relationship between emigration and corruption by Cooray & Schneider (2014) revealed that "If corruption in a country increases, the emigration rates of those with high levels of educational attainment also increase" (p. 18). According to the UN (2013b), "some

youth decide to migrate because of perceived injustices in their countries of origin. There may be a high incidence of corruption, chronic political instability, or serious human rights violations" (p. 38). According to the Corruption Perception Index 2017, issued by Transparency International (on a scale of 0 to 100, where 0 refers to the highest level of corruption), the rates of all Arab countries were below 50, except for Qatar and the United Arab Emirates. They traced corruption by using certain indicators including, but not limited to, e-governance practices, human rights, democracy, and freedom of expression.

Political factors play a much larger role as a driving force of skilled people's migration especially in countries suffering from a political disorder. Docquier & Rapoport (2007) argue that "Skilled emigration is highest (higher than 30%) in countries that suffered from civil war and political instability during the last decades (e.g., Haiti, Somalia, Ghana, Sierra Leone, and Lebanon) and is particularly strong in Central America and Sub-Saharan Africa" (p.7). According to the Internal Displacement Monitoring Centre "by July 2015, those displaced by the Syrian conflict alone had reached 11.6 million. Of these, 7.6 million were internally displaced persons, while the rest were refugees outside their country of nationality" (UNDP, 2016a: 141) In contrast, developed countries can often provide better possibilities for work and scientific research. Therefore "one of the reasons for skilled migration is the availability of scientific research in the destination countries, either that related to the prevailing scientific research climate or physical capabilities such as laboratories, funding, research teamwork" (Qwaider, 2004: 9). Moreover, "Scientific progress, political stability, democratic environment, and freedom of expression are motivations for prospective migrants as well, in addition to higher incomes and freedom of professional practices" (Albeel, 2012:13).

2.3.2.3 Impacts of Skilled Migration

Since the emergence of migration as a systematic area of study, the link with development has been an integral part of these studies (Castles et al. 2014, 46-47). Yet, the impacts of skilled migration on development and welfare of origin countries are still controversial among researchers. "The international mobility of talent can have important development effects on the source nations, on the receiving countries and on the global economy and society. In source countries, the emigration of talent can reduce their human capital base" (Solimano 2006: 1). After the Second World War, skilled migration extremely afflicted many developing countries and made them suffer. "They incurred the loss of talent and skilled people, who left their homeland as a result of the increase in demand from modern production on highly-skilled personnel" (Kozak & Shengelia, 2014: 95). de facto, UNESCO

considers brain drain "an anomalous kind of scientific exchange between countries that characterized by backward technology transfer because the brain drain is a direct transfer of one of the most important factors of production, which is the human capital" (Jurani, 2011: 2). By reducing human capital in source countries, high-skilled emigration may hinder economic growth. "As all economies become more reliant on knowledge, the loss of the best-trained workers poses serious threats to national productivity and output" (Quaked, 2002: 155). Furthermore, "the brain drain increases the technological gap between leading and developing nations because the concentration of human capital in the most advanced economies contributes to their technological progress and undermining a country's ability to adopt new technologies or deal with health crises" (Docquier, 2014: 5). Unsurprisingly, source governments lose both their initial educational investment, as well as their downstream taxes (Bhagwati & Hamada, cited in Lowell & Gerova, 2004: 6). Consequently, a loss of scarce skills and talents leads to economic decline and a low level of welfare in the country. Moreover, "skilled labor migration may have a substantial negative impact on unskilled workers' productivity and wages and lead to higher inequality in the home country"(Docquier & Rapoport, 2007: 3).the reason for that is the income of skilled labor far exceeds the income of unskilled one. The losses become especially clear and influential when we trace the financial losses of developing countries because of brain drain. For example, "the losses of the Arab countries as a result of brain drain during the seventies of the last century were 11 billion dollars, while the estimated annual cost of Arab brain drain is 2 billion dollars" (Qwaider, 2004: 14).

In contrast, some scholars argued that "High-skilled immigration can cause net increases in a home country human capital stocks at low migration level" (Clemens, 2009: 4). The basic idea of such brain gain theories is that "decisions of individuals to invest in education react to the prospect of future migration, which may not actually end up migrating" (Gibson & McKenzie, 2011:12). For example, "the high departure rate of college-educated adults has almost certainly motivated additional college attendance within the Philippines and even influenced the choice of discipline for study". (Lucas, 2004: 152). Although high-skilled migration is a loss for the home country; there are several forms to involve them in the development process of their origin countries: remittances, academic visits which imply a transfer of knowledge and best practices, and investments. Generally speaking, participation and involvement of migrants in development in their home country become easier as a result of globalization and technological progress. Remittances are one of the main benefits

received by the origin countries as a result of migration. According to the UNDP reports "the Arab region considers one of the biggest receiving countries for remittances as a percentage of GDP. Where the ratio of remittances to the GDP was 2.2%, and in North African countries this percentage raised to 3-3.5%, which is considered one of the highest ratios in the world." (LAS, 2014: 34). Despite the debate over the role of remittances to help poor families, their macroeconomic impact seems clear. "Some estimates confirmed that the increase in remittances by about 10% leads to an average reduction of poverty by about 3.5%." (Ibid: 29). As for example, the Egyptian remittances in 2009 were $ 7.8. It represents 5% of the total GDP (Barbary, 2011: 2). Furthermore, there is an increase in the number of remittances that send to the Arab region. For example" in 2017 the Egyptian remittances increased to 20 billion, and the remittances to Lebanon was 8 billion, while the remittances to West Bank and Gaza reached 2 billion" (World Bank, 2018: 31).

2.4. CIRCULAR AND RETURN MIGRATION

A more effective form of "remittance", however, is the return of skilled migrants to the home country, which implies a transfer of knowledge and best practices (the main focus of this thesis). Although "scholarly approaches related to return migration can be traced back to the 1960s, there is no question that, with hindsight, it was in the 1980s that stimulating scientific debate among scholars took place on the return phenomenon and its impact on origin countries" (Cassarino, 2004: 254). However, since the beginning of the 1990s, the interest for issues related to return migration has grown considerably (Farrell et al. 2012; Farrell et al. 2014, Klinthäll, 2006: 1). For Gmelch (1980) a return migration may be understood as the movement of emigrants back to their homelands to resettle (p. 136). Whereas Dustmann & Weiss, (2007) argue that, "return migration is often characterized by its temporary status and it describes a situation where migrants return to their country of origin by their own choice, often after a significant period abroad". (p. 238). Nevertheless, some scholars have considered transnationalism as closely intertwined with circular mobility. According to (UN, 2016b: 3) "Circular migration is viewed as a type of temporary migration, in which the temporary stay in a destination country is repeated. As such circular migration overlaps also with the concept of return migration, as return is part of the circular movement". It has become familiar that "returning home does not necessarily mean the end of the migration pathway, and it is not always final. If migrants can afford the travel costs and have legal status he will choose circular migration." (OECD, 2008: 184). Furthermore, "Return

migration extends the linear model of migration to a circular model with an imputed readjustment and assimilation to the country of origin". (Ley and Kobayashi, 2005: 112). The view of circular migration as an organized way of mobility is also identified by the International Organization for Migration, which defined circular migration as "the fluid movement of people between countries, including temporary or long-term movement which may be beneficial to all involved if occurring voluntarily and linked to the labor needs of countries of origin and destination" IOM (2011).

However, Newland, et al., (2008: 2) highlighted the relationship between circular migration and the economic space and they contended as "We have developed a more dynamic notion of circular migration as a continuing, long-term and fluid pattern of human mobility among countries that occupy what is now increasingly recognized as a single economic space". It is also worth mentioning that "beyond economic considerations, people also circulate to pursue philanthropic activities, to be close to family, and to seek educational opportunities, among many other reasons" (Triandafyllidou, 2013: 6).

Though, "circular migration has recently attracted special attention as a new approach to the orderly and balanced management of migration between host and home countries" (OECD, 2008: 195). Nevertheless, for the purposes of this thesis, and as "return migration is the type of migration one usually has in mind when referring to a migration as being temporary" (Farrell et al. 2014: 129), return migration refers to a situation where migrants return to their home country after spending a period of time abroad to reside either permanently or temporary.

2.4.1. Factors Affecting Circular and Return Migration

Migration has always been a normal and inevitable response to the economic, social, political, and environmental challenges that have shaped human history. Yet, peoples' mobility in general and circular migration, in particular, are issues that drive by certain considerations. According to Farrell, et al., (2014), migration has become more of a circular or return process, with a variety of factors affecting each individual's decision to return (p.138). These factors are interconnected and affect knowledge transfer by highly skilled migrants. According to Sier (2014: 304), there are three main factors that affect the production of diasporic knowledge transfer: "diaspora factors, host country factors, and home country factors". Nevertheless, Black, et al., identifies three group factors namely: "structural (the situation in the country of origin and in the host country), individual (age, sex, and social relations) and political (incentives and disincentives) reasons for migrants to return to their

country of origin" (Black, et al., cited in Farrell, et al., 2014:129). While Bonache et al., (2001), divided it into two main groups, cultural issues, and career-related problems. On the other hand, Cassarino (2004) presented resource mobilization and preparedness as two main factors that influence return migration and he argues "To be successfully achieved, return preparation requires time, resources and willingness on the part of the migrant" (p. 271). However, this thesis proposes five main factors namely; home country factor, host country factor, diaspora & networking factor, individual factor, and occupation factor.

2.4.1.1. Home Country Factors

Policymakers' best bet is to put in place a legislative and regulatory framework that promotes diaspora involvement. Such a framework should create a web of privileges and obligations designed for a highly mobile population with multiple affinities (Agunias & Newland, 2012: 95). Creating a conducive environment and enhance the absorptive capacity in origin countries are two main pre-steps to facilitate the engagement of diaspora and highly skilled migrants in knowledge transfer to their home country. A good indicator of the absorptive capacity of a home country is its global competitiveness. The Global Competitiveness Index (GCI) released by the World Economic Forum may be used to measure a country's absorptive capacity (Siar, 2014 :311). It consists of variables such as the strength and reliability of institutions, policies, quality of infrastructure, macroeconomic environment, health and primary education, higher education and training, market efficiency, labor market efficiency, technological readiness and factors that determine the level of productivity. According to the GCI 2017-2018 rankings that measure national competitiveness, with the exception of some Arab Gulf States, all Arab countries suffer from low competitiveness. The only Arabic countries that figured in the top 25 in 2017 were Qatar and the United Arab Emirates. (World Economic Forum, 2017: 13).

Evidence from countries has found that "highly skilled returnees are attracted by governmental promoting policies and increasing opportunities in the labor markets" (Potter 2005: 219) and the absorptive capacity of the country. Meyer and Brown (1999) argued that the return option has been effectively realized in "Singapore, Korea, India, and China due to strong programs to repatriate many of their skilled nationals abroad have been put in place since 1980. They have created at home the networks in which these returnees could effectively find a place and be operational". (p. 11). The same in case of Angola, "from 2002 onwards, the returnees desire to return is very much related to a higher economic development in Angola in comparison to host countries". (Oomen, 2013: 9). Meanwhile,

some other countries like "Philippines and Mexico faced serious challenges to magnetize their skilled diaspora and to achieve brain gain due to their volatile economic, political climate and low level of attractiveness to investments". (Hungar, 2004: 302). The openness of a home country to foreign technology and the quality of governance are crucial points in engaging and attracting highly skilled migrants to contribute to knowledge transfer and they affect their decision to return to their home country. along the same lines, Chacko & Price (2009) argued that:

> *"Immigrants' abilities to assist in home country development are influenced by a group of factors namely: "the group characteristics of those who emigrated, the circumstances that led to their leaving the home country, the socio-economic niches that they were able to carve out for themselves abroad, and policies in their countries of origin with regard to engaging the diaspora in development" (p. 5).*

The presence of encouraging national policies is seen as a cornerstone of diaspora engagement in development and knowledge transfer. For example "Between 2002 and 2006, the Ethiopian government actively encouraged the diaspora to become engaged in development by allowing easier movement of capital, goods, and persons into the country, and offering incentives to return" (Chacko & Price, 2009: 12). While, in China, a service center for returnees was set up in 1989, providing allocations for housing, duty-free purchases of computers and automobiles, and offers of return airfare for self-financed students (Keren,et al., 2003). In contrast, the absence of such policies and the lack of portability are believed to "discourage more engagement with countries of origin, primarily by inhibiting temporary and, especially, permanent return" (Agunias & Newland, 2012: 103). Moreover, "the integration of returnees needs careful planning and greater cooperation between sending countries and receiving countries" (IOM, p. 9) to grasp the developmental impacts of return migration and to become more effective and influential. The quality of governance also affects the motivation of highly skilled migrants to transfer knowledge or invest in their home country. According to some studies, "certain professions particularly those in business and trade are highly sensitive to personal incentives, particularly monetary returns, due to the greater risks involved in these activities, and they are therefore sensitive to adverse home country conditions" (Siar, 2012: 201). For example, the expatriates are "discouraged to invest in the Philippines or facilitate investments into the country because of corruption and red tape in government, inefficient infrastructures, unstable political conditions, and weak public order and security" (Siar, 2014: 313).

2.4.1.2. Host Country Factors

Generally speaking, the host country policies affect the contribution of skilled diaspora in development to their home countries. The presence of less restrictive immigration policies such as dual citizenship country can help sustain the links of migrants with their home country and serve as intermediaries that facilitate the transfer of knowledge and remittances to home countries and increases migrants' interest in development projects or to invest in their countries of origin (Wayland, 2006). However, "said policies also have to be complemented with labor policies that promote the utilization of diaspora capital. Non-recognition of foreign credentials hampers the migrants' ease of settlement in the host country and consequently, impedes their involvement in knowledge transfer" (Siar, 2012: 69).

It is unsurprising to note that, gaining knowledge and experience in the host country improve skilled diaspora human capital and induce their engagement in development back home. accordingly, it is interesting to note that, migrants who got a job that was commensurate with their education and training were involved in knowledge transfer sooner than those who experienced employment difficulties. The lack of stability made them less capable to be involved in knowledge transfer (Siar, 2014: 307). Additionally, IOM has found that "migrants opt to take only short-term assignments overseas for fear of losing residence rights in the host country. Therefore, return programs chiefly attract migrants who have acquired citizenship in the host country" (Agunias & Newland, 2012: 99). In a similar vein, the study of Sveinsson (2015) pointed out that "in England, immigration policies and professional development structures decidedly disincentivize circular migration by making it too risky. This usually reduces the proportion of their careers which they can dedicate to working in or for Nigeria." (p, 151). So far, flexible citizenship policies are one of the factors that facilitate the mobility of a member of diaspora and highly skilled migrants between the host country and their home country. Meanwhile, the presence of bilateral Programs is important to transfer knowledge and best practices from the host country to the origin country.

2.4.1.3. Diasporas Factors

Modern diasporas are ethnic minority groups of migrant origin residing and acting in the host country but maintaining strong sentimental and material links with their country of origin (Sheffer, 1986:3). While Chander (2001) defines diaspora as "that part of a people, dispersed in one or more countries other than its homeland, that maintains a feeling of transnational

community among people and their homeland" (p. 1020). However, according to Adamson and Demetriou (2007) diaspora is "a social collectivity that exists across state borders and that has succeeded over time to: sustain a collective national, cultural, or religious identity through a sense of internal cohesion and sustained ties with a real or imagined homeland and display an ability to address the collective interests of members of the social collectivity through a developed internal organizational framework and transnational links" (p. 497). There *is mounting* evidence *that* diasporas *do indeed play important roles in promoting* the development *of* their countries of origin *or ancestry* (Newland & Plaza, 2013:2). Generally speaking, diasporas have contributed to knowledge transfer and capacity building through diaspora knowledge networks, state-led initiatives and international organizations (Kuschminder, 2011: 4).

Increased categorizations of diaspora organizations focusing on skills have led to new terms like diaspora scientific network (Lowell and Gerova, 2004:5) and diaspora knowledge networks (Kuschminder, 2011: 7). Meanwhile Brown (2000) classified expatriate knowledge networks into five categories: "student/ scholarly networks, local associations of skilled expatriates, expert pool assistance through expatriate nationals (TOKTEN) program of the UNDP's for, developing intellectual/scientific diaspora networks, and intellectual/scientific diaspora networks" (p. 4). Although these networks emerged very spontaneously and independently of each other (Brown, 2000: 4) the distinction between some of these categories is blurry, and a network may exhibit characteristics of more than one category (Lowell and Gerova, 2004: 23). Indeed, "successful migrants or members of the diaspora can bring the positive effects of migration to the force; by tapping into their networks they can build bridges and significantly contribute to development" (ICMPD, 2014: 18). Meanwhile, Lucas (2005) places more emphasis on the human capital abroad and the level of skills and experience of diaspora network and its potential outcomes, and he argued that "as transnational networks become established they may also play a role in shaping developments in the home country" (p. 154). Moreover, Johnson and Sedaca (2004) identify diaspora factor as rather definitive in "the mobilization of knowledge and skills of these expatriate professionals can play an even more effective role facilitating economic development in their countries of origin" (p. 55).

Actually, there are two diaspora factors that facilitate diaspora knowledge transfer, namely, diaspora associations and social capital. Meanwhile, there is a large economic and sociological literature emphasizing that the creation of migrants' networks facilitates

exchanges of goods, factors, and ideas between the migrants' host and home countries (Docquier & Rapoport, 2007: 20). To clarify how diasporas function in terms of the contribution to the development and knowledge transfer to the home country, Docquier & Rapoport (2007) stated that "the role of migrants' networks is to diffuse information on job availability and provide hospitality and help in job search" (p. 21). Furthermore, social networks facilitate access to resources, such as financial capital, human capital, and knowledge capital (Sorenson 2005 in Siar, 2014 :306). Meanwhile, Johnson and Sedaca (2004) asserted the role of diaspora database in providing information that can be used by network members and they stated: "network members can use these portals for chat room discussions to exchange contacts, technical methods, lessons learned or raise awareness of key issues in their field of expertise" (p. 65). Additionally, "networks provide a basis for social cohesion because they enable people to communicate and cooperate with each other for mutual advantage even if they do not have a direct relationship" (Field, 2008:14).

2.4.1.4. Individual Factors

Experience shows that there are personal goals and interests influence an individual's decision to become part of circular activities and engage in knowledge transfer and development back home. Unlike some of the other responses to the diaspora link that involve some level of financial benefit to members of the diaspora, knowledge transfer depends mainly on the ability and willingness of the diaspora to provide their 'knowledge and skill assets' on a volunteer basis (Johnson and Sedaca 2004: 62). Individual and sentimental links are the primary motivating factors for the diaspora to engage in knowledge transfer to the country of origin (Siar, 2014 :305). A study by (Siar, 2011) on skilled migration knowledge transfer and development revealed that "Altruism was exhibited by the majority of the participants and appeared to be the strongest motivation" (p. 86). Moreover, Gustavsson & Peszkowski (2007: 24) asserted that the factors contributed to the satisfaction and problems of returned migrants are dependent upon their expectations prior to return, but also on other factors such as the repatriates' personality, age (different generations), family, job offers, function area. While Lucas (2005) stressed the role of transnational relation in international migration and the individuals decision in development and knowledge transfer to their home country and he stated: "Family, friends or other contacts overseas ease the process of relocating, serving to sustain and amplify specific migration streams once initiated" (p. 154).

However, learning new things and gain more experience are driving factors for the temporary return of skilled people. The results of the study of Peszkowski and Gustavsson

(2007) showed that "All of the repatriates feel that they have gone through personal development, gained new insights and learned new ways of working and thinking during their assignments (p. 21). Lastly, Sipavičienė, et al., (2009) indicate that achievement of a set of goals such as high income, to get a higher level of education or to gain experience are often sufficient motivations for immigrants to consider returning.

2.4.2. Impacts of Circular and Return Migration on Development in Home Countries

It is interesting to note that, "the shortage of data and the expected weak effect are some reasons why no macroeconomic assessment of the impact of return migration exists" (OECD, 2008: 197). However, circular migration and temporary return is a seemingly promising approach as it allows the diasporas to engage in the development process in a home country without necessarily settling there. Interestingly enough, many countries have tried to decrease their losses resulting from brain drain via "facilitating and regulating temporary and circular migration in order to tap into its benefits" (GFMD, 2008: 3), and to grasp the opportunities that this new pattern of migration can provide. Indeed, "recent migration literature has argued that return migrants have the potential to supply countries with the type of skills that they cannot generate locally" Jackson, 2012: 16). In general terms, as a temporary return is easier to implement and less dramatic for the returnees, many recent initiatives have focused on temporary return (Lowell & Gerova, 2004 :8).

Along these lines, IOM and other members of the Global Migration Group (GMG) highlighted the benefits of return and circular migration and they stated: "from a country of origin's perspective, circular migration can allow for the acquisition of new ideas, technologies or land-use practices that can then be replicated in the community of origin through the transfer of ideas, training and capacity building activities" (GMG cited in Lanzieri & Novkovska, 2016:8). Meanwhile (Lubbad, 2008) argued that "while permanent migration decreases the social and economic link between migrant and his home country, circular migration could provide multi-benefits such as social, cultural exchange, transfer of knowledge/experience and remittances for both countries of origin and countries of destination" (p. 6). Despite the significant impacts of "individual or collective remittances or various forms of individual or institutional investment, it can be argued that the mobilization of knowledge and skills of these expatriate professionals can play an even more effective role facilitating economic development in their countries of origin"(Johnson and Sedaca, 2004:

55). The extent of benefit from highly skilled returnees depends mainly on the quality and depth of knowledge and skills he or she gained and experience in the host country. The more the knowledge and technology he experienced the more the benefit. According to a cross-party Parliamentary Committee appointed by the Swedish Government in 2009 "three groups of migrants that have the potential of influencing development in their countries of origin: labor migrants, international students, and entrepreneurs" (Lanzieri, & Novkovska, 2016: 10). Indian software engineers experience is one of the best role models for temporary migration returns. A survey, conducted among 225 Indian software firms, showed strong evidence of brain circulation, with 30-40% of the higher-level employees having relevant work experience in a developed country (Commander et al., 2004 in Docquier & Rapoport, 2007: 15). Furthermore, China encouraged its students to seek education abroad and now seeks to reap the rewards of their return. Taiwan's leapfrog advancement is in no small degree attributed to returning scientists and may well have served as one model for India's current information technology boom (Lowell & Gerova, 2004: 8).

Despite the significant impacts of circular and return migration and examples of success in some countries such as Taiwan, India, and China in tapping the knowledge and skills of expatriate professionals (Saxenian, 2005; Zweig et al., 2008 cited in Sier, 2014: 301), the repatriation process is still under-researched (Bonache & Brewster, 2001; Riusala & Suutari, 2004), and it was "subjected to some criticisms in the last years. Return skilled migration remains relatively limited and is often rather a consequence than a trigger of growth in the home country" (Docquier & Rapoport, 2007:15). Meanwhile, Lazarova & Tarique (2005) stated that "successfully harvesting knowledge upon repatriation is not automatic. First, not all knowledge is equally easy to capture. Second, individuals and organizations do not necessarily have coinciding goals with respect to using knowledge as a basis for developing a competitive advantage (p. 362). Moreover, some studies (Oomen, 2013) showed that the majority of those repatriated were trapped in the informal market and unable to transfer the skills they acquired as part of their migration experience (p. 11).

From another point of view, (Yeaton & Hall, 2008) argue that "expatriates are transferred back home with an inadequate understanding of the country and the culture and without much previous exhortation, preparation, and without a clear career path at the organization" (p. 77). According to the global migration group (2010) "Unplanned return can be ineffectual and mean that migrants suffer themselves and may bring challenges to the communities to which they return" (p.54). Return is most sustainable "when coupled with assistance mechanisms

that support the creation of socio-economic opportunities and prevent the exclusion and separation of returnees and non-migrant communities" (Oomen, 2013: 18). Generally speaking, for a successful return, there are two fundamental factors that shape return migration free will and migrants' preparedness" (Cassarino, 2008: 101). Indeed, "the higher the level of preparedness, the greater the ability of returnees to mobilize resources autonomously and the stronger their contribution to development in home country" (Cassarino, 2004: 275). Figure 2.1 illustrates how the willingness and readiness interact to create the readiness and preparedness of the highly skilled migrants to return, either permanently or temporarily.

Figure**:** 2.1. Return Migration Preparation.
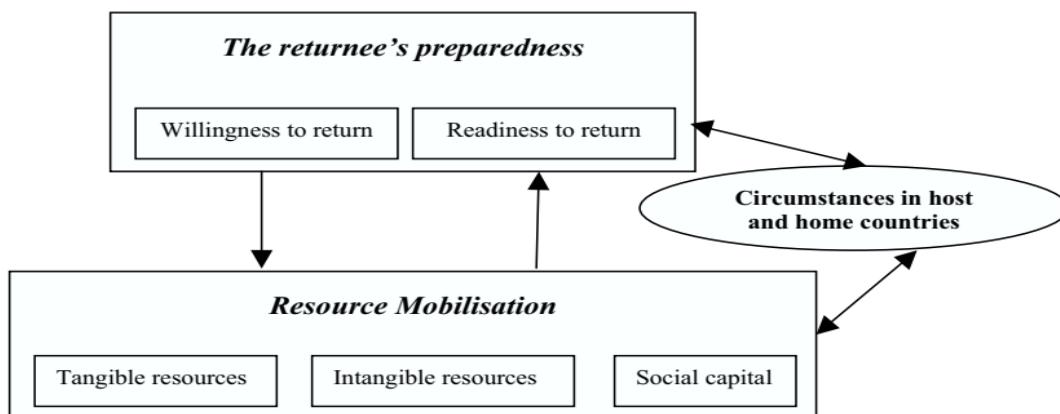
Source: Cassarino, J, P, 2004, Theorising Return Migration: The Conceptual Approach to Return Migrants Revisited p. 271.

2.5. KNOWLEDGE TRANSFER AND CIRCULATION

As mentioned earlier in this chapter, the transfer of knowledge by highly skilled migrants is crucial in providing the countries with expertise and experiences that cannot be created locally. The engagement of highly skilled migrants in knowledge transfer and development in their home country is one of the main concerns of contemporary governments. Additionally, the relationship between knowledge transfer and organizational development is well obvious, as knowledge transfer considers one of the main sources of organizational learning. (Birkinshaw, 2001: 13). So it worth examining the concepts and process of knowledge transfer.

2.5.1. Knowledge

Knowledge is considered as one of the key resources of organizations. Correct and accurate knowledge improves the effectiveness and impacts of decisions. Moreover, knowledge has become one of the most important sources of competitive advantage for organizations in many industries (Nonaka, 1991; Argote & Ingram, 2000: 155; Quintas, et al., 1997: 385, Watson & Hewett, 2006: 141). Generally speaking, there is a direct relationship between the ability of the organization to generate, maintain, retrieve and share knowledge, and its performance. No doubt that Knowledge enhances the predictability and capacity of an organization, and it "powers the ability of professionals to be their best and to deliver valuable service to customers" (Yeh, 2005: 36).

Researchers have addressed the concept of knowledge from different points of view. The *economic approach* depicts knowledge as a limited resource that should be utilized. According to this approach, "knowledge has become the key economic resources not individuals, it is even the only source of comparative advantage and can be transformed into intangible assets, which can include employees' skills, information, intellectual capital and the innovative use of assets" (Drucker, 1995: 55-61). Meanwhile, Jeniffer (2000: 11) underscores the social perspective of knowledge and he argued that "knowledge is a social and continuous process that is shaped by learning". On the same note, a definition by (ESCWA, 2003: 1) relates rationality in decision-making to knowledge, and it defined knowledge as "information used to make better decisions, which lead to rational actions. Furthermore, De Brun (2005) offers a broad meaning of knowledge and he states: "Knowledge is derived from information but it is richer and more meaningful than information. It includes familiarity, awareness, and understanding gained through experience or study, and results from making comparisons, identifying consequences, and making connections" (p. 3). Actually, knowledge is one of the four core issues that the UNDP utilizes to measure capacity development; it represents capacity constraints we see most commonly encountered across a variety of situations (UNDP, 2010:18). In the same context, Malhotra (2000) distinguished knowledge from the traditional factors of production in that "it is governed by what has been described as the law of increasing returns. Every additional unit of knowledge used effectively results in a marginal increase in performance" (p.7) . According to Turban et al (2007), there are two levels of knowledge shallow knowledge and deep knowledge and he explains them as: "shallow knowledge is the representative of surface-level information that can be used to deal with a very specific situation. While deep

knowledge is the internal and causal structure of a system and involves the interactions between the system's components" (581). Moreover, Turban et al. (2007) added: "human problem solving is based on a deep knowledge of a situation" (p. 581).

Broadly speaking, knowledge becomes useless unless it operates by knowledge management processes in order to obtain, disseminate, and saved it to be used upon need. Knowledge management processes must be present in order to facilitate and organize the assimilation of knowledge into the organization. These processes are consisting of "knowledge acquisition, creation, refinement, storage, transfer, sharing, and utilization. The knowledge management function in the organization operates these processes, develop methodologies and systems to support them, and motivates people to participate in them" (King, 2009: 6). These continuous and integrative processes, "enable the people within an organization to share what they know, leading to improved services and outcomes" (Bhusry, et al., 2011: 34). "The integration of knowledge processes is dependent upon three aspects: efficiency of integration, scope of integration, and flexibility of integration" (Gold, et al, 2001: 187).

Knowledge has been classified in many and different ways. For example, Alavi and Leidner (2001: 113) classified knowledge as tacit, explicit, individual, social, declarative, procedural, casual, conditional, relational, pragmatic. Although "there are many taxonomies that specify various kinds of knowledge, the most fundamental distinction is between tacit and explicit knowledge" (King, 2009: 3). The distinction between explicit and tacit knowledge[2] is vital because it enables these analysts to posit several different adaptation mechanisms with different characteristics or kinds of knowledge and learning (Spender, 1996: 50). Both types of knowledge permeate the daily life of organizations and both contribute to the fulfillment of organizational goals. The management of tacit knowledge, however, poses the greatest challenge and offers significant advantages (ESCWA, 2003:4). While disseminate and access to explicit knowledge is an easy process, seemingly convey and transfer tacit knowledge consider one of the serious challenges in contemporary organizations. Actually, tacit knowledge leakage is the main challenge contemporary organizations have to face as knowledge may be lost due to staff turnover, retirement or work termination. For example, "70% of the employees in the sales department of some Fortune 100 corporations in the information technology industry have left in the year 2000, leaving a knowledge vacuum of

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[2] Tacit knowledge represents knowledge that cannot be written down, exists in people's heads and is extremely difficult to transfer (Yeh, 2005: 36). While, explicit knowledge exists in the form of words, sentences, documents, organized data, computer programs, reports, written instructions, and in other explicit forms (King, 2009: 4).

stunning proportions that their successors are struggling to fill" (Beazley et al., 2002, ix). Sometimes, the shortage and inefficiency of human capital may obstruct knowledge management processes. Nevertheless, knowledge still remains a difficult thing to manage. It does not do well in captivity and it does not survive for long outside its native habitat and, in addition, the lifespan of knowledge ranges from mere seconds to eons (Ruggles, 1998: 89). Distinctly, there is growing realization about knowledge as the key driver of institutional development, Moreover, it leads to a decrease in the cost of production and also increases the assets of organizations, which enhances their competitive advantages.

2.5.2. Knowledge Transfer through Circulation

The approach of knowledge transfer through people's mobility views skilled migration as a process that does not necessarily lead to a loss of skills and knowledge for source countries. Instead, "skilled migration increases the intellectual, social, and economic capital of migrants, which also benefits home countries through knowledge transfer" (Sier, 2014: 316). However, knowledge as one of the forms of remittance was first proposed by Peggy Levitt, where she defined it as "ideas, behaviours, identities and social capital that flow from receiving to source countries" (Levitt, 1998: 927). The organizations sought to share knowledge through the exchange of experience and group meetings. knowledge transfer is the first step in its utilization (Coakes, 2003: 42). Knowledge transfer would then indicate "conveying or moving knowledge from one person or place to another" (Cantoni et al., 2001:665). Since knowledge transfer is a process of interaction among individuals and across organizational units, Marquardt, (2002) claimed that knowledge transfer is "the mechanical, electronic, and interpersonal movement of information and knowledge, both intentionally and unintentionally, throughout the organization" (p. 30). Transfers of best practices are thus seen as dyadic exchanges of organizational knowledge between a source and a recipient unit in which the identity of the recipient matters (Szulanski, 1996: 28). So, Knowledge transfer in organizations manifests itself through changes in the knowledge or performance of the recipient units. Thus, "knowledge transfer can be measured by measuring changes in knowledge or changes in performance" (Argote & Ingram, 2000: 151). Furthermore, Szulanski (1996) stated four stages of knowledge transfer namely: initiation, implementation, ramp-up, and integration, and he argued as:

> *"Initiation stage comprises all events that lead to the decision to transfer. A transfer begins when both a need and the knowledge to meet that need coexist*

within the organization, possibly undiscovered. The discovery of the need may trigger a search for potential solutions, a search that leads to the discovery of superior knowledge. During implementation stage, resources flow between the recipient and the source and transfer-specific social ties between them are established. While the ramp-up stage begins when the recipient starts using the transferred knowledge to identify and resolve unexpected problems. The integration stage begins after the recipient achieves satisfactory results with the transferred knowledge". (p, 28, 29).

Indeed, these stages are interrelated and move in a sequential manner. It should be noted that knowledge transfer could be affected by organizational culture. Some literature identifies the following cultural factors: "collaboration, mutual trust, learning, leadership and incentives/rewards" (Goh, et al., 2006: 104). Nonaka and Konno (1998) on the other hand, identify four basic patterns of transferring and sharing explicit and tacit knowledge: Socialization (tacit to tacit), Combination (explicit to explicit), externalization (tacit to explicit) and internalization (explicit to tacit). Meanwhile, the result of the study of Kuschminder et al (2014) focuses on the main forms of knowledge transferred by returnees (see figure 2.2).

Figure: 2.2. The forms of knowledge transferred by return experts
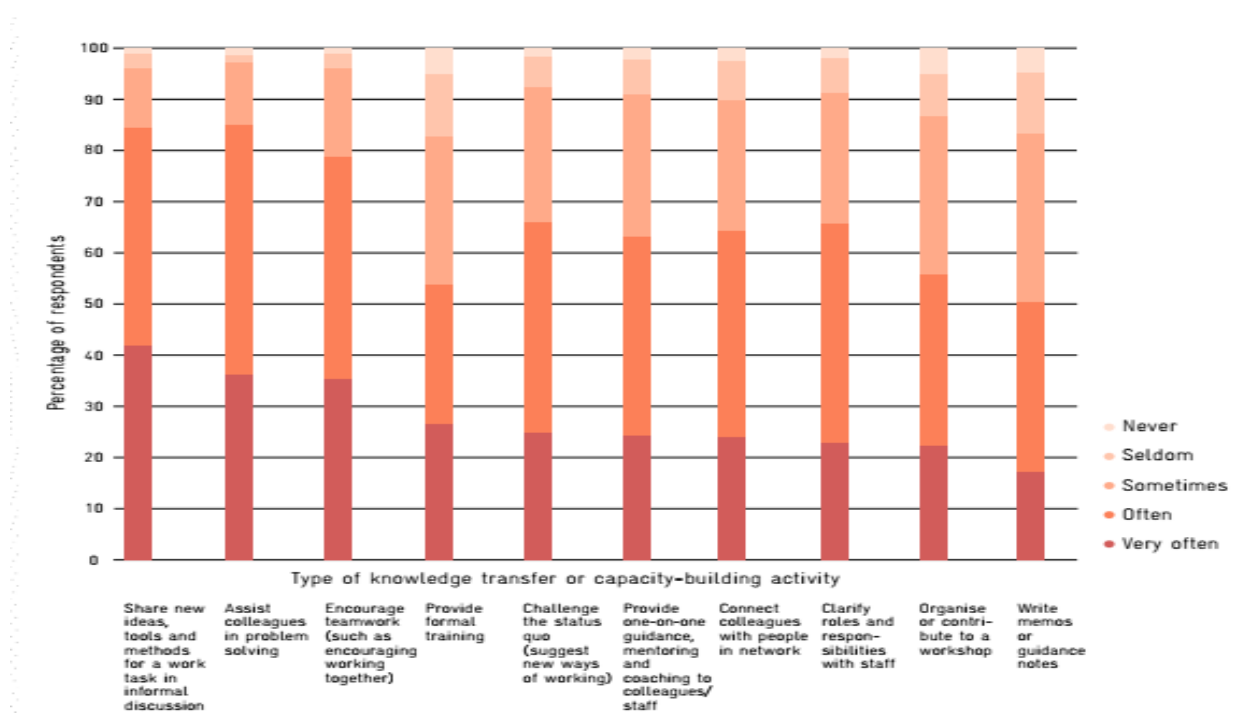
Source: Kuschminder et al., Contributions and Barriers to Knowledge Transfer: The experience of Returning Experts (2014): p. 13.

The figure above shows the most forms of knowledge that have been used including: sharing new ideas and methods, assists colleagues, encourages teamwork, suggests new ways of working and clarifies roles and responsibilities. This indicates that the contribution of skilled returnees in the transfer of tacit knowledge was more than explicit knowledge. Furthermore, to capture knowledge more effectively organizations need to have "the right tools and create right incentives to repatriates to share their knowledge." (Lazarove & Tareque, 2005:10). Figure 2.3 illustrates the knowledge transfer framework developed by Lazarove & Tareque (2005).

Figure: 2.3. Knowledge Transfer Framework
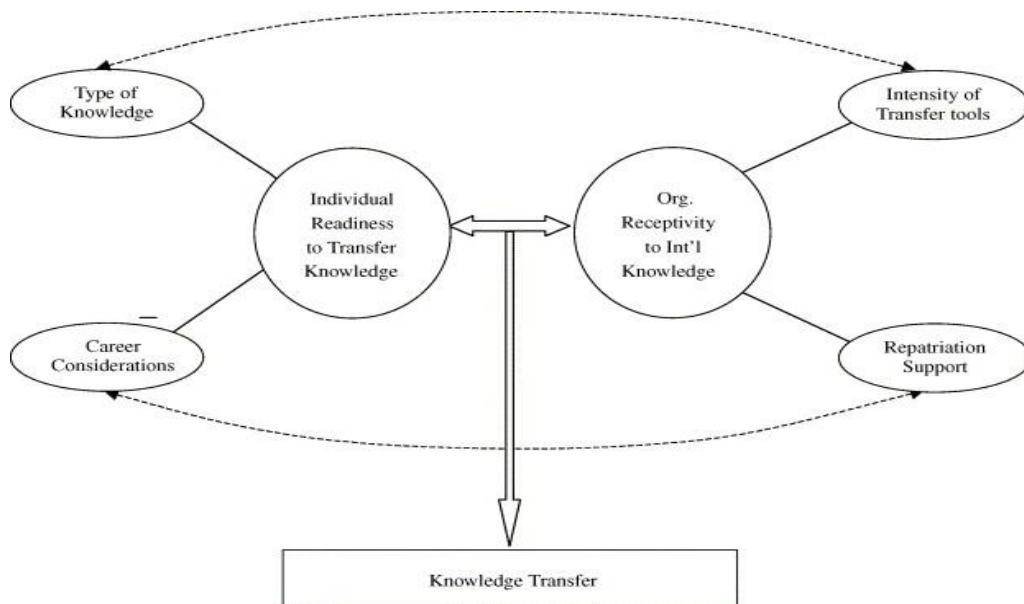
Source: Lazarove & Tareque, 2005: 370.

According to the above figure, the knowledge transfer achieves its optimal goals when there is a match between the captured knowledge and tools & mechanisms to transfer this knowledge. Moreover, the more this knowledge fits into the goals of the organization the better it impacts the organization.

2.5.3. Barriers of knowledge Transfer through Circulation

There is growing evidence that there are potential barriers and facilitators to knowledge transfer. Many authors (Kuschminder et al., 2014; Harbert & Lopez, 2013; Riege, 2005; Szulanski, 1996) investigated barriers in knowledge transfer. Individual and social barriers

often prevent effective knowledge sharing. It is, therefore, "necessary to identify and eliminate or minimize as many of these barriers as possible" (Hong, et al., 2011: 14426). While, Szulanski (1996: 30, 31) identify several factors that impact on knowledge transfer, namely: "causal ambiguity, an unproven record of knowledge, lack of motivation, lack of absorptive capacity of a receiver, weak intimacy and relationship between source unit and a recipient unit". However, Riege (2005) divided knowledge sharing barriers into three categories: personal, organizational and technological, and he argued:

> *"At an individual or employee level, knowledge-sharing barriers are often related to factors such as lacking communication skills and social networks, differences in national culture, overemphasis of position statuses, and a lack of time and trust. At an organizational level, barriers tend to be linked to, for instance, the economic viability, lack of infrastructure and resources, the accessibility of formal and informal meeting spaces, and the physical environment. At a technology level, barriers seem to correlate with factors such as the unwillingness to use applications due to a mismatch with need requirements, unrealistic expectations of IS/IT systems, and difficulties in building, integrating and modifying technology-based systems"* (p.23).

McLaughlin, et al (2008) highlighted four barriers connected with knowledge transfer in an organization, including cross-category barriers such as shortage of resources, organizational barriers, personal barriers and technology barriers. Furthermore, the result of a study by Goh, et al., 2006: 117) revealed that cultural factors (collaboration, mutual trust, learning, leadership and incentives/rewards) do play a crucial role in determining the outcome of knowledge management efforts. Neglecting these "soft" issues and focusing only on the "hard" technological issues may not yield the results that the organization wishes to attain. The study of Lindsey (2011: 56) revealed that "Lack of knowledge sharing facilities, trust, common ground, reciprocity, contextual clause, willingness to share, motivation to participate, understanding of technical language, clarity and consciousness, resistance to change and time limitation" are the main barriers to knowledge transfer. Meanwhile, the study of (Bock, et al., 2005: 94) showed that "organizational climate is also expected to directly influence individuals' intentions to share knowledge".

The literature above shows different points of view about knowledge transfer barriers in organizations. Although the technological barriers are crucial, the researchers place more

weight on organizational and individual barriers. For example, Goh et al (2006) address knowledge management and transfer barriers from a Malaysian point of view and the result of their study underscore the significance of cultural factors in facilitating or inhibiting knowledge management and transfer. This result is inconsistent with the argument of Kaps (2011: 7) that "cultural barriers in knowledge sharing can be seen in three main areas, individuals, processes, systems". Meanwhile, McLaughlin, et al (2008) and Riege (2005) focused on organizational, individual and technological factors as knowledge transfer barriers. On the other hand, the study of Kuschminder et al (2014) on the contributions and barriers to knowledge transfer by returning experts, showed that "culture and language do not represent knowledge transfer barriers. While, age, lack of experience & capacity of colleagues and the lack of equipment required to perform tasks were the most frequently reported barriers to knowledge transfer" (p. 24).

To overcome knowledge sharing barriers Martinez (2016) claimed that self-efficacy and trust among employees have a strong impact on knowledge-sharing behaviors. Considering the importance of these factors in solving job-related problems "a number of studies have shown that people with high levels of expertise, skills, and capabilities are more willing to provide useful suggestion and advice" (Aliakbar, et al., 2013: 7) However, Grants, (1996) argued that "the focus upon knowledge application and disregarded for knowledge creation is a more serious limitation for knowledge management" (p.121). And he called for a comprehensive knowledge-based theory of the organizations that embed all types of knowledge. Furthermore, Herrmann (2011) identified five knowledge management barriers technology, content, routine and procedures, organization and personal and he identified solutions and new methods to overcome these barriers.

2.5.4. Some Examples of Knowledge Transfer through Circulation

Countries' concern to involve the diaspora into the development process and knowledge transfer increased over the years. For example, Ireland has recently appointed a minister for diaspora affairs and for the first time in Ireland's history underlined that managing relations with the diaspora is a government responsibility (Department of foreign affairs and trade, 2015: 14). Actually, Ireland has been widely cited for its policies to encourage return migration (Lowell & Gerova, 2004: 11). Also, Ethiopia is one of the best examples among other African countries. "Since 2002 the Ethiopian government wooed diasporas by offering them special legal status, providing tax breaks and other incentives to potential entrepreneurs

and investors, lowering barriers to their involvement and supplying its nationals abroad with the required information" Chacko & Price, 2009: 12).

Taiwan is one of the fortunate countries in return migration and knowledge transfer. The governmental policies and efforts led to engage many skilled migrants to return to their homeland (Lowell & Gerova, 2004: 10). For example, Taiwanese R&D professionals back in Taiwan, had 2,563 returnees in 1996, a number that more than doubled by 2000, reaching 5,025 (Lucas, 2004). It is also important to note that, in 2004 India established the Ministry of Overseas Indian Affairs (MOIA)"to address the lack of government policy coordination on migration, the ministry has programs that reach out to the Indian diaspora" (IOM & MPI, 2012: 74). In addition, "the Indian government tasked a high-level committee with recommending a broad but flexible policy framework and country-specific plans to engage the estimated 20 million members of the Indian diaspora" (Ibid: 74). The engagement of Indian skilled migrants in development in their home country in recent years is an obvious one. "Thousands of skilled professionals, mostly from the IT sector, are returning to India, pulled by economic opportunities, job prospects and family links in India, and pushed by the economic recession and also in some cases by restrictive immigration policies in advanced Western countries" (Tejada, et al., 2013: 7). For example, "the estimated number of the IT professional returned to India 2000-2004 was 25 thousand since the reverse flow is relatively small (Chacko, 2007: 134). "The digital Partners organization which is based in Seattle established a mechanism to join the IT diaspora from India and help transfer their accumulated knowledge and expertise of IT systems to reduce poverty in India" (Johnson & Sadaca, 2004:58). Though, "returning immigrants who were part of the knowledge diaspora bring skills, connections, and capital that helped thrust the Indian IT industry to the forefront" (Chacko, 2007: 138). Regardless of the debate among "experts on the extent to which the Indian diaspora was central to the growth of the IT industry in India, people of Indian origin, particularly in the United States, have undoubtedly played a key role in its development". (Newland & Tanka, 2010: 6).

While "China, India, Mexico, and Ireland have all had some degree of success in utilizing their significant expatriate communities, there are numerous examples to the contrary, Armenia and Afghanistan are two countries that have not been that fortunate" (Lowell & Gerova, 2004: 11). For example, Afghanistan is one of the countries that experienced temporary return migration of some highly skilled migrants. "The Government of Afghanistan and international organizations have openly promoted temporary return since

2001" (Kuschminder, 2011:4). Indeed, Afghanistan was among the countries in which temporary return migration programs were implemented. Three such programs administered by IOM and other international organizations are summarized.

- Temporary Return of Qualified Nationals (TRQN). This program was one of the most successful programs, and yet least well-known (Majidi & Hart, 2016). It provides an opportunity to "migrants in the Netherlands who want to help with the reconstruction of their countries of origin can sign up with IOM for a paid temporary placement varying from a few weeks to three months" (IOM & MPI, 2012: 168). It "has been launched in cooperation of the IOM and the Dutch Ministry of Foreign Affairs to strengthen the institutional capacity and bridge the gaps in the public sector" (Kuschminder, 2011:8).

- Return of Qualified Afghans (RQA) program. After the collapse of the Taliban regime, IOM in cooperation with the new Afghani government facilitates the return of highly skilled Afghans from around the world. "Participants were given important positions due to their high qualifications". (IOM & MPI, 2012: 166). The skilled returnees worked in both the public and private sectors. The subsequent evaluation of the program showed that "Most participants were well matched to their position and possessed the needed skills, which were typically acquired at previous jobs". (Ibid, 2012: 166).

- Transfer of Knowledge through Expatriate Nationals (TOKTEN). It aims to persuade migrants established abroad to return at least temporarily. The success of TOKTEN is due to the fact that it focuses on people who were global leaders in their field. The participants contributed to developing hospitals and changing practices (Murphy, 2006).

Despite the success of these programs in Afghanistan, and the increasing level of aid (Bizhan, 2016:6) the programs were criticized because of the low compensation packages and incentives they offer. Furthermore, "the salary offered does not even begin to cover the highly inflated cost of living in Kabul" (Jazayery, 2002: 244). According to Kuschminder (2011), the main challenges of these programs were:

> *"Lack of training and capacity of the local staff and shortage of resources in the host institutions was also a challenge for the participants in their roles. Another challenge in Afghanistan was the low salaries of local staff. Difficulties to access to the necessary facilities such as transportation and housing were also one of the difficulties that faced the participants, while one*

of the noticed challenges was some of the participants experienced difficulties
in working with religious leaders and members of the community" (p. 16).

Likewise, the evaluation of the RQA program showed that "institutions were unprepared to receive or utilize an EU-RQA as an employee." (Altai Consulting cited in MOI & MPI, 2012: 177) In Afghanistan, people mostly remained concerned about security, safety and economic conditions (The Asia Foundation, 2015:7). Generally speaking, in Afghanistan movement of people is closely linked to three drivers: "security, politics, and economics. When these three processes move in the same adverse direction, this can act to reinforce insecurity, political instability and economic decline, which at the end affects the direction of people's movement" (Bizhan, 2016:8).

Learning from the experience of other countries is one of the main landmarks of diaspora engagement in knowledge transfer to the home country as a development approach. This brief review of the experiences of some other countries reveals different levels of success in the engagement of skilled diaspora. Successful experiences of others have taught us that the engagement of skilled diasporas in knowledge transfer and development must be based on evidence and concrete data on highly skilled migrants, place of residence, qualifications, experiences, and so on. However, the presence of a national strategy to engage skilled diaspora in development is still a crucial tool in this regard.

2.6. THEORETICAL FRAMEWORK

Based on the foregoing review of related literature in regard to circular migration and the engagement of highly skilled migrants in knowledge transfer a conceptual framework was developed in order to examine the viability of knowledge transferred through circular migration as a development strategy in the case of Palestine taking into account the peculiarity of the Palestinian territories as a country that is still under occupation. Inspired by the principles of the transnational theory, this conceptual framework was designed to explicate the relationship between the engagement of highly skilled migrants in knowledge transfer and the impacts of this knowledge on Palestinian institutions and human capital. The different factors influencing this relationship have been incorporated and studied.

Knowledge transfer through circular and return migration is not a discrete process that takes place independently of the various factors of influence. Literature review and international organization for migration publications and interventions indicated that knowledge transfer through circular migration occurs under the influence of various push-pull factors that interact with each other and operate in an intertwined manner. These factors include host country factors, home country factors, diaspora factors, and individual factors. However, this study examined these four factors and added another factor which is occupation measures. This addition is necessary to reach accurate and credible results since Palestine is still under occupation and its harsh measures. The following figure shows the analytical framework of this thesis. It illustrates the factors that influence the relationship between the engagement of highly skilled migrants in knowledge transfer and the impacts of this engagement. This model inspired by the idea that the mobility of people across international boundaries is controlled and guided by multiple push-pull factors, including host country factors mainly, gained experience, getting citizenship, and presence of bilateral programs. Furthermore, the other factor is the push-pull factors at home country and how it affects the decision of highly skilled people to engage in knowledge transfer through circular or return migration. The main sub-factors to be discussed here are aware of the importance of knowledge transfer, the willingness of the country and its preparedness. The third influencing factor discussed in this thesis is diaspora factors, which include networking and mobilization. Additionally, the fourth factor is the individual factors which include individual motives and family interest. Finally, the fifth factor is occupation measures which are considered Palestinian privacy. Also, the ways of involvement and engagement policies are part of this model. Figure 2.4 illustrates the theoretical framework of this thesis.

Figure: 2.4. The Theoretical Framework for Engaging Skilled Diaspora
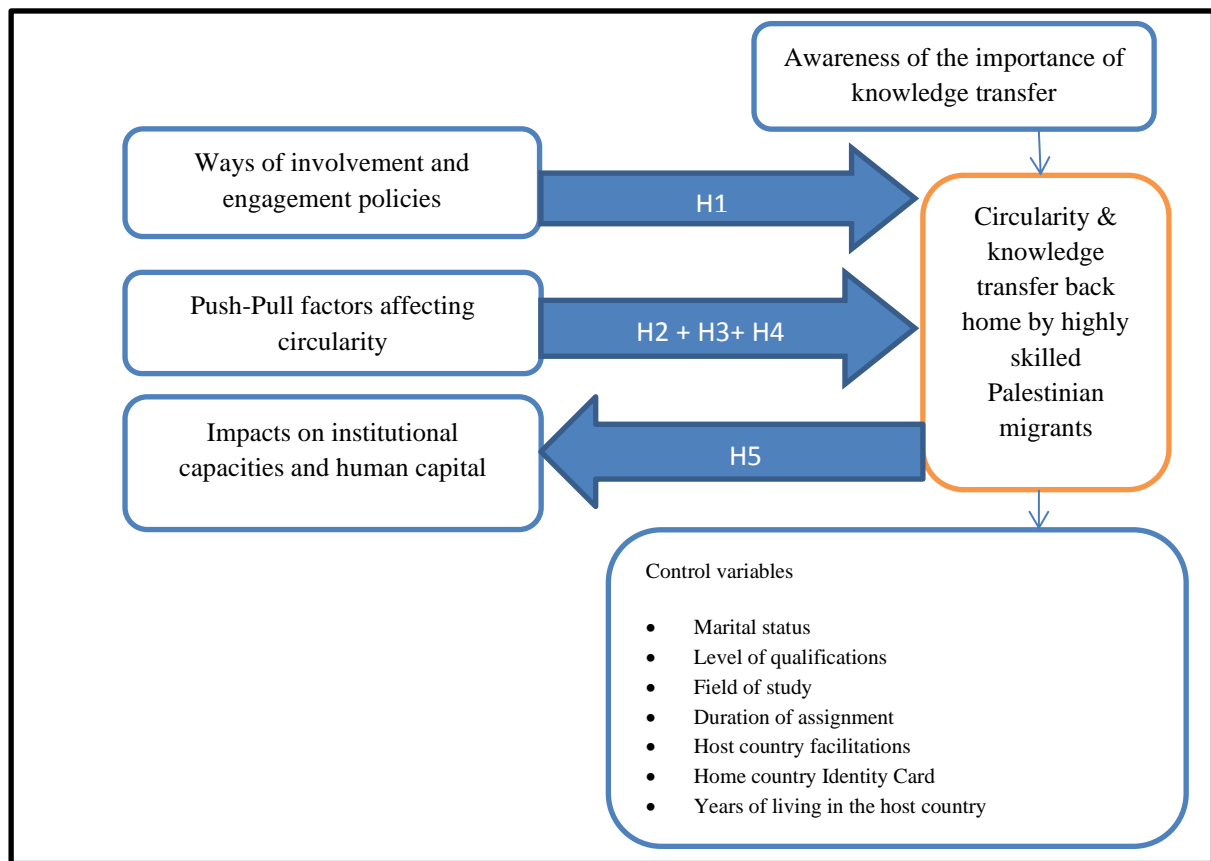
Source: author's own compilation

2.7. Conclusion

The topics reviewed in this chapter highlight the complexity of knowledge transfer as a development strategy and a field that holds implications in different spheres. In this chapter, I aimed to outline and explore the main themes related to knowledge transfer by highly skilled migrants taking into consideration the different arguments and approaches. This included mounting discussion on the role of temporary return migration of highly skilled migrants and its potential impacts on capacity building in home countries. Additionally, migration and circular migration theories and perspectives have been traced.   likewise, I aimed in this chapter to shed more light on the different points of view about what factors affect knowledge transfer by highly skilled migrants. Notably, the analytical framework shows that knowledge transfer through circulation is human mobility that remarkably influenced by different factors that operate together in an intertwined manner.   In the next chapter, I reviewed certain fundamental topics related to migration and return migration within the Palestinian context.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Chapter Overview

3.2. Research Design and Strategy

3.3. Justification for the Use Mixed Method

3.4. Data Collection

3.4.1. Survey questionnaire

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3.5. Data Analysis

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. CHAPTER OVERVIEW

This chapter presents the research design and methodology of the research. Actually, it summarises in detail the procedures adopted in the stud and the statistical analysis. Inspired by the fact that, research methodology is a systematic road plan for conducting academic researches, and "the general principle which will guide researcher in his study" (Dawson, 2002: 14) at the beginning the researcher identified the problem statement, the gap to be bridged, the research questions, and the scope of the study. However, the methodology of this dissertation built on the insight from transnationalism that migration is not only an individual process, but it is influenced by external factors whether in the home country or in the host country. Consequently, and to achieve accurate and meaningful results, the researcher determined that the most convenient method to accomplish this case study is a mixed approach and descriptive method analysis. This chapter discusses how the study conducted including the methodological tools applied and used in this research to reach sound and accurate findings and achieve its goals. Additionally, it clarifies and justifies the reasons for choosing the research strategy and, explains the methods of data collection through questionnaires and qualitative interviews. at the same time, this chapter illustrates the procedure of data analysis and identifies the scope of the research, reliability, and validity of the tools, community and the sampling design that were used in the study. Last but not least it explains the difficulties and limitations of the research works.

Figure: 3.1. Data Collection Methodology


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                    │ Research procedures │
                    └─────────────────────┘
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    │  Data Collection │            │   Data Analysis  │
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  │ Literature Review│            │    Data Entry    │
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  │   Mixed Method   │            └──────────────────┘
  │     Approach     │            ┌──────────────────┐
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  │ Qualitative Part │  │ Quantitative part│
  │Face to Face      │  │  Questionnaire   │
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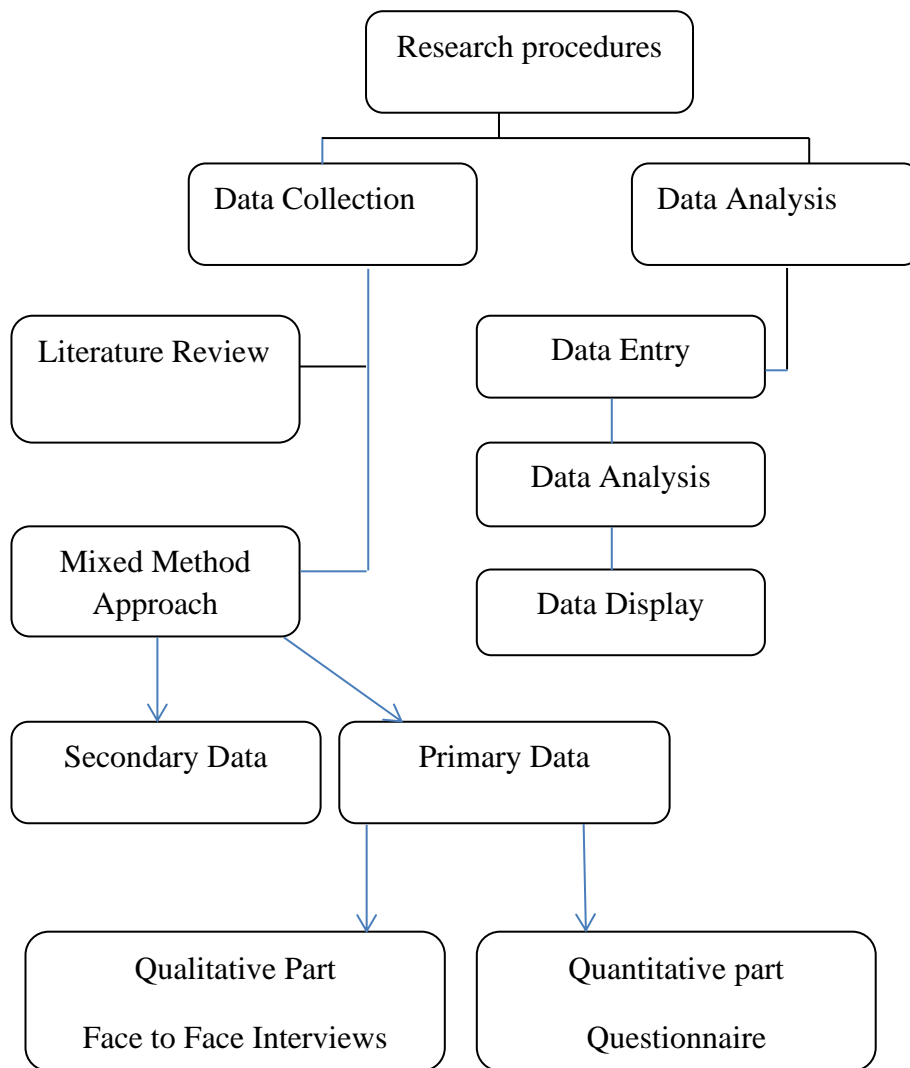
Source: author's own compilation

3.2. RESEARCH DESIGN AND STRATEGY

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in a procedure (Kothari & Garg, 2014: 29). Indeed, the research design describes the procedures you plan to follow in conducting the research (McNabb, 2018: 105). The researcher applied the descriptive-analytical approach, as it is the most suitable approach for the diagnosis of this topic. In the first phase, the researcher studied relevant studies related to the topic, directly or indirectly, collect data and information for the research, whether published or unpublished

from various sources, such as books, previous studies, newsletters, government and non-government organizations reports and plans as well as the Internet and websites.

The researcher applied both quantitative and qualitative approaches and mainly relied on the primary sources using questionnaires and interview tools (soft indicators). The sources of indicators are international organizations such as IOM, the global competitiveness index (GCI) released by the World Economic Forum, and previous researches (Siar, 2012, Williams and Balaz 2005, Williams and Balaz 2004 & Kuschminder et al., 2014). This research was carried out taking into consideration Creswell (2012) steps in scientific research which consists of identifying a research problem, reviewing the literature, specifying a purpose for research, collecting data, analyzing and interpreting the data (p. 7) According to this approach, the research questions were designed and distributed to the target group, then collected and analyzed by using SPSS statistical program, and finally answers and conclusions were drawn (See figure 3.2).

Figure: 3.2. Research design and steps.
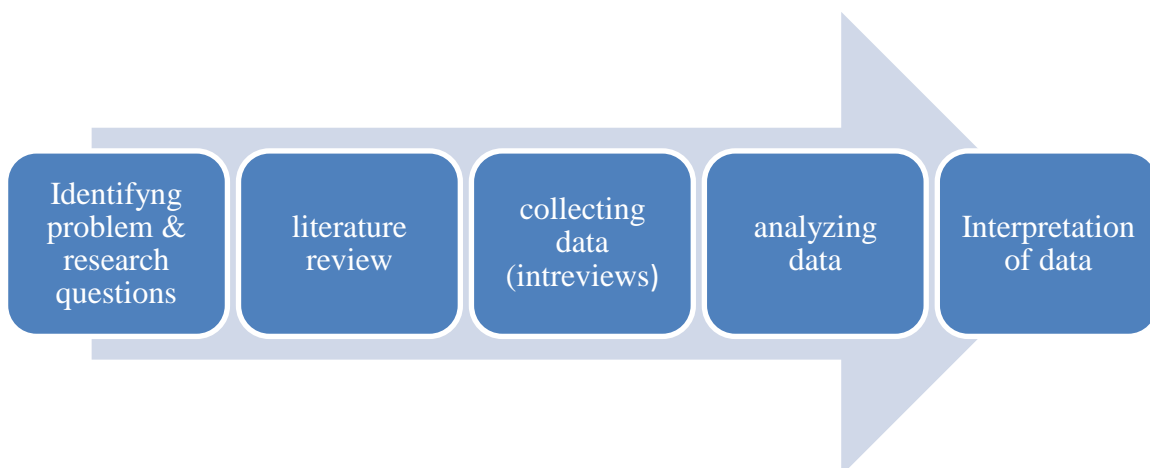
Source: author's own compilation

3.3. Justification for the Use of a Mixed Method

As "the use of either quantitative or qualitative approaches by themselves is inadequate to address some complex problems" (Creswell, & Creswell, 2017: 203), many scholars claimed that mixed approach is more reliable and provide in-depth information and support findings (Borrego et al., 2009: 60, Frost, 2011: 7, Castellan, 2010: 12). Although the qualitative approach provides a better and deep understanding of the research topic, and "it limits the

contacts with the population to the strict necessary" (Courbage, 2011: 160), the quantitative data helps to understand the phenomenon in general and to generalize the results.

The research questions determine what kind of approach should be adopted to answer them. Furthermore, the research design is guided by the main research question which is: To what extent knowledge transfer by Palestinian highly skilled migrants through circular and return migration is applicable and viable as a development strategy within the Palestinian peculiarity? According to Patton & Cochran (2002) "If the question is a qualitative one, then the most appropriate and rigorous way of answering it is to use qualitative methods" (p.3). However, after reviewing different literature and researches and formulation of the questions of the research the need for a mixed methodology technique to accomplish and enrich the thesis was evident.

Inspired by Creswell et al (2003) argument "The fundamental rationale behind mixed methods research is that we can often learn more about our research topic if we can combine the strengths of qualitative research with the strengths of quantitative research while compensating at the same time for the weakness of each method" (p. 211). The rationale for selecting a mixed method in this case study is the fact that I think I can clarify the relationships between different aspects or factors in general through a quantitative questionnaire. However, at the same time, using qualitative interviews conducted on a one on one basis can enable me to extract deeper and valuable information though. At the same time, the most convenient method to study the engagement of highly skilled people in knowledge transfer to their home country is the mixed method as it assists the researcher to access to more knowledge resources and to more individuals of the target group, which is very crucial in enriching and generalizing the study. Table 3.1 shows the specific research questions and the method used to answer them.

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Table: 3.1. The specific research questions and the methods used

No	Research questions	Methods
1	To what extent the Palestinian policymakers and highly skilled migrants are aware of the importance of knowledge transfer by skilled diaspora as a strategy that may contribute to the development of Palestinian institutions?	Qualitative
2	What are the ways through which highly skilled migrants transferred knowledge to Palestine?	Quantitative + Quantitative
3	Are there any government policies to engage highly skilled Palestinian migrants in knowledge transfer and development in Palestine?	Qualitative
4	What factors affect the decision of highly skilled migrants to transfer knowledge and the viability of circulation as a development strategy in Palestine?	Quantitative + Quantitative
5	To what extent do Palestinian highly skilled migrants influence development, institutional building, and human capital in Palestine?	Quantitative + Quantitative
6	How can knowledge transfer by highly skilled migrants be improved and properly institutionalized at the Palestinian institutions?	Qualitative

Source: author's table.

3.4. DATA COLLECTION

The research method is the tool we use to collect data. Although in social research there are many tools to collect data. However, Dawson (2002) mentioned four main of them namely: interviewing, focus groups, questionnaires and participant observation (p. 27). These tools are carefully selected to generate useful data and answer the research questions. In this research, the data collected through an online survey questionnaire and semi-structured interviews. They complement each other. The questionnaire comprised the following related sections: personal data, ways of engagement in knowledge transfer and its forms, the effects of skilled diasporas engagement on an institutional building, human capital back home and immigrants, factors effects the engagement of highly skilled, and finally institutionalization of skilled diasporas engagement. Nonetheless, there are two kinds of semi-structured interviews, one

for highly skilled Palestinian migrants and the other one for Palestinian policy-makers. Both contain questions about the following themes: Personal data, Engagement in knowledge transfer, Impacts of engagement in knowledge transfer, factors affect the engagement, and the last section is about institutionalization and policy landscape.

3.4.1. Survey Questionnaire

The questionnaire is a specific set of paragraphs and questions designed for the purpose of collecting data from the respondents about the research area of interest (Suhail, 2003: 52). The questionnaire is crucial to reduce the level of bias that may occur when designing and asking questions, where respondents are answering the questionnaire freely without any interference or influence from the researcher. The survey questionnaire of this thesis consists of four parts each one includes a group of questions as shown in figure 3.2.

Table: 3.2. sections of the questionnaire

NO	Section	Number of questions
1	Socio-demographic data questions	10
2	Involvement in knowledge transfer	3
3	The usefulness of knowledge transfer	32
4	Factors affecting the knowledge transfer	30

Source: author's table

The engagement of highly skilled Palestinian migrants in knowledge transfer to their home country was evaluated using an index of a 75-item scale, developed by the researcher. The questionnaire distributed to the respondents using a number of ways including social media, face to face technique and email. There are three types of questions; the prevailing type is the closed-ended questions. The answers for these questions are on a scale from 1 to 5 (Likert scale), with 1 refers to no extent, 2 to a small extent, 3 neutral, 4 to great extent, 5 to a very great extent. The second type of question is an open-ended question. While the third type is a checklist question, each question is assigned a score of 1 if the answer is yes and 0 if the answer is no. The sample survey instrument sought background information that included age, gender, host country and citizenship, field of study, educational level, duration of the assignment in Palestine, and duration of living in the host country, as indicated in appendix B (Questionnaire appendix).

The questionnaire was designed in both English and Arabic language and it was distributed and retrieved in a period of 6 months. The design of the questionnaire in English and Arabic languages was quite decisive because some of the respondents do not speak English, so the availability of the Arabic version facilitated the possibility of those people to fill out the questionnaire. The questionnaire was distributed mainly with the assistance of universities, hospitals, and NGOs, where highly skilled returnees are concentrated. Some institutions were very cooperative and they helped in the distribution of the questionnaire among the target group notable among them are the following; Bethlehem University, Palestine Polytechnic University, Hebron University, Arab American University, and Al-Najah University Hospital. It is worth mentioning that, before the distribution of the questionnaire it was refined and reviewed through pilot testing. According to Creswell (2007), this refinement is crucial to develop research instruments, assess the degrees of observer bias, frame questions, collect background information, and adapt research procedures" (p. 133).

The target population consisted of the highly skilled Palestinian migrants who engaged in circular mobility with the aim of transferring knowledge to their home country. According to The Federation of Palestinian Chambers of Commerce, Industry and Agriculture and UNDP, the population comprised 900-1000 people. Within this diffuse and unclear community accessing the target group is not easy. According to Creswell (2012), "It is not always possible to use probability sampling in educational research. Instead, a researcher can use nonprobability sampling, in which the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study" (p. 145). As such the researcher selected snowball sampling which is one of the nonprobability sampling approaches.

The researcher tried his best to access as many respondents as possible using networking and snowballing techniques. This was crucial in convincing the respondents to fill out the questionnaire and thus in growing the sample to minimize any possibility for sampling error. The snowballing method was firstly based on meeting the well-known respondents or those who were nominated by the relevant institution, while the next step was the use of current respondents to reach more new respondents. The researcher used to ask the respondents to recommend new individuals to fill out the questionnaire. This technique was extremely conclusive particularly many highly skilled returnees know each other as well as the places where they work.

The sample size was calculated using the sample size calculator available on the sampling website http://www.surveysystem.com/sscalc.htm, with a margin of error of 0.06. Based on the calculation of the sample size, the numbers of questionnaires that should be distributed were 211. However, the researcher distributed 250 questionnaires, while the retrieved were 193 (157 males and 36 females). In all, respondents were selected according to certain criteria: they should hold at least a university level of education. It is also important to mention that the sample represents both males and females. In point of fact, the highly skilled Palestinian migrant's sample is well educated, having reached the Doctorate (44%) and Post-Doctorate (19.7%) levels; and almost (73.1%) of them are specialized in science. Respondents' duration of living in the host country was between 2 and 50 years, nearly half (52.3%) have been in Europe; the majority (67.4%) are holding the citizenship of the host country; also the majority (77.2%) is holding the Palestinian ID. The duration of the assignment in Palestine was more than one year for nearly half (54.9%) of the participants.

3.4.2. Semi-Structured Interviews

According to Turner (2010) "Interviews provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic. Often times, interviews are coupled with other forms of data collection in order to provide the researcher with a well-rounded collection of information for analyses" (p. 754). Two interview protocols were designed the first one for the highly skilled migrants and the second for the Palestinian policymakers and directors. By choosing a two-interview group, "the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews". (Dawson, 2002: 28). Both types of interviews are consisting of a set of open-ended questions. These questions were refined and reviewed through pilot testing more than once in order to reduce the degree of researcher bias and increase the reliability of the research tool.

As an interview seek to obtain a description of the interviewee's lived world with respect to interpretations of the meaning of the described phenomena (Kvale, 2007: 11). Therefore, and most importantly, the required data was collected by organizing 26 in-depth semi-structured interviews in order to obtain the required data and knowledge on the role of highly skilled migrants in knowledge transfer to Palestine. Even though; there are various forms of interview design that can be utilized in qualitative research (Creswell, 2007: 129), the researcher preferred a face-to-face approach. With open format questions, It is likely the most

popular form of interviewing utilized in research studies because it allows the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow-up (Turner, 2010: 756). Moreover, the respondent is free to answer in their own content and style. These tend to permit freedom of expression and allow the respondents to qualify their responses (Walliman, 2011: 98). However, the main disadvantage is that in-person interviews can be very time-consuming and expensive.

Sampling was purposeful. The purposeful sampling is one of the most common methods, where the sample is selected according to special criteria related to the research question. No doubt that the sample size in qualitative research is much smaller than quantitative research. Since qualitative research aims to collect more information and details about the research topic. Nevertheless, the different views should be taken into account to ensure that the sample is representative. As such, I used semi-structured interviews with 19 Palestinian highly skilled migrants and 7 Palestinian policymakers and directors as indicated in appendix C and D (interviews appendix). After preparing the study questions, pilot interviews were done to examine the ease and clarity of questions for the interviewees. The feedback from the pilot study revealed a need to reduce the number of the question and reformulate some of them. After that, the interview questions and protocol have been edited and finalized.

The interviews have been conducted face to face with the interviewees at their offices, places of work, or homes. Maintaining the openness of participants was one of the important issues the researcher continued to keep on. The duration of the interview was varied from one to another, but at a rate of 50 minutes. Particular attention was given to the protocol or the procedure used in conducting these interviews which can be summarized as follows: First of all, the researcher used to contact the interviewee and invited him to participate in the research project and provided him with the objective of the interview. During this contact, the researcher was interested to inform the interviewee that his information will be used to help in writing the outcome of this thesis and it will be kept confidential and data will be stored securely. If the interviewee accepted the invitation, then the researcher will schedule an appointment with him. Secondly, before any interview, the interviewee was informed that the researcher will record the interview; fortunately, most of the interviewees accepted that. Nevertheless, for those who refused the interview to be recorded, the notes and ideas were taken manually. The interviews have been held in English and Arabic, twenty out of the twenty-six interviews were held in English while the others were held in Arabic. Finally, the

interviews were transcribed and responses were grouped and compared according to thematic analysis.

3.5. DATA ANALYSIS

This section aims to explain the procedure of data analysis used in this research. Data was collected using both structured questionnaires and semi-structured interviews, so data analysis include both the analysis of the questionnaire and interviews analysis. In order to obtain useful and reliable data, quantitative and qualitative analyses were applied in this thesis.

3.5.1. Quantitative Data Analysis

Researchers use quantitative analysis in order to discuss the relationship between different variables. As stated by Kothari & Garg (2014) data analysis means "the computation of certain indices or measures along with searching for patterns of relationship that exist among the data group. Analysis, particularly in case of survey or experimental data involves estimating the values of unknown parameters of the population and testing of hypothesis for drawing inferences". (p. 126). Notably, the data collected by the questionnaire were analyzed using SPSS (Statistical Package for the Social Science) computer program in order to interpret the raw data and convert them into readable and manageable data so that finding the correlation between variables can be created easily. Descriptive statistics gauged knowledge transfer scores among the sampled population. In general terms, however, several statistical techniques were employed: Standardized Regression, One-way analysis of variance, Post Hock test, Cronbach's Alpha, and Factor Analysis. To understand the findings of the study, the mean score key in table 3.3 shown below will be useful.

Table: 3.3. Mean score key for the findings of the study.

No.	Mean score	Degree of knowledge transfer	Standard
1.	1 – 2.33	Low	One Standard Deviation below
2.	2.34 – 3.67	Moderate	Mean
3.	3.68 – 5	High	One Standard Deviation above

Source: author's table

3.5.2. Qualitative Data Analysis

The last stage in the interview design protocol is the analysis and interpretation of the qualitative data gathered via interviews. The analysis and interpretation of qualitative data begin with bringing the raw data into some level of order. First, the researcher identifies and selects a set of relevant categories or classes in which to sort the data. Comparing the data across categories often follows the initial comparing phase of the analysis (McNabb, 2018: 279). Using thematic analysis, "as it is considered the simplest way for categorizing qualitative data" (Priest, et al., 2002: 35), the researcher transcribed manually the data from the recorder into papers to be used later in the analysis phase. After that, the researcher read carefully and in-depth to understand the interviewees' attitudes and to discover the differences and similarities between the views of the participants. The next phase is the categorization, where all related themes or codes are grouped into a wider manner or common themes. Lastly, interpretation of the results and find a correlation between the different attitudes and the common theme was crucial in the analysis of the interviews.

3.6. RELIABILITY AND VALIDITY

Validity and reliability increase the credibility and transparency of the research, and "decrease opportunities to insert researcher bias in qualitative research" (Singh, 2014 cited in Mohajan, 2017: 60). In this study, several steps have been taken to ensure reliability. Firstly, during the piloting stage, the questionnaire has been tested repeatedly. Moreover, the respondents filled out the questionnaire freely and willingly without any influence or interference from the researcher. Finally, the reliability was tested using Cronbach's Alpha to

ascertain the reliability and consistency of the survey. Cronbach's Alpha for the instrument sub-scales was between 0.81 and 0.78, indicating very good reliability and consistency.

With regards to validity, the questionnaire was designed as a tool for gathering data for the purpose of answering the research questions and to examine the hypotheses. Validation of the instrument proceeded in two distinct phases. The initial phase involved a group of referees and expert arbitrators, who provided comments on the tool. The second phase involved the implementation of a pilot study (N=30) to validate the survey using exploratory factor analysis. Factor loading for all items exceeded 0.60 (0.62 to 0.90), which meant that those items were suitable for measuring every item of the engagement of Palestinian highly skilled migrants in knowledge transfer to their home country.

In order to maximize the validity and reliability, the interview protocol passed through the same process as the questionnaire and updated more than once to refine and upgrade it. Moreover, twenty-six semi-structured interviews were conducted with the target group. This number of interviews considers enough to get a valid result. According to some scholars to obtain a valid and credible result, the minimum number of interviews is six (Morse, 1994: 225). However, according to Bertaux (1981), fifteen interviews is the smallest acceptable sample (p. 35). Most importantly, Creswell (1998) contends that the appropriate size of the sample range from 5 to 25 (p. 64). While others suggest that studies that use more than one method require fewer participants, as do studies that use multiple very in-depth interviews with the same participant. (Mason, 2010: 2).

3.7. LIMITATION OF THE RESEARCH

Taking into account the peculiarity of the Palestinian cause and the general conditions prevailing in Palestine including political, social and cultural aspects, the research main limitations can be summarized as follows:

- The main limitation of the research is the difficulty to generalize the findings due to the inability to identify accurately the number of highly skilled migrants who contributed to knowledge transfer to the Palestinian institutions. The researcher depends mainly on the institutions and organizations related department to provide him with the required information on those people, however, some of these institutions didn't have such data. Knowing this gap at the Palestinian institution in advance, I used a mixed data collection

method in order to collect more information from as many respondents as possible to overcome this limitation. Additionally, the use of the snowball method of identifying respondents produced a bias. This method relies on personal recommendations from one respondent to another, which means only a certain segment of the research population is accessed.

- Shortage of data and documentation on the engagement and contribution of highly skilled migrants in knowledge transfer to Palestine. The lack of such information was a serious challenge for the researcher because knowledge transfer to Palestine has been started since 1994 and the lack of such data considered the critical problem.

- The shortage of previous researches on the contribution of highly skilled migrants in knowledge transfer to their home country (Palestine) is one of the limitations of the study. The researchers struggled to find some studies on this topic either at the Palestinian universities and research centers or online.

- Another limitation was the difficulty in setting precise dates with some Palestinian leaders and officials due to the existence of other obligations as well as because of frequent travel abroad. Moreover, access to professors and highly specialized returnees also was not easy because most of them were busy and their schedules were very crowded. In many cases, the researcher forced to reschedule a meeting with some people from the target group. Likewise, due to this crowded schedule, some interviewees were in a hurry, which forced the researcher to reduce the interview time, but the researchers asked the interviewees to be more specific and precise.

- Some of the interviewees are living now outside Palestine especially in European countries and Jordan, thus in order to make a recorded interview with them, the researchers had to travel more than once to these countries according to their spare time.

- Some of the interviewees were hesitant to reveal their identity or to provide certain kinds of information, which they considered personal or sensitive information. To overcome this obstacle the researcher assured them that the collected information will be kept confidential and the data will be stored securely.

- One of the limitations that challenged the researcher was the limited cooperation of some of the respondents; they were reluctant to fill out the questionnaire. Nonetheless, to overcome this challenge the researcher contacted them repeatedly either through social media, emails or mobile, but unfortunately, many of them didn't respond.

- Another limitation was the less cooperation of some organizations and institutions. The researcher contacted the focal point at the institutions to circulate the questionnaire to the respondents, but unluckily, some of these institutions did not deal seriously with the issue. To overcome this challenge the researcher depends basically on the personal relationships with some friends in these institutions to distribute the questionnaire to the respondents and to collect it subsequently.

3.8. ETHICAL CONSIDERATIONS

Research ethics refer to the application of moral standards to decisions made in planning, conducting, and reporting the results of the research (McNabb, 2018: 23). In this study, the researcher was basically interested in applying ethical research principles all over the various stages of the study which include according to Mitchell (1998) truthfulness, thoroughness, objectivity, relevance (p. 14). During the planning phase, the researchers decided the research community, the size of the sample, as well as the methodology of the research to be applied. Furthermore, a consent letter was prepared to be distributed to the respondents to confirm that the participation of the respondents is voluntary. Additionally, the letter included reassuring the respondents that the collected data will be kept confidential and their anonymity is fully assured (as indicated in appendix E). Also, the researcher tried his best to adhere to the various ethical standards while gathering data. He treats respondents and interviewees with respect while collecting data and providing them with an introduction about the topic and the purpose of the study. Also, the researcher was very polite when asking any sensitive questions during the interview. Furthermore, the respondents were informed that they have the right to withdraw at any time if they feel unable to continue. Accordingly, all interview data was recorded, nevertheless, notes were also taken during each interview in order to validate data by cross-checking the notes and recorded information. Data analysis and interpretation typically included both a combination of quantitative and qualitative techniques. While transcribing the interviews, and to reduce the likelihood of misinterpretation, the researcher used to sit and listen to the recording more than once.

Three issues are of particular importance when disseminating the results of the research: protecting the privacy of participants, ensuring the anonymity of participants, and respecting the confidentiality of the individuals involved in the study (McNabb, 2018: 31). All these issues were taken into consideration while disseminating the findings of this research. The

researcher was very concerned to keep the privacy of the participants and that their data would not be used except at the interpretation stage. Moreover, the collected data stored securely. The issue of anonymity and confidentiality was very crucial in dealing with data, especially as some questions are related to the experience, motivations, role in knowledge transfer, type of knowledge transferred, and success stories of the interviewees. The aims of these questions were to get a deep and clear idea of the engagement of highly skilled migrants in knowledge transfer back home. However, few interviewees had their own circumstances and they expressed their desire to keep some of their marginal data confidentially. As such, keeping anonymous of the interviewees was very imperative in this research.

3.9. SUMMARY

This chapter has explained the methods used in accomplishing this thesis, and the justifications for using a mixed-method approach. Basically, the mixed-method approach was chosen to suit the theoretical framework of the thesis. Actually, transnationalism is a matter in this regard as it encompasses different actors. These actors include, but not limited to, home country government, host country government, Diasporas associations, and the highly skilled migrants. Thus, the researcher chose to highlight this topic from a variety of methodological standpoint by using semi-structured in-depth interviews, questionnaire and secondary data. The adoption mixed-method approach was very conclusive to overcome the disadvantage of each paradigm if it would apply individually, and it maintained the balance and credibility of the research.

CHAPTER FOUR

MIGRATION AND KNOWLEDGE TRANSFER
IN THE PALESTINIAN CONTEXT

4.1. Chapter Overview

4.2. The Historical Development of the Palestinian Migration

4.3. The Main Drivers of Migration from Palestine

4.3.1. Socio-Political Culture and Occupation Measures

4.3.2. Unemployment in Palestine

4.4. Palestinian Diaspora

4.5. Circular and Return Migration in the Palestinian Context

4.6. Knowledge Transfer through Circular and Return Migration

4.7. Expatriation and Migration Profile in Palestine

4.7. Summary

CHAPTER FOUR

MIGRATION AND KNOWLEDGE TRANSFER IN

THE PALESTINIAN CONTEXT

4.1. CHAPTER OVERVIEW

This chapter provides an exposition on the migration profile in Palestine including the history of migration from Palestine and the main drivers of this migration. This chapter also presents rigorous knowledge on the circular and temporary return migration and programs supported by an international organization like UNDP to facilitate knowledge transfer to the West Bank and Gaza Strip. Also, this chapter seeks to collect data from secondary sources and formulate them in an institutional constructive approach. The chapter is divided into five parts, the first parts address how the Palestinian migration emerged and it is a historical background. The second part traces the main drivers of migrations from Palestine including political and economic factors. The third section reviews circular and return migration in the Palestinian context as well as knowledge transfer programs targeting Palestine. The fourth part is dedicated to discussion on expatriation and migration profile in Palestine including the ways to govern this profile.

4.2. THE HISTORICAL DEVELOPMENT OF THE PALESTINIAN MIGRATIONS

Although migration is a global phenomenon, especially in developing countries, the migration of highly skilled people from Palestine is a peculiar case according to either the historical context or socio-economic factors. Hence, Palestinian migration is mostly forced and pushed by occupation procedures and practices. According to Kana'na (2000) Israeli policies aimed at displacing as many Palestinians as possible from one hand, and on the other hand, they imported as many Jewish immigrants as possible from different parts of the world (p. 51).

Historically speaking, the migration from Palestine began at the end of the Ottoman period which was characterized by political instability, feudal disorder, economic paralysis, bribery,

nepotism, administrative corruption, and peasants burdened with high taxes (Muslim, 1991: 37). The analysis of the Ottoman statistics showed a little permanent migration of Arabs into or out of Palestine from 1860 to 1914 (Lubbad, 2007: 4). During the British period, the political situation worsened as a result of the ongoing confrontations between Jews, supported by the British Empire, and the Palestinians. This "contributed to the migration of additional numbers of Palestinians who were no longer able to continue to live under these unstable conditions. Some approximate estimates published in 1936 reported migration of 40,000 immigrants in that period" (Muslim, 1991: 40).

In 1948, after the fall of the majority of historic Palestine under the Israeli Occupation, waves of forced mass migrations began in the various Palestinian cities and villages. Actually, the Israeli-Arab wars in 1948 and 1967 caused the Palestinian exodus which witnessed respectively about 725,000 and 250,000 Palestinians fleeing their homes and lands seeking refuge from the Israeli army, mainly in neighboring countries (Kossaifi, 1989 cited in MPC, 2013: 1; Bartolomeo, et al., 2011: 1). According to immigration statistics, about 400,000 Palestinians left the West Bank and the Gaza Strip between 1948 and 1967, heading to Jordan, America, Canada, Australia, and the Arab Gulf states (Hasasian, 1991: 72). The large and successive migrations undoubtedly led to the destruction of the structure of the Palestinian society and the emerging industries. The middle, professional and educated classes were dispersed in diaspora countries, which hindered its formation as a cohesive society with structural interdependence (Tamari, 1991: 22).

The waves of migration from the West Bank and Gaza Strip continued after 1967 and according to some data, the West Bank and Gaza Strip ranked third in the Middle East and North Africa in terms of migration rates after Jordan and Iran (World Bank, 2008 cited in Materia, et al., 2008: 6). Despite the fluctuation of immigration from one period to another after 1967 (i.e. after the Israeli Occupation of the West Bank and Gaza Strip), and the political and economic developments in the Palestinian territories, the results of a number of studies conducted showed a clear migration phenomenon between 1967 and 1986, exemplified in 362,500 people, or 31% of the population in the West Bank, while the migration from the Gaza Strip for the same period was about 119 thousand people, or 18.5% of the population (Abu Shoker, 1990: 6).

At the same time, in 1999, the Birzeit Institute of Women's Studies Service indicated that migration from the occupied territories to Europe increased since 1967 from 10% in the

period 1967-1987, to 23% during the first intifada, to 24% in the period 1994-1999 and it is expected to have been higher during the second intifada (Lubbad, 2008: 2).   Additionally, the same survey revealed that "around 50% of the reported household emigrants live, in Jordan, a quarter live in the Gulf and other Arab countries, 15 % live in the USA and Canada, and the rest are found in Latin America, Europe, Australia, and elsewhere". (Hilal, 2007: 8).

It is interesting to note that, the results of the survey conducted by the Palestinian Central Bureau of Statistics (2011) which included 15050 families indicated that "about 22,000 individuals emigrated to reside outside the Palestinian territories between 2007 and 2009. This number does not include families that have migrated completely". (p. 21).

According to Israeli statistics, from 1967 to 2003, the net migration balance of the Palestinian territories was negative, apart from the period 1990-1994, during which many Palestinians returned home following the Oslo agreements (Bartolomeo et al., 2011: 3). And the Gulf crisis.

Table: 4.1. The outflows and inflows of Palestinian migrants in the period 2005-2009

Year	Outflows of Palestinian migrants	Inflows of Palestinian returnees
2005	5,841	7,077
2006	5,205	6,054
2007	7,290	5,000
2008	7,390	5,854
2009	7,122	6,426

Source: Palestinian Central Bureau of Statistics, migration survey 2011, p. 58

The data in the above table indicate that the influx of Palestinian returnees is higher than the influx of Palestinian migrants in 2005 and 2006, where there was a kind of security stability and improvement of the Palestinian economy after the presidential and legislative elections. On the other hand, we can see that in the next three years 2007-2009, external migration flows were higher than those of returnees due to the political split in 2007 and the Israeli war on Gaza in 2008. This confirms a clear correlation between migration and the economic and political conditions in the country.

This matches the data of the Ministry of Civil Affairs and Passports departments in Gaza, Palestine, which indicated that " between July 2006 and June 2007, the number of arrivals and departures of Palestinians to/out of the Gaza Strip indicates that the difference is

approximately 10,000 departures" (Lubbad, 2007: 7). With regards to the correlation between migration and the age and gender, the percentage of those who think of emigrating from Palestine is greater among young people than in other groups of the Palestinian society and is higher among males than females. The results of the Palestinian Central Bureau of Statistics (PCBS) Migration Survey (2011) showed that migration among youth aged 15-29 years is the highest among the various age groups, with 33% of both genders with a difference of 34.2% for males and 31.3% for females (p. 59). Furthermore, in a study of the Palestinian Central Bureau of Statistics (2016b) on the Palestinian Youth Survey of 2015, the results showed that "23.6% (15-29 years) of the Palestinian youth have a desire to emigrate. It seems that the prevailing conditions in Palestine are increasing the desire to emigrate. The percentage of young people wishing to emigrate in the Gaza Strip is 37% compared to 15.2% in the West Bank". (p. 25). This corresponds to the result of a survey conducted by the Arab Centre for Research and Policy Studies (2016) which revealed that 26% of the surveyed Palestinians wanted to migrate. Also, the report shows the majority of respondents (37%) wanted to migrate to Europe, while 20% preferred the Arab Gulf States, and 12% to the USA (pp. 37, 41). However, the top five countries or areas of destination for tertiary students in 2013 were Jordan, UAE, Saudi Arabia, Qatar, and the USA (UNICEF, 2013: 2)

4.3. The Main Drivers of Migrations from Palestine

There is no doubt migration from Palestine was affected by several factors mainly political instability and economic deterioration, where both come out as a result of the continuity of Israeli occupation to the Palestinian territories and the absence of control over resources. According to the study conducted in 2006, by the center of opinion polls and survey studies in An-Najah University: 31% of respondents said they consider emigrating, and 44% of respondents said that the main cause that compels them to consider emigrating is lack of security; 24% said it is the poor economic situation (Hilal, 2007: 9). Historically speaking, Palestinians migration drivers were diversified. Abu Shukr (1990) cited three main reasons for migration: labor migration (50.9%) migrates to work abroad; 25.3% marriage and family unification; 17.5% migrate to continue their academic study (p. 15-16). However, according to the migration survey conducted by the PCBS (2011) "34.4% of total emigrants left for education and studying purposes, 14.6% for improving living conditions, while 13.7% left because of the lack of job opportunities in the Palestinian Territory". (p. 26). While another study revealed that, "age and education were significant factors in the desire to emigrate

nearly". (Hilal, 2007: 9). The youth and highly educated people are more likely to migrate. Furthermore, this study cited the following drivers of migration from Palestine:

4.3.1. Socio-Political Culture and Occupation Measures

The Palestinians have been living in an environment that is full of uncertainty and fluctuation in different political variables. This was one of the challenges they have to face and restrict their opportunities to obtain basic needs and services such as education, health, social welfare. Mainly the oppressive practices of the occupation play a much larger role in Palestinian thought. "The Palestinians were forced to emigrate either collectively or individually from their country, where the measures of occupation included exile, persecution, economic and psychological restrictions, and forced displacement". (Al-Dakak, 1991: 196). The Oslo Accords, moreover, did not give PNA full sovereignty on all the Palestinian territories. "Most of the Palestinian territories and people are still under occupation، and the government prevented from utilizing and using its natural resources" (Al-Razeq, 2016: 1). Whereas this is not the case in the independent countries, in which the governments have full sovereignty and power to access and utilize their national resources without external restrictions. "The provision of public service to the local population was drastically affected especially in the rural area where large numbers of people live and depend on the government for essential services such as health and education" (Shahwan, 2007: 4).

The impacts of these restrictions are not limited to the direct cost paid by Palestinian as that of purchasing water from Israeli for example but exceed that to include indirect costs resulting from loss of potential development of vital industries that mainly depend on such access (ARIJ, 2015: 6). Actually, such a volatile political climate affects dramatically the ability of the Palestinian public administration to provide services to the people. However, "How Palestinian public administration was able to survive and function under incredibly hostile circumstances and insurmountable obstacles present a challenge to both scholars and practitioners in the field" "(Shahwan, 2007: 1). Another main obstacle faced by Palestinians is that Israeli authorities control over all international borders. This creates a situation whereby all raw materials and machinery are subject to inspection by the Israeli army. Moreover, Israel often interferes with the activities of international aid agencies though. "International development agencies reported in 2011 that Israeli policies are forced these agencies to change their programs" (Shigagi & seringo, 2015: 2). The resulting programs are

often less effective and do not serve the most vulnerable and poor people. All these measures and practices make the life of Palestinian very difficult and force the people to start thinking of leaving there homes and land and looking for opportunities to emigrate outside Palestine. Moreover, restrictions and threats to academic freedom in occupied territories practiced in a continuous and steady manner against professors and lecturers at Palestinian universities. According to (Right to Enter campaign, 2018):

> *On 8th June 2018, seven international faculty members at Birzeit University (BZU) one-third of the international staff at the university were refused visa extensions by the Israeli authorities. This development portends a dramatically negative impact on education at BZU, and ultimately for many other Palestinian universities, as it will further extend the isolation of Palestinian universities from the global academic community, reducing their capacity to maintain internationally recognized standards of higher education.*
>
> *Nearly all of the international staffs at BZU have faced problems in visa renewals over the past year. Three have left the university in the past two months due to on-going difficulties in obtaining visas. Affected faculty members include senior faculty and department chairpersons and key administrative staff. They are members on university committees and serve the larger Palestinian community through their activities at educational, research, and cultural institutions. They play a critical role in internationalizing the curriculum, including the teaching of foreign language and by providing global academic perspectives and skills that are crucial to the on-going provision of quality higher education. (p. 1).*

No doubt, these Israeli measures undermine the Palestinian academic process and hamper the possibilities to access to global experiences. Moreover, by imposing such procedures, the occupation increases the isolation of educational institutions in Palestine and prevents them from attracting and utilizing external Palestinian expertise.

The Policymaking process was directly influenced by the absence of stability in the political situation; this dilemma is dominating the Palestinian case. The Palestinians always suffer from political fluctuations due to either external or internal facts. Many skilled migrants fled not because they cannot find a job, therefore, but because they do not wish to live in such a socio-political culture. In a study done in 2007 and targeted 933 families in Palestine. 20% said that one or more of their members emigrated to look for work, educational opportunities,

better living conditions or simply security. Over a third (34%) of the surveyed members said that they were thinking of emigrating ((Materia, et al., 2008: 7).

However, it is equally important to mention that the bureaucracy, corruption, and nepotism which are to some extent common survival strategies in occupied Palestine, negatively influences all areas of life. The continued Israeli occupation, the absence of the role of the Legislative Council, and the decline in public trust in the performance of the judicial authority are the main elements that hamper anti-corruption efforts (Transparency Palestine, 2016: 17). As a matter of fact, the weakness of monitoring institutions because of the political division limited the oversight on the executive authority. Consequently, many skilled migrants fled not because they cannot find a job, therefore, but because they do not wish to live in such a socio-political culture.

4.3.2. Unemployment in Palestine

The unemployment rate is one of the most important indicators that reflect the economic situation in any country. The inability of the labor market to absorb the growing numbers of graduates in developing countries is the main push factor. Unemployment in Palestine is one of the highest rates in the Middle East. While the general average remains relatively steady though, the unemployment rate in both the Gaza Strip and West Bank fluctuated with political development between 2013- 2016. The unemployment rate among youth in 2016 was higher than the average and increases proportionally with the educational level, the highest unemployment rate reached 50.9% for females with 13 years of schooling and more (Palestinian Central Bureau of Statistics, 2016a: 4). Under these circumstances, migration became inevitably the best option for the Palestinian youth.

Table: 4.2. Unemployment rate in Palestine 2013- 2016

Year	General average%	Gaza strip %	West bank %
2013	25.2	38.5	18.2
2014	26.9	43.9	17.7
2015	25.8	41.6	22.8
2016	26.9	41.7	18.2

Source: PCBS 2016a (Information adapted from the original resource).

4.4. PALESTINIAN DIASPORA

There is no specific literature on the Palestinian diaspora. Indeed their experiences of dispersal, diasporic trends, and relationship with their home country have not received enough attention in Palestinian and Arab studies. As mentioned above, the socio-political factors experienced by Palestinian people have led to the displacement of large numbers of them to various parts of the world. As a matter of fact, Palestinian diaspora constitutes about half of the Palestinian nation. Despite the remoteness, the Palestinians' commitment to their homeland and its historical grievance still lives in their conscience. Historically speaking, The Palestinians formed an important component of the history and cultural renaissance of the hosting countries, especially Arab countries such as Jordan, Syria, Kuwait and other Gulf states. The Palestinians have made distinct contributions to the educational, health and urban development of these countries. although, the Palestinians are scattered all over the world, currently, they are concentrated in four main areas, the West Bank and Gaza Strip, Palestinians in Israel, Arab countries, and finally in Western countries. However, "one cannot place Palestinians into just one or the other of the groups. Frequent movement between the groups continues to occur" (Hammer, 2005: 14).

It is interesting to note that, while living in various countries in North and South America, Europe and the Gulf States, Palestinians have established expatriates communities. Some of these communities can be traced back to the end of the nineteenth century, like those in Latin America. The level of organization of Palestinian communities varies according to the host country. In some countries, Palestinians are a notable community while in others it may be difficult to define themselves as a community. "In Lebanon, for example, there is no question that the Palestinians are and consider themselves to be a community, by contrast in Jordan, questions may arise as to whether it is in the Palestinian interest to present themselves as a community" (Hijab et al., 2010: 1-2). However, the strongest and well-built Palestinian community exists in Latin America. It is one of the largest Palestinian communities abroad with hundreds of thousands of Palestinians living there. Indeed, "the USA and Latin America were migration destinations even before 1948" (Koinova, 2017: 611). Unsurprisingly, most of the Palestinians in these countries belong to the middle and educated class, and the vast majority of them hold the passports of those countries.

As for the USA and European countries, there are now large communities in most of these countries. Like in Latin America, Palestinians in the USA and Europe established their own communities. Their associations abroad are interested to serve their people in the host countries and at the same time, they are working to deepen ties with their home country. For example, some of these associations send academic and medical missions to transfer expertise, and knowledge to the Palestinians at home.

Like others, Palestinian communities are a diverse mix of teachers, academics, doctors, engineers, accountants, craftsmen, businessmen, and workers. However, "the percentage of out-migrants among white-collar jobs varied by host country 73% of Palestinian migrants in the Gulf States were employed in white-collar jobs, with 8% in trade and 12% in skilled manual jobs, and less than 4% in unskilled occupation. In the USA and Canada, the percentage of Palestinian migrants in white-collar jobs was 44%, with 38% in trade and 3% in skilled manual jobs, and 15% in unskilled jobs". (Hilal, 2007: 20).

True enough; the Palestinian diaspora is currently facing a number of challenges. The most serious problem facing Palestinian diasporas is that "they were challenged at different times by the same kind of factional politics that exist back home. It should be noted that this is a natural aspect of diaspora behaviour" (Hijab et al, 2010: 2). Furthermore, another main critical challenge to handicap these associations is "the absence of a vision and strategy for the Palestinian people articulated clearly and cogently by the leadership" (Hijab, 2004: 8). In absolute terms, diaspora considers as a potential resource in contributing to development back home. However, there is no clear socio-economic strategy to seriously govern the diaspora-home country relationship.

4.5. CIRCULAR AND RETURN MIGRATION IN THE PALESTINIAN CONTEXT

The case of Palestine is particularly interesting for the following reasons. First, Palestine is the only and maybe the last country in the world that still under occupation. Indeed, the Palestinian border and main entrance border points still under the control of occupation security forces. The freedom of movement of people in and out of the Palestinian territories remains elusive because of occupation restrictions. These restrictions make the engagement of highly skilled Palestinian migrants in knowledge transfer and development in West Bank

and Gaza strip, not an easy task. Second, generally speaking, in the last few decades, migration from West Bank and Gaza Strip is temporary in nature. Therefore, the purpose of migration is education rather than employment. "About 34.4% of total emigrants left for education and studying purposes, 14.6% for improving living conditions, while 13.7% left because of the lack of job opportunities in the Palestinian Territory." (PCBS, 2011: 17). As such return migration comes out as a result of success rather than the failure of those who have returned. Third, "the return of Palestinian diasporas started mainly in the 1990s of the last century where the outbreak of the Second Gulf War and the Oslo accords together generated a wave of returnees to West Bank And Gaza Strip" (Hilal, 2007: 11). More than 267,000 Palestinians from the Gulf countries, Jordan and elsewhere returned to the West Bank and Gaza (Lubbad, 2008: 11). However, these numbers declined dramatically after 2000 because of the outbreak of the second intifada and confrontations between the Palestinians and the occupation army. "Although the percentage of returnees 2001-2006 did not exceed 10.5% out of the total returnees from abroad, it reached about 31.3% in the period 1996-2000 and about 24.2% 1991-1995, while 34.0% returned before 1991." (Palestinian Central Bureau of Statistics, 2009: 49). Furthermore, the percentage of returnees reached 5.9% of the total population during the period 2006-2010 (7.6% for the West Bank and 3.0% for Gaza Strip) (Palestinian Central Bureau of Statistics, 2011: 30). The highest percentage of the returnees (54.9%) returned to West Bank and Gaza Strip as companions, while only 11.3% said they returned for work (Malki & Shalabi, 2000: 70). See figure 4.2.

Figure: 4.1. Percentage of Palestinian returnees 1991- 2010
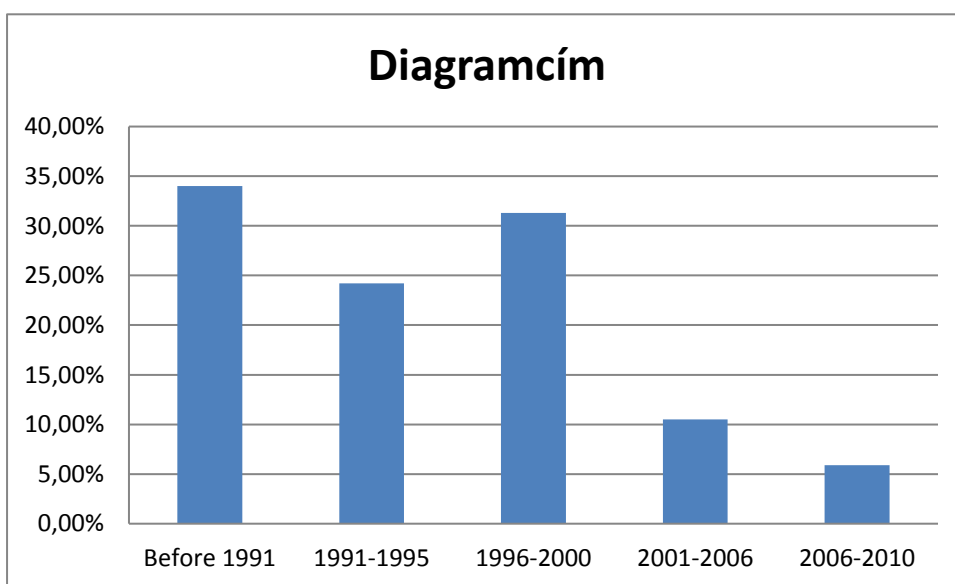
Source: PCBS, 2009, 2010.

The graph above shows that the percentage of returnees to Palestine was remarkably declined after 2000, due to the second Palestinian uprising (Intifada) and the large restrictive measure of the Israeli occupation. Fourth, the academic qualifications of Palestinian returnees are better than those for non-returnees and characterized by a significantly high percentage of educational level. Statistics indicated that 12.6% of the returning migrants had completed first university degree (bachelors) and higher compared to 6.6% of non-migrants (PCBS, 2009: 56). Actually, this is reasonable since (as mentioned above) most of the emigrants' purpose is educational attainment. Moreover, they gained new skills and qualifications abroad. Temporary return migrants in Palestine tend to be heterogeneous in their educational fields, allowing to distribute their benefits among different sectors especially education and healthcare. However, unemployment among highly skilled returnees is lower than their counterparts in Palestine. For example "among returning migrants from the EU of ten years of age or over 42% are employed, where is the equivalent in Palestinian society was only 23% in the survey of 2006" (Lubbad, 2008: 6) Fifth, the Palestinian endeavors slightly succeeded to engage the Palestinian capital abroad in investment and development in the West Bank and Gaza Strip after the establishment of PNA. However, "the re-occupation of the West Bank in March 2002 and the maximizing of the restrictions on the movement of labor, capital, and goods, together with the fragmentation of the Palestinian territories increase the uncertainty and vulnerability of the situation and led to suspension expatriate investment in the economy." (Hilal, 2007: 24).

4.6. KNOWLEDGE TRANSFER THROUGH CIRCULAR AND RETURN MIGRATION

According to Meyer & Brown (1999), engagement of skilled Diasporas to development and knowledge transfer to their home country can be achieved through two main possible ways, either by physical return or remote mobilization to connect skilled diaspora through the social network (p. 12). In the case of Palestine, in addition to individual and organizational initiatives, returning migrants transfer knowledge back to their home country came out as a result of the cooperation of three main actors: diaspora organizations; Palestinian government initiatives; and international organizations. There were two main programs implemented in Palestine in the 1990s of the last century namely, established the Transfer of Knowledge through Expatriate Nationals program (TOKTEN), and Palestinian Scientists and Technologists Abroad (PALESTA). The first one TOKTEN adopted a temporary physical

return approach, while the second one aimed to engage skilled diasporas through connection to scientific, technological and cultural programs at home (Hanafi, 2001: 7).

Transfer of Knowledge through Expatriate Nationals program: TOKTEN programs appeared most popular in the 1980s but have recently experienced the second wave. Recent TOKTEN programs include Afghanistan, Mali, Palestine, Rwanda, and Sudan (Kuschminder, 2011:8). Indeed, TOKTEN aims to persuade migrants established abroad to return at least temporarily. Assignments generally last from three weeks to three months, but some expatriates have returned permanently. The success of TOKTEN is due to the fact that it focuses on talent and people who were global leaders in their field (Murphy, 2006).

In Palestine, the program was established by the United National Development Program (UNDP) in 1994. The UNDP recruited more than 220 highly skilled Palestinian experts to serve as "returned volunteers" for a period ranging from three weeks to three months (LAS, 2008, p. 95). The contributions of these experts included "city planning, medical services, university curriculum development, academic networking, on the upgrading of film and television capacities, on cultural preservation including the Bethlehem 2000 project" (Hanafi, 2001: 8). The objectives also included human development and an increase in the building capacity of the Palestinian National Authority.

The program made only a modest impact since the need for skilled experts in Palestine greatly exceeded the capacity of these two hundred returned migrants. The program concentrated on the public sector, moreover, instead of the private and NGO sectors, which likely reduced its efficiency and effectiveness. Also, there was a problem reported with respect to communication between visiting experts and hosting institutions staff, this was caused by misunderstanding and feeling of local staff that the visiting experts are overestimated and received higher salaries than them. In addition to its developmental and capacity building achievements, "One of the advantages of the program is that Some 34 TOKTEN experts continued living in the Palestinian Territories after their assignment though" (Hanafi, 2001 : 8).

Four years later, in 1998, the Palestinian ministry of planning and international cooperation initiated a program called Palestinian Scientists and Technologists Abroad, or PALESTA (League of Arab States, 2008: 95). It tried to harness the scientific and technological knowledge of highly skilled migrants for social and economic development in Palestine.

PALESTA created a database of engineers, scientists, and technologists and made it available on the internet, which was the main means of communication between participants.

PALESTA's database currently contains some 1,300 expatriate Palestinian professionals. Only about a third, however, are active members. The active membership is concentrated in the United States (56%), while 17% live in Europe (Hanafi, 2001:10). The cumbersome central administration, combined with the voluntary and sporadic nature of communications, rendered the project rather ineffective though (League of Arab States, 2008:103).

These two programs do not necessarily mean the end of the return skilled migration pathway two Palestine, in fact, there are sporadic initiatives, both in terms of individuals, health organizations, academic institutions and so on. Emotional ties and some financial gains appear to be important as driving factors in the contribution of highly skilled migrants in development and knowledge transfer to their Palestine, especially in the two programs. However, the share of highly skilled migrants and diaspora, in general, are relatively still humble and need more incentives from the side of governments to enhance and encourage return migration and knowledge transfer by talents and skilled migrants.

These incentive procedures should include improving the absorptive capacity of the national institution and technological infrastructure, adoption of specific kinds of policies that facilitate diaspora engagement. Presence of less restrictive immigration laws and policies, and the presence of promotion channels calling for participation in the transfer of knowledge to the home country. Diaspora engagement must be a two-way process. The relationships between diasporas and origin countries must be built on trust, respect, and reciprocity.

4.7. EXPATRIATION AND MIGRATION PROFILE IN PALESTINE

The widespread and large number of Palestinian diasporas abroad has increased the need for more effective management of immigration and expatriate profile. In fact, good and optimal management of this profile helps institutions to control the migratory flow and to ensure the safety of migrants on the one hand, and to increase the positive impacts of migration on the other hand. "Enhanced coordination across government departments is an important potential outcome, from these relationships, which can mainstream migration into other portfolios such as development and ensure that officials have a common understanding of the force behind migration" (Papademetriou, 2011:10). However, build inter-institutional networks between individual organizations is not an easy task, especially when it comes to the government and public administration. Coordination becomes more difficult as the number of member

organizations and the level of diversity between them increases, which, in turn, "creates a greater coordination burden than faced by small homogenous networks" (Provan & Milward, 2001: 418). In Palestine, there are many bodies involved in expatriation and migration profile management; those include-governmental and nongovernmental organizations. Reviewing the pattern of communications, structures, and responsibilities of these governmental institutions and ministries revealed that they have no holistic approach to migration, and each one of them performs its functions separately without any coordination. The main impact of the absence of coordination and cooperation among ministries and institutions is a shortage of data with regards to Palestinians living abroad. No doubt that the absence of efficient governance and best practices heavily contributed to the mismanagement of this profile. In the recent few years, the Palestinian government starts to pay more attention to the evolution of this profile and they have taken a group of measures regarding this issue, these measures include, but not limited to, they changed the name of the ministry of foreign affairs to the ministry of foreign affairs and expatriate. In a similar vein, the Palestinian leadership appointed a new head of the expatriate department of the PLO to activate it. Moreover, a national team was formed in order to rebuild and reorganize the migration profile in a way to ensure no overlapping in tasks and to increase the level of cooperation between these organizations.

4.8. SUMMARY

This chapter has been briefly reviewed the Palestinian migration and return migration since the Ottoman era. The migration and return migration consider a peculiar one due to the nature of the circumstances that Palestine has experienced over the years, particularly the absence of national sovereignty as a result of successive occupations. Many Palestinians were deported or voluntarily migrated to evade such conditions. The decades of conflict and political instability created a lasting need for skills, especially during the building of the Palestinian governmental institutions. Nevertheless, since the beginning of the 1990s, Palestinian highly skilled migrants start to share and contribute their experience and knowledge to their home country either personally or through international organizations.

No doubt that the advanced technologies, methods, and experiences that could be transferred to home countries are so effective and influential. However, "knowledge flows and transfers involving other types of knowledge such as cultural knowledge, creative arts and others (soft knowledge)" (Sier, 2014: 303). By being familiar with the cultures of both origin and host

country, skilled returnees are quite eligible to bridge the gap between the developing and the developed worlds. Moreover, expatriates' connections and interests in the homeland foster the creation of networks and follow-up mechanisms (Lowell & Gerova, 2004: 8).

In the era of globalization and the communications revolution, the capacity of States to engage and utilize expertise in their diasporas has remarkably increased. However, the capacities of developing countries including PNA to provide incentives and salaries to their skilled returnees and experts are questionable and unreachable. So for them, the temporary return migration is the best solution to engage highly skilled migrants in development in their home country. Information sharing and decentralization are vital to the success of such programs; however, the government should foster partnerships rather than monopolize resources. All skilled Palestinian should be welcomed, especially since the permanent return of migrants remains unlikely.

CHAPTER FIVE

CIRCULAR MIGRATION PATTERNS AND KNOWLEDGE TRANSFER

5.1. Chapter Overview

5.2. Demographic characteristics of respondents

5.3. Current Engagement of Highly Skilled in Knowledge Transfer to Palestine (interviews)

5.4. Awareness of the importance of skilled diaspora in knowledge transfer back home

5.5. Involvement in circularity and knowledge transfer to their home country

5.6. Incentives and policy landscape

5.7. Examination of the first research hypothesis (H1)

5.8. Summary

CHAPTER FIVE

CIRCULAR MIGRATION PATTERNS AND KNOWLEDGE TRANSFER

5.1. CHAPTER OVERVIEW

Awareness of the importance of skilled diaspora as a source of knowledge and experience is crucial in mobilizing diaspora in knowledge transfer and development back home. So the first aim of this Chapter is to examine the respondents' perceptions about the importance of knowledge transfer as a development strategy in the case of Palestine. However, the second purpose of this chapter is to explore the ways through which knowledge has been transferred by highly skilled Palestinian migrants to their home country. Although engagement in circular migration and knowledge transfer back home can occur individually, there are other ways that may facilitate this process. These ways include, but not limited to, bilateral programs between host and home countries, knowledge transfer programs supported by international organizations, and diaspora organizations. Therefore, this chapter aims to addresses the following main questions:

- What are the demographic characteristics of the respondents?
- To what extent the Palestinian policymakers and highly skilled migrants are aware of the importance of knowledge transfer by skilled diaspora as a strategy that may contribute to the development of Palestinian institutions?
- What are the ways through which highly skilled Palestinian migrants got involved in knowledge transfer to their home country?
- Also one of the main purposes of this chapter is to explore if there are any government policies that target Palestinian skilled diaspora to engage them in development and knowledge transfer in Palestine.

Finally, one of the main purposes of this chapter is to examine the first research hypothesis which states: **Engagement of highly skilled migrants in knowledge transfer is not an on-going and regular process; it occurs often individually or through international organizations without any shared national policy or vision.**

5.2. DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS.

One hundred and ninety-three respondents participated in this survey questionnaire. The sample distribution shows that among 193 respondents 157 of them are males, which represents 81% of the sample and 36 are females representing 19% as indicated in graph 5.1. This percentage indicates that the contribution of the female is remarkably less than male; this is maybe because the numbers of highly skilled female migrants are less than highly skilled male migrants, as many males leave to work abroad. Unlike males, females prefer to find a job and work at home country. Generally speaking and under any circumstances, this percentage does not reflect the pattern of engagement and the real contribution of highly skilled females' migrants in knowledge transfer to their home country (Palestine). However, some women were reluctant to participate in the questionnaire for personal reasons.

Figure: 5.1. Sample distribution by gender
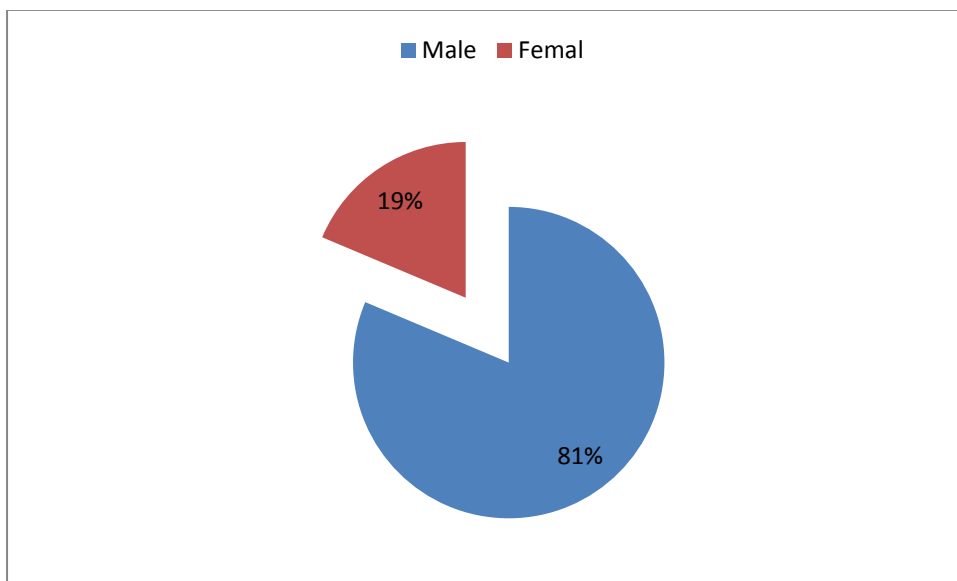
Source: author's own compilation based on the questionnaires

In terms of marital status, findings indicated that the majority of respondents were married (85.5%). This means that a family did not constitute an obstacle to the contribution of highly skilled migrants to transfer knowledge to their home country. Some of them return with their families to stay in Palestine during their assignments, while others chose to return individually and left their families in the host countries, where they visit them regularly from time to time. Nevertheless, those who came for a few weeks or months were not accompanied by their families. As regards the field of study, the majority of respondents were from

scientific disciplines (73.1%) compared with (26.9%) of literary disciplines. These percentages appear to be reasonably acceptable as Palestinian institutions need experts in scientific fields such as healthcare, cardiology, engineers, and technology rather than literary disciplines. The majority of respondents (63.7%) held a doctorate and post-doctorate degree. These academic levels indicate that they are best-qualified people and work in important positions in the host countries whether they are doctors, engineers, and other professions. In addition, data indicate that the engagement of highly skilled migrants increases with the increase in their level of scientific qualification as they become more experienced and more willing to share their knowledge particularly back home. Figure 5.2 shows the distribution of the sample according to scientific qualifications.

Figure: 5.2. Scientific qualifications of the respondents
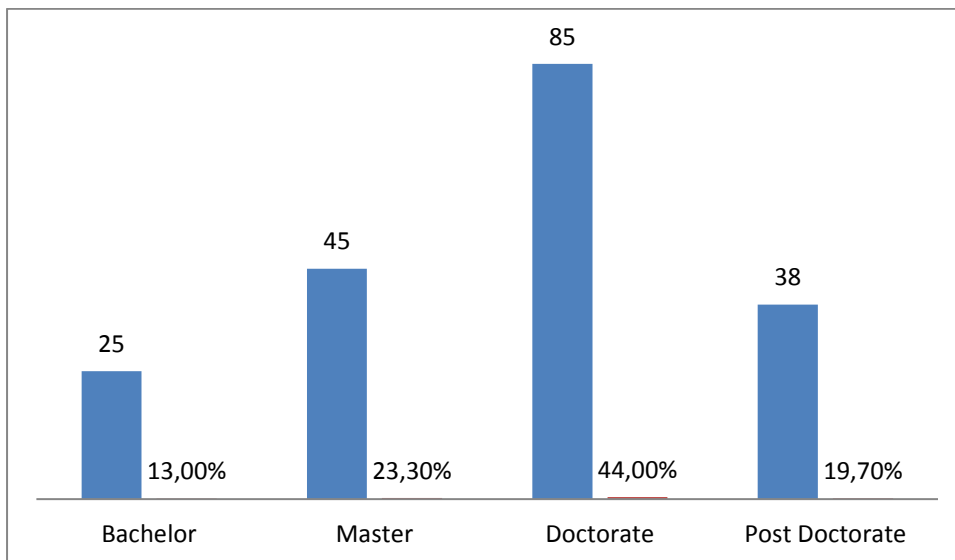
Source: author's own compilation based on the questionnaires

Additionally, figure 5.3 shows the educational profile of the respondents. The results revealed that Ph.D. and post-doctorate holders dominating the academia and educational field, with Ph.D. and master holders dominating the ICT and engineering sector. Similarly, Ph.D. holders represent the largest group of the medical field, while master holders dominating the management sector. Figure 5.3 shows the professional profile of the respondents.

Figure: 5.3. Professional profile of the respondents

Professional profile
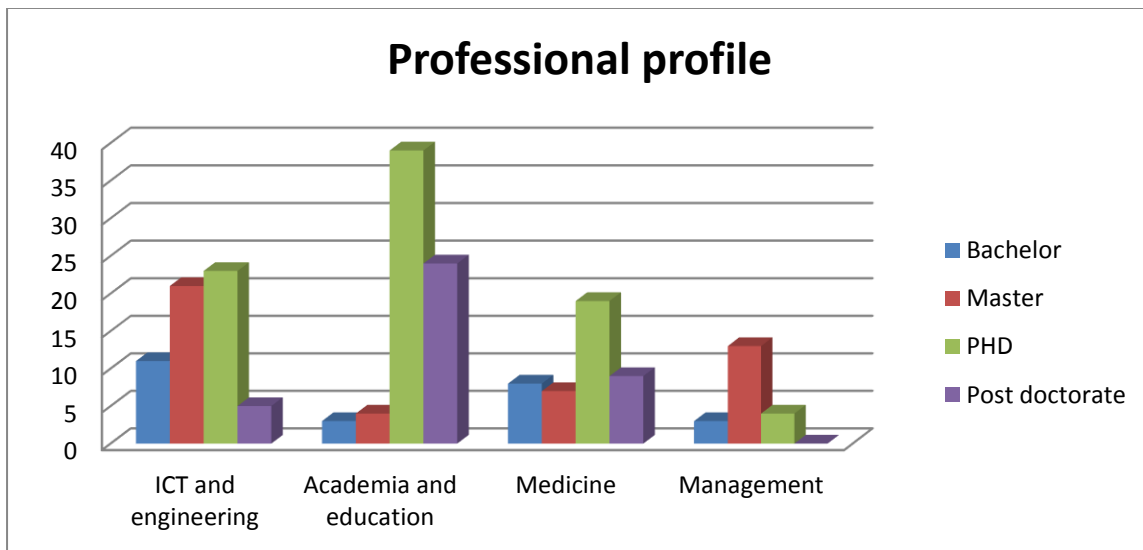
Source: author's own compilation based on the questionnaires

In terms of sample distribution by the host country, the sample was divided into five main categories: Europe, the USA and Canada, the Arab World, Asia, and Australia. This question was asked to compare the contribution of highly skilled migrants in knowledge transfer by the host country. The result detected that the major contribution was from Europe 52%. The second-largest contribution comes from the USA and Canada, accounting for 33%. However, the contribution from the Arab world was 9%, while it's only 5% from Asia and Australia as indicated in figure 5.4.

Figure: 5.4. Sample distribution by the host country
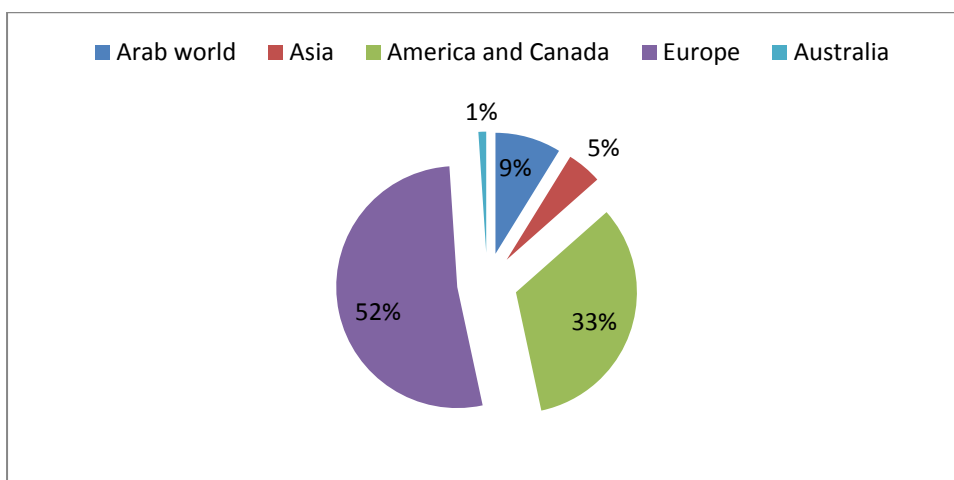
Source: author's own compilation based on the questionnaires

These differences in contributions by host countries can be explained by the fact that many Palestinians highly skilled migrants in America, Canada, and European countries have obtained the passports of these countries, which makes it easier for them to enter the Palestinian territories. So if a highly skilled migrant has Canadian, American, or European citizenship then he or she maybe gets a visa, but if he is coming from Arab countries he will face real challenges to come in. Palestinians who do not have a Palestinian ID or foreign passport cannot enter the country because of Israeli restrictions. This undermines any possibility to benefit or make use of many Palestinian experts because it is not allowed for them to enter Palestine by Arab passports due to Israeli measures. However, 67.0% of the respondents have foreign citizenship some of them hold Palestinian identity at the same time, while 33.0% did not hold foreign citizenship, and they came back by using Palestinian identity. Figure 5.5 illustrates the distribution of the sample by holding the citizenship of the host country.

Figure: 5.5. Sample distribution by holding the citizenship of the host country
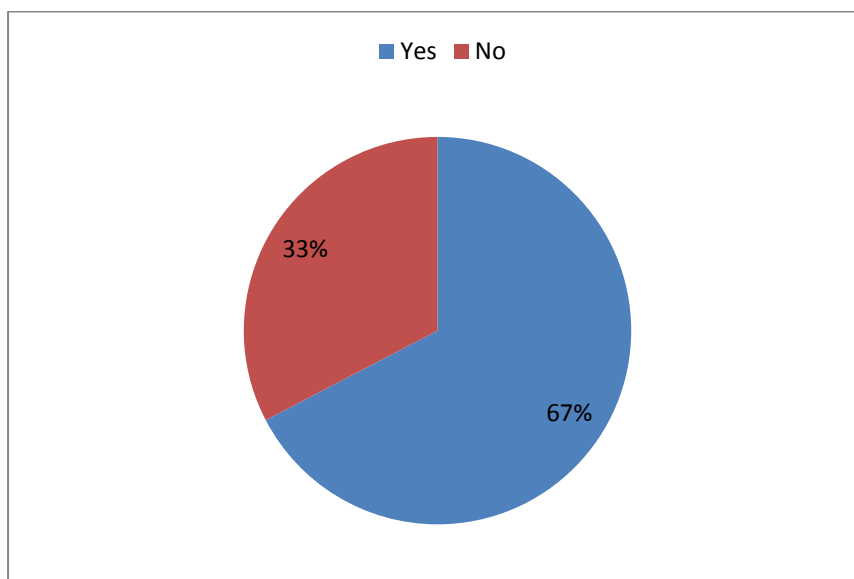
Source: author's own compilation based on the questionnaires

The results of this study revealed that there were three categories of contributors to knowledge transfer according to citizenship. Those who have foreign citizenship only represent 22.8% of the respondents, while the second group is those who have foreign citizenship and Palestinian ID at the same time (dual citizenship), and they represent 44.2% of the respondents. Due to the short time of their stay in the host countries, 33.0% of the

respondents had not obtained foreign citizenship or long term residence, and they hold only a Palestinian passport.

Concerning the years of living in the host country, the results showed that the minimum living in the host country was two years while the maximum was fifty years. Although a small percentage of the respondents (11%) start to transfer knowledge back home early after few years, the outset of the contribution of most of them (89%) was after 5 years of migration. However, the contribution of those who lived in the host country for 10.1-20 years was the highest (35%) among others, while the percentage of those who lived more than 20 years was 32% which is the second-highest group in contribution to knowledge transfer to their home country. This explains that highly skilled migrants start to think of transferring knowledge and experience after several years of migration as they need a fair amount of time to settle and arrange their careers pathway. Actually, "the length of the stay abroad tends to be important for home country development because people who spend a reasonable period of time in a foreign country are likely to have accumulated more working experience, skills and social capital in the form of networks, contacts, and linkages than those with shorter stays" (Tejada, et al ., 2013: 13). Generally speaking, people start thinking about transferring knowledge to their home country after becoming more qualified and expertize which takes a fairly long time. This result is consistent with the study of Sveinsson (2015) which stated: "ability to engage in transnational activities seemed to increase with seniority as well as stability and security in terms of work and immigration" (p. 104).

Moreover, those who hold host country citizenship couldn't contribute before getting citizenship which normally needs considerable time. The results showed that 76 out of 130 citizenship holder respondents (58.46%) have got citizenship between 3-7 years of residence in the host country, while 35 out of 130 citizenship holder respondents (26.92%) have got citizenship between 8-15 years of residence in the host country. However, 12 out of 130 respondents have got host country citizenship since born, and only 7 out of 130 respondents have got citizenship after 15 years of residence in the host country. Figure 6.1 shows the distribution of the sample by years of residence in the host country before getting citizenship.

Figure: 5.6. Distribution of respondents based on the years spent in the host country before getting the citizenship
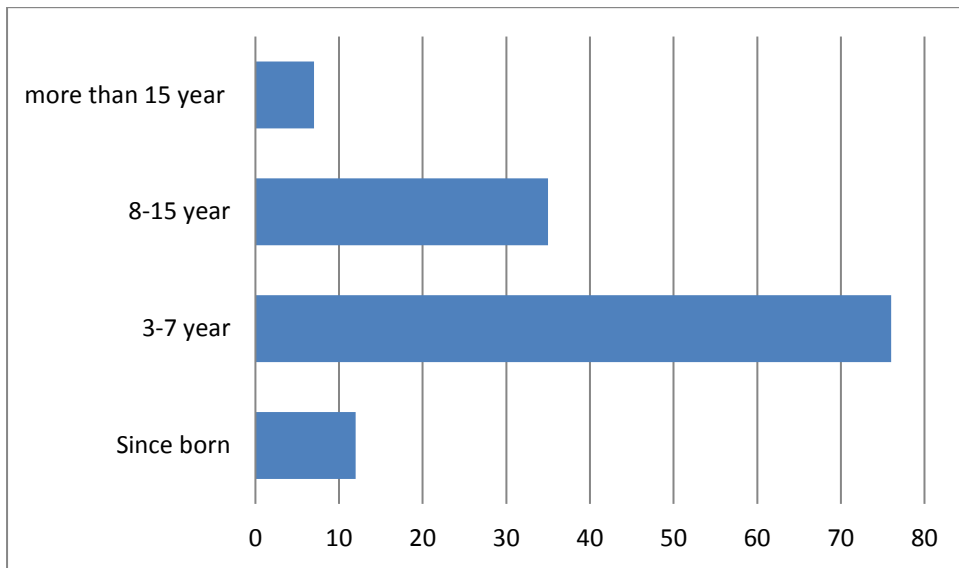
Source: author's own compilation based on the questionnaires

As regards sample distribution by duration of assignment in Palestine, the findings showed that more than half of the respondents 55% were assigned for more than one year, 20% for few weeks, and 13% were assigned for one year, while 13 of the respondents (7%) were assigned for three months, and only 10 of them (5%) were assigned for six months as stated in figure 5.7.

Figure: 5.7. Sample distribution by duration of the assignment in Palestine
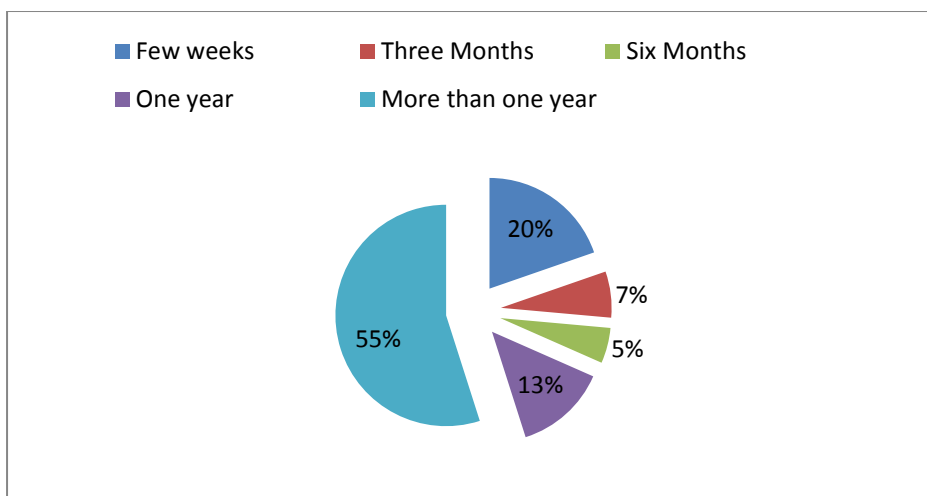
Source: author's own compilation based on the questionnaires

These results seem reasonable and logically acceptable as highly skilled migrants return to their home country either to do paid jobs, which is normally more than one year, or contributed on a voluntary basis for a few weeks maximally. Figure 6.2 shows the distribution of respondents based on the type of assignment (paid, voluntary or both).

Figure: 5.8. Distribution of respondents by type of assignment
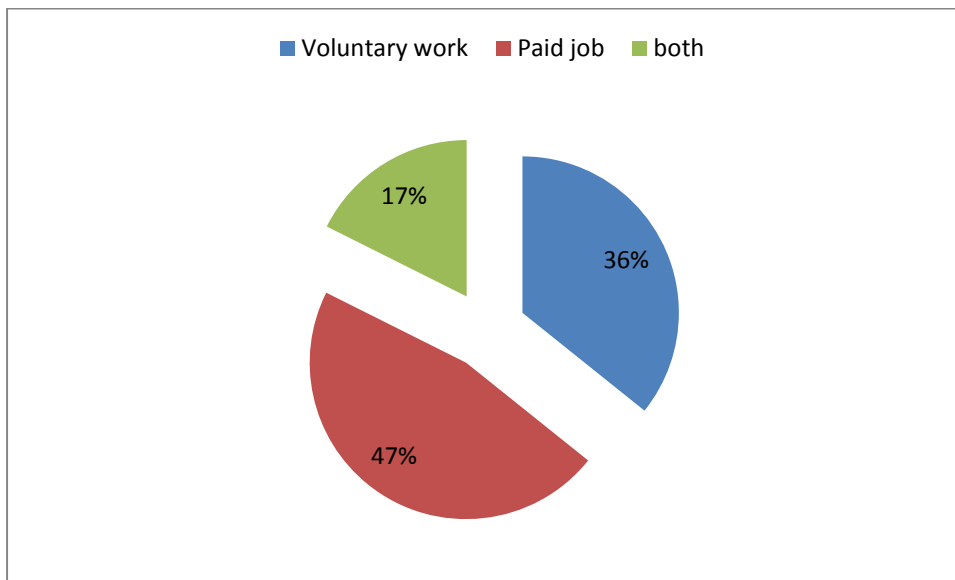
Source: author's own compilation based on the questionnaires

The results revealed that those who came to work with a paid job were 47% of the respondents. This is consistent with the results of respondents' distribution by the duration of assignment which shows that 54.9% were assigned for more than one year and they received a salary for their work. On the contrary, those who came voluntarily represented 36% of the respondents. However, this percentage is slightly closer to the percentage of those who have returned for several weeks to three months which is 26.4%. This confirms that their engagement in knowledge transfer to Palestinian institutions occurred voluntarily.

5.3. CURRENT ENGAGEMENT OF HIGHLY SKILLED MIGRANTS IN KNOWLEDGE TRANSFER (INTERVIEWS)

The main reason behind using interviews was to know and recognize in-depth the current engagement of highly skilled management in knowledge transfer to Palestine. There were 26 interviews were held with Palestinian policymakers and highly skilled migrants Table 5.1 below shows the position of each interviewee.

Table: 5.1. The current position of each interviewee

Interviewee position	No
Policymakers	
Minister	3
Ambassador	1
Chairman of a chamber of industry and commerce	1
Director	2
Highly skilled migrants	
Professor	9
Specialist physician	5
Organization manager	3
Consultant (expert)	2
Total	26

Source: author's table

The findings of these semi-structured interviews are summarized in subsequent pages. According to Kumar (2011) data processing in qualitative studies involves four steps including identifying the main themes, assign codes to the main themes, classify responses under the main themes, and integrate themes and responses into the text of your report (p. 248). As such, the outputs from the semi-structured interviews were classified into four main themes. Table 5.2 provides a summary of the main themes, using codes, and issued discussed.

Table: 5.2. Summary of assigned codes, issued discussed, and main themes.

Codes	issued discussed	main themes
Palestinian peculiarity	Importance of knowledge transfer Knowledge transfer perception	Circular Migration Patterns and knowledge transfer
Policies	List of ways of engagement	
	Presence of government policies	
	Monitoring and Organizational reform	
Institutional capacity	Impact on institutional performance	Usefulness and viability of engagement in knowledge transfer
	Conformity between the transferred knowledge and the needs of the institutions	
Human capital	Skills and knowledge gained Learning a new approach to work	
Immigrant's benefits Immigrant's satisfaction	The new things that have learned or benefited by highly skilled migrants Access to opportunities	
Home country factors	Home country absorptive capacity	Factors affecting highly skilled engagement
	Presence of a conducive environment	
Host country factors	Citizenship policies	
	Immigrants experience	
	Knowledge transfer programs	
Diasporas factors	Role of associations	
	Role of embassies	
	Presence of database	
	Solidarity among diaspora members	
Individual factors	Motivation and incentives	
Political	Occupation restriction and political instability	Barriers and obstacles
Organizational	trust with colleagues	
	Willingness	
	available resources	
	Transparency and bureaucracy	

Source: Author's Table

5.4. AWARENESS OF THE IMPORTANCE OF SKILLED DIASPORA IN KNOWLEDGE TRANSFER BACK HOME

The first theme of this section was the awareness of the importance of circulation and knowledge transfer (question number one of the interview). Actually, findings indicate that *Palestinians abroad believe in the importance of transferring knowledge to their home country,* and *they have the willingness to be part of these kinds of transnational activities*. For them, knowledge transfer to Palestine is essential and it is a big milestone for the Palestinian society. All responses revealed that knowledge transfer back home is very important in the case of Palestine, as Palestinians are in a phase of building their institutions; this is why they need each of their expertise especially those expatriates who are living abroad. According to most interviewees, there are large numbers of highly skilled Palestinians work globally forming a bank of knowledge and experience scattered around the world. According to them, they are very ambitious to see their country like the countries they have experienced and they have seen in the diaspora. All of the interviewees felt that the experience and knowledge gained abroad could be the most important way in which Palestinian skilled diasporas could contribute to the development in Palestine. Furthermore, they believe that the engagement of highly skilled migrants could bring innovative ideas and good practices, which could have a significant impact on institutional building and development back home. So Palestinians can build on that pool of expertise available who really became very well-known and reputable and accountable for their very high skills and educational achievements. Nevertheless, transferring these skills and knowledge to the locals is very essential for the viability of institutions in Palestine, and it will definitely help people to improve their capacities in various fields. Along the same lines, most of the interviewees pointed out that the Palestinians under occupation do not have the full skill set required to be able to engage in all of the different activities required for state-building. As such transfer of knowledge becomes more important when people and countries are facing difficult and abnormal circumstances. From the point of view of most interviewees, there is another advantage of knowledge transfer by highly skilled migrants; it is less costly than sending people outside Palestine.

An interviewee (Dr. M. Q.,) clarifies his opinion about the importance of knowledge transfer as a country under occupation and in the phase of institutional building. Furthermore, he argued as follows:

"The need for knowledge increases when societies are facing challenges such as occupation, colonization, poverty and so on. So knowledge is always a tool to come out of situations of difficulty, but it is always useful for human and institutional development. It is very important to teach and encourage people to transfer knowledge because that is how they grow".

As a matter of fact, the Palestinian skilled diasporas have the willingness and eagerness to contribute to the building and development of Palestinian institutions. Most of the Palestinians who really did very well in public administration in institutional building, in training, in advanced technologies were Palestinians from the diasporas. Actually, the result revealed that the level of awareness among them regarding the importance of circulation and knowledge transfer to their home country was pretty high. They have the willingness and readiness to come and volunteer their services to the building of the Palestinian state and transfer of knowledge through their expertise. This finding is consistent with the study of Roman-Velazquez, (2004) cited in Abu Fara, (2008), which stated that "The successes of knowledge management cannot be achieved only by new technology, but also the awareness and participation of human resources". (p. 26).

5.5. INVOLVEMENT IN CIRCULARITY AND KNOWLEDGE TRANSFER

The results were calculated based on the second question of the interview and question number ten of the questionnaire, which is, how did you get involved in knowledge transfer to Palestine? The reason for asking this question was to examine the ways through which highly skilled Palestinian migrants engaged in knowledge transfer to their home country. *An overwhelming majority 45.0% of the respondents confirmed that their engagement in knowledge transfer came out as a result of their own initiatives* while (15.0%) of them were involved through international organizations, Furthermore, those who have invited by friends or colleagues were (11.0%), and those who have involved through diasporas association were (10.0%), as indicated in table 5.3.

Table: 5.3. Mean score, standard deviation, and percentage of the ways engagement of highly skilled Palestinian migrants to their home country.

Ways of engagement	Mean*	Std. Deviation	No	%
Personal initiative	1.76	0.42	87	45.0
International organizations	1.30	0.46	29	15.0
Invited by friends or colleagues	1.19	0.39	22	11.0
Family members/relatives	1.19	0.39	22	11.0
Diaspora associations	1.16	0.36	20	10.0
Found the information in an advertisement	1.10	0.30	12	6.0
Other, Please specify	1.02	0.12	1	1.0
Total	1.24	0.13	193	62.0

*Mean out of 2 points.

As for the results of the interviews, it discloses that there was a diverse range of responses; 6 out of 19 highly skilled migrants' interviewees 31.57% answered that they were actually engaged through an international organization particularly UNDP. In the same context, 31.57% of the responses claimed that they recruited individually by Palestinian universities. However, 4 out of 19 highly skilled migrants' interviewees 21.05% answered that their engagement is occurred on an individual basis and on their own initiatives; while 15.78% pointed out that they were engaged through diasporas associations and organizations. However, the results showed that Palestinian universities and international organizations played a key role in recruiting and engaging highly skilled Palestinian migrants in knowledge transfer to their home country.

Moreover, the results guided us to another important aspect of the transnational approach, and how cooperation between international organizations and diasporas associations can facilitate such transnational activities. Dr. M. Z. was linked to such organizations in the U.K. He is currently the executive director of the International Medical Education Trust (IMET 2000), which is a British association with a branch in Palestine. It seeks to help doctors, nurses and all health workers to complete their studies, whether in Britain or other countries.

He explained how he had invariably got involved in certain activities to help his home country basically in the academic field.

"In 2004, I joined the IMET Association and had the opportunity to participate in the transfer of knowledge. My participation was mainly in the field of education. I participated in the programs provided by this association, which included the training of doctors, nurses and all workers in the health sector. Moreover, my participation included organizing workshops and special medical conferences at the University of Al Quds and Al Najah. In addition, I organize annual academic conferences in which research and studies in health and medical fields are presented. The last conference was held in July 2018."

Nevertheless, the results of the interviews and questionnaire revealed that despite the large bulk of Palestinian communities abroad, especially in OECD countries, the Palestinian institution's abilities to mobilize Palestinian expatriates and highly skilled migrants to engage in development and knowledge transfer to their home country still humble and below expectations. However, the highly skilled Palestinian migrants have engaged in transnational activities in various ways mainly international organizations or on an individual basis. The results revealed a significant weakness in the role of governmental institutions and ministries in mobilizing and engaging skilled diasporas. This is reflected in the absence of clear initiatives or systems to govern the transfer of knowledge. According to the vast majority of the interviewees, Palestinian institutions must pay more attention to communication with the external world in order to tap into the benefit of modern technology and to update their knowledge. Professor D. E., who is affiliated to the Department of Engineering and Technology at Birzeit University, and currently working as a president assistant of Palestine Technical University, he associated with different national and international organizations with the aim to make networking with international scholars and connect scholars from inside with the scholars from outside. Indeed, he confirmed that people return individually, and they didn't come in a systematic way. He explained his opinion about the way he engaged in knowledge transfer returned as:

"I have recruited by Birzeit University, I came with my wife, and she is a professor. We came back to Birzeit University. The main reason for our return is that Palestine is our home country. We want to contribute to building our country. We are so ambitious to see our country like the countries we have experienced and we have seen in diaspora".

Learning from abroad and network with them, and the presence of an organizational body to bring people from diasporas are crucial in building reliable institutions. There is a need for a system to attract scholars and highly skilled migrants from diasporas and networking with them to engage in the transfer of knowledge back home. Now people are living in a technology era and they can use the internet and social media to connect with each other.

However, there were some endeavors to transfer knowledge and experience from some diasporas associations particularly in the USA and Europe. These associations include, but not limited to, International Medical Education Trust in the UK, Palestinian Medical Association in Europe (Pal-Med), and Palestine Children Relief funds (PCRF). These organizations send doctors and experts to Palestine on a regular basis to perform particular surgery at the Palestinian hospitals and medical centers. Indeed, this kind of knowledge transfer is extremely important for two reasons: it provides Palestinian institutions the opportunities to access modern knowledge and technology through the engagement of great Palestinian talents who work globally. Also, it is very important because Palestinian institutions have a great need for such expertise. An interviewee (Dr. S. S) who is an associate professor, his area is cardiology. He born in Kuwait, lived in Jordan and moved from Jordan to the UK. He never lived in Palestine. However, he currently associated as the head of the cardiovascular center at Bethlehem Arab Society for Rehabilitation hospital. He highlighted his view about his engagement in knowledge transfer through diasporas associations as:

"I used to come to Palestine only for visit. This is the first time I come as an expert. I always have been part of organizations that support the Palestinian cause and send highly skilled people to Palestine, since I left for Britain in 2001. I was a member of the Palestinian medical associations in Britain, which is a body that includes many doctors in the UK and Europe who come regularly to Palestine to perform some operations in Palestine or even for the Palestinian camps in Lebanon, Jordan, Egypt, and Syria. So I am part of such body and my move her is just natural progress from there."

Notably, another interviewee (Dr. R. A. H.,) she has a Ph.D. in physiology and anatomy. So she teaches physiology and anatomy for the pharmacy, nursing, nutrition, and physiotherapy students. She expressed the way through which she engaged in knowledge transfer to her home country as:

"I was visiting Palestine in 2005 and actually, I saw the dean of science at Birzeit University and at that time they are thinking about opening a pharm program. He was trying to recruit me for this position. That was the beginning of the recruitment story."

Seem to share the same, another interviewee (Prof. S. H. Y.,) explained the way how he had been recruited by An-Najah National University in Nablus for a specific task of setting up and running the educational hospital there. He feels that he is doing his patch in that sense, so he is very satisfied as he is contributing to building a good society with the values and ethics that he believes in. Prof. (S. H. Y.) claimed that he played a crucial role in developing the hospital to standards similar to those in developed countries. However, he argued as:

"Actually, I have recruited by An-Najah National University and specifically by Professor Rami Hamdalleh. The main reason for my return is that Palestine is my home country, and I want to contribute to building our country."

However, quite a few respondents came through TOKTEN program, which is financed by UNDP. Actually, this program provides highly skilled Palestinian migrants the opportunity to come back and work in Palestine. They engaged them as consultants or experts in Palestinian ministries and institutions. indeed, many Palestinian experts engaged through this program where the United Nations was their umbrella. The UN offered them as a solid platform with security with living allowances that were covered, travel being secure. So they have all the good reasons to come and volunteer. According to one of the interviewees (a former director of employment in UNDP):

"Almost 600 experts came through TOKTEN for a short and mid-term period. Most of them came to serve at either ministries or Palestinian institutions of higher education. And as you know Palestinian ministry of higher education and institutions of higher education are better equipped to make the best use of these expatriates' professionals especially in academia."

Generally speaking, the results revealed that universities and higher education institutions were well prepared and better equipped to engage and utilize thus highly qualified expertise. However, the findings of the interviews showed that Birzeit University, An-Najah National University, and Arab American University were the best performers in recruiting Palestinian highly skilled migrants from abroad. Furthermore, the results showed that all those who came back, either for a short period or a long time, have taken the decision to return in advance. Actually, many of them visited Palestine more than once before their involvement in

knowledge transfer assignments either as volunteers or to visit their relatives. This reinforces the transnational approach that says return takes place once resources are available and reintegration into mother society occurs through regular visits to their home country. Moreover, this result is consistent with the study of Portes et al., (1999) which indicated "regular and sustained social contacts over time across national borders". (p. 219).

5.6. INSTITUTIONALIZATION AND POLICY CONTEXT

The purpose of this theme was to determine whether or not there are government policies and endeavours to recruit highly skilled migrants to transfer part of their acquired knowledge to Palestinian institutions. Moreover, this section aims to explore if there are any monitoring and evaluation for the engagement of Palestinian skilled diaspora in knowledge transfer. Planning, policies, and monitoring are crucial factors for institutionalization and professionalism. Not surprisingly, the results showed a high level of willingness among the Palestinian institutions to benefit from the experiences of the Palestinian expatriates. Not surprisingly, the results showed a high level of willingness among the Palestinian institutions to benefit from the experiences of the Palestinian expatriates. However, the absence of policies or strategies to approach diaspora is a shortcoming in engagement highly skilled migrants. When asked if the Palestinian institutions have such policies or plans, all policymakers confirmed that the Palestinian institutions do not have such policies; similarly, the highly skilled interviewees claimed that they did not feel or touch on such policies during their work in Palestine. Frankly speaking, I have sought to find any evidence of coherent policies on Palestinian diaspora but I have not succeeded. actually, such policies and strategies did not find in the plans or documents of any Palestinian institution. Lack of national policies to address Palestinian diasporas creates a critical gap in a country's diaspora strategy. all of the policymaker interviewees confirmed that up to date there is no such policy or vision, not at all, they don't have even a list or a matrix on who is doing what in the diasporas among the Palestinian people. This is the way the Palestinian authority per se acts. One interviewee (professor, S. H.,) the head of the Chamber of Industry and Commerce at Bethlehem governorate, also has held top academic appointments at Al-Quds University and Birzeit University. He expressed his view about this issue as:

"Based on my experience, maybe until 2005 it was a clear vision that we want to bring those from outside, after that, I don't think that we have any vision".

An interviewee (Eng. A, Z.,) called for a certain platform with a goal to mobilize skilled diaspora in an efficient way. He believes that this kind of strategy is not available in Palestine right now. Indeed, he explicates this issue as follows:

"The PNA lack a vision and strategy to mobilize their diasporas. This huge issue that we have to discuss and figure out how to improve the relationship between PNA and Palestinian diasporas. We need to come up with a vision on how to mobilize diasporas and how to use their expertise and exploit their abilities and competencies in order to put things on track".

Remarkably, another interviewee (M. Al. G.,) the director of the international cooperation unit at the ministry of health at UNDP expressed her view about the presence of diaspora engagement policy or vision as:

"There is no such item in the strategy that is just to bring in highly qualified people there, maybe it is under another issue that is an exchange of information and just to be open to the updated knowledge and involving Palestinian here and there. When I was just employed at the ministry, at that time I just came across certain papers and documents and there was a sort of projects involving expatriates abroad within the ministry".

  Meanwhile, another interviewee (M. Q.,) the former director of the employment program at UNDP) mentioned the differences between universities and civil society organizations and governmental institutions in terms of their approach towards the engagement of highly skilled migrants and he argues as   :

"NGO's and the universities; they interested to bring good people. Good institutions bring good people. They are looking for qualities, they want quick decisions and they want a contribution to something really substantial and sustained not like in the ministries let him come and do the job but when he leaves nothing is left behind."

Additionally, it is important to note that policies and strategic plans can rarely be achieved by only one party, but often require the involvement of all stakeholders. Experience of countries shows that "program are more likely to succeed if diasporas are involved either directly or indirectly, in planning them. Consulting the diaspora also generates trust and ownership. Governments should take care, however, to avoid creating a privileged group of diaspora partners." (IOM & MPI, 2012: 92).

Seemingly, there is an absence of vision on how to set up a platform to link Palestinian diasporas to their home country. Mutual cooperation and effective communication are important steps in the engagement, but unfortunately, it is missed in this regard.

As regards incentives provided to highly skilled migrants the result indicated the weakness of incentives' system targeting highly skilled returnees. Furthermore, most interviewees confirmed that they didn't hear about any efforts that have done by the PNA to encourage people to come back to Palestine. Interestingly, the finding from interviews revealed that there were twenty-one out of twenty-six interviewees (80.70%) stated that there are no incentives provided to them, while only five out of twenty-six said that there are some slight incentives provided to highly skilled returnees. One interviewee (Dr. Sh. S.,) analyzed his argument about incentives provided to highly skilled migrants by the PNA as:

"I don't think there are any incentives provided by the PNA to encourage highly skilled migrants to come back. I haven't seen a materialized element of that. When you make the efforts that leave your family and take the risk to come here to give and give, so I would like to see a respect"

Meanwhile, another interviewee (professor D. J.,) explained his experience in obtaining tax exemption with the help of a friend, pointing out that many highly skilled returnees did not know about this opportunity and did not benefit from it, and he argues as:

"When I came back I shipped everything I have, the furniture, the toys for the kids, and the libraries because I didn't want them to feel a big change. We found about tax exemption from a friend and went to the ministry of finance where they gave me a piece of paper and I didn't pay any taxes, but I paid tax to the Israeli side. The problem is that not everybody knows about this possibility for tax exemption".

There is no doubt that this creates the need for an agency whose responsibility is to educate highly skilled migrants about their rights and advantages available to them. However, another interviewee (the vice president for academic affairs at Al-Istiqlal University) pointed out that there are clear differences between the incentives granted at the national level and the incentives that some institutions may provide to highly skilled returnees who work for them and he stated as:

"Well, the incentives are not bad, for me, it took some time to adapt to the living conditions. The university provides me an apartment here on campus, it was not quite ready yet, but slowly it becomes more convenient. With regards to tax exemption, I have no idea".

Undauntedly, the needs of the institution or the ministry were the priority on deciding which kind of incentive to offer. If the institution is interested in certain expert then he will obtain all possible facilities and incentives. However, it is equally important to mention that, those who returned voluntarily have been treated like all other inhabitants and they got no incentives. While those experts who came to work for certain Palestinian institutions they got some incentives. For example, those who worked at the negotiating team, Palestine Monetary Authority, and the ministry of foreign affairs, they getting high salaries, exemption from taxis and they have been offered special allowances like for housing, families, schools and other things. It is clear that there is no unilateral policy towards this issue.

With regard to monitoring and follow-up, most of the interviewees indicated that there is no seriousness in this issue and they confirmed the need to begin taking care of that by developing a department for this purpose. Moreover, they pointed out to the presence of a variation among institutions in terms of monitoring and assessing the performance of highly skilled returnee. For them, the performances of NGOs and universities were pretty good unlike the case of government ministries.

As stated by one of the interviewees (a former director of the employment program at UNDP):

"The PNA was very flexible with regards to monitoring and evaluation. They discourage experts. Simply ignoring their distribution, discussions, reviews, and reporting. Unlike universities and NGO's the government never completed the form profession. Always the mission attaches to the minister, and he is never ready to go in-depth reading, reviewing and evaluating".

However, another policy-maker (Ambassador I, H.,) referred to two levels of monitoring; institutional level and governmental level and he stated:

"Maybe at the individual level, yes, I mean at the level of the institutions that host those returnees I think there are monitoring and evaluation. But at the level of the PNA, I don't think there is monitoring or evaluations of the performance of those skillful people who come from abroad".

Furthermore, the results of the interviews revealed that building a database of highly skilled migrants and map the Pool of Potential contributors were high priorities for the majority of the interviewees. Along the same line, the results showed that the majority of the interviewees agreed that educating and updating diasporas about the local context in Palestine is crucial in the engagement of highly skilled Palestinian migrants in development back home and they call for more active involvement of Palestinian embassies in knowledge transfer issues.

Improvements in the capabilities of diasporas attached institutions are essential to ensure more effective communications and sustainable provision of essential services to the Palestinian communities abroad. Undoubtedly, improved expatriates institutions' capabilities will assist them in maintaining the Palestinian diaspora's confidence. Further, "creating a conducive framework is generally not tied to a specific development goal. It may, nonetheless, have a significant developmental impact, in part by gaining diaspora members' trust and therefore encouraging their contributions to development." (IOM & MPI, 2012: 95). Generally speaking, many countries established institutions or agencies to facilitate ties and organize the relationship between home countries and their diasporas. Nevertheless, creating effective and viable government institutions that address the relationship with Palestinian diasporas continues to present a major challenge in the Palestinian thought. Interestingly, despite many diasporas institutions were created with a promising and wide mandate, "The existing organizational structure of these ministries and institutions are developed individually in the absence of any national policy or plan, which sometimes causes overlapping in functions and conflict of responsibilities". (Suliman, 2018: 32). Most of diasporas institutions are fully governmental bodies. Notable among them is the ministry of foreign affairs and expatriates, and the department of expatriates' affairs at PLO. Thus, these dispersed agencies and departments that work individually without any coordination among them may need some restructuring. To overcome this kind of overlapping among institutions, the Palestinian government should initiate and develop a framework based on the restructuring of these agencies to work in a coordinated manner. The restructuring may lead to an improvement in the management of this profile.

To summarize, absolutely the PNA would like to see Palestinian intellectuals and scientists to come back and to contribute to the building of institutions and the state like other countries. However, it is important to mention that in order to attract and encourage skilled diasporas to engage in development and knowledge transfer, the Palestinian government must adopt

certain measures and policies as part of an incentive package to recruit highly skilled migrants. Interestingly, all policy-maker confirmed that the absence or omission of diasporas policies from the national policy agenda does not mean engaging diasporas in development back home is not a priority for the government. Frankly speaking, the absence of these policies may refer to the lack of awareness of the role of diasporas in national development or lack of resources. Nevertheless, there is ample evidence to stress the need for well-articulated policies to approach Palestinian communities abroad and tap to Palestinian expertise there. Considering, monitoring and follow-up, the finding of interviews revealed impair in this regards mainly among ministries. It would be of paramount importance to assess the performance of highly skilled returnees and volunteers to ensure the achievement of mission objectives. Actually, this enhances the feasibility of their engagement and institutionalizing it.

5.7. EXAMINATION OF THE FIRST RESEARCH HYPOTHESIS (H1)

This section aims to examine the first research hypothesis which states:

Engagement of highly skilled Palestinian migrants in knowledge transfer is not an on-going and regular process; it occurs often individually or through international organizations without any shared national policy or vision. Figure 5.9 illustrates the relationship between the different variables related to this hypothesis.

Figure: 5.9. Conceptual Model 1
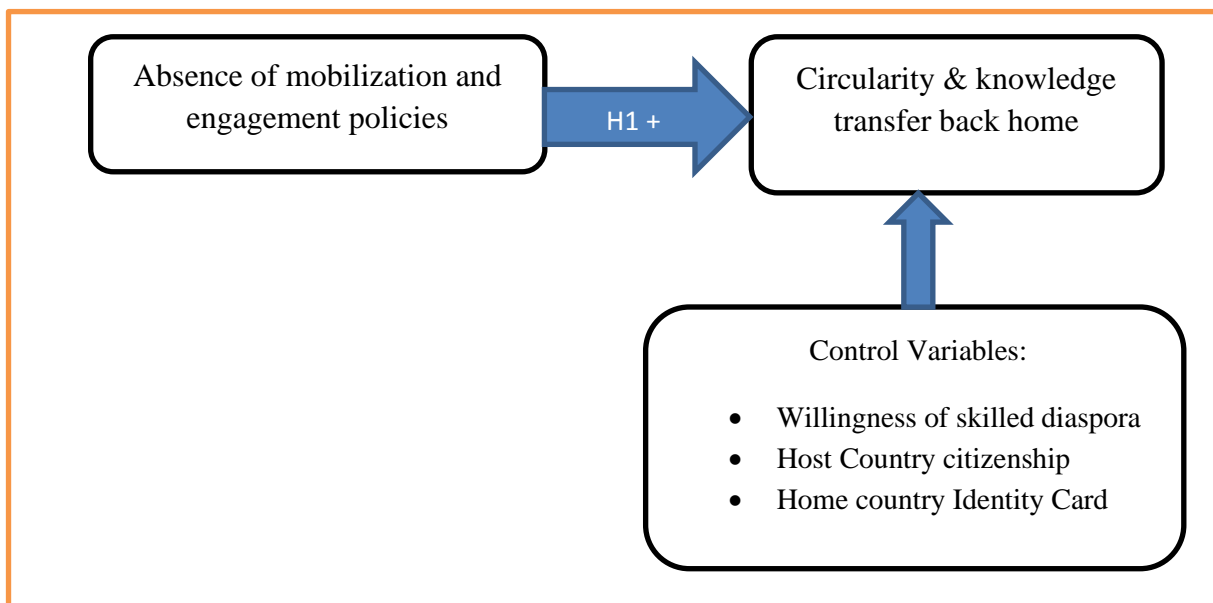
Source: author's own compilation

As shown in figure 5.9 this hypothesis targeted to look at one main variable related to the engagement of highly skilled migrants in knowledge transfer, which could have a direct and significant effect on knowledge flow by skilled diaspora back home. The need to have Palestinian engagement policies is of a high priority, thus the first hypothesis examined the role of this variable. The previous results revealed that the engagement of highly skilled migrants through personal initiative was the highest among others (Mean = 1.78). However, international organizations were the second-highest way of engagement (Mean = 1.30). The following figure illustrates the ways in which the highly skilled Palestinian migrants were engaged in the transfer of knowledge to their home country.

Figure: 5.10. Ways through which highly skilled Palestinian migrants engaged in knowledge transfer to their home country.
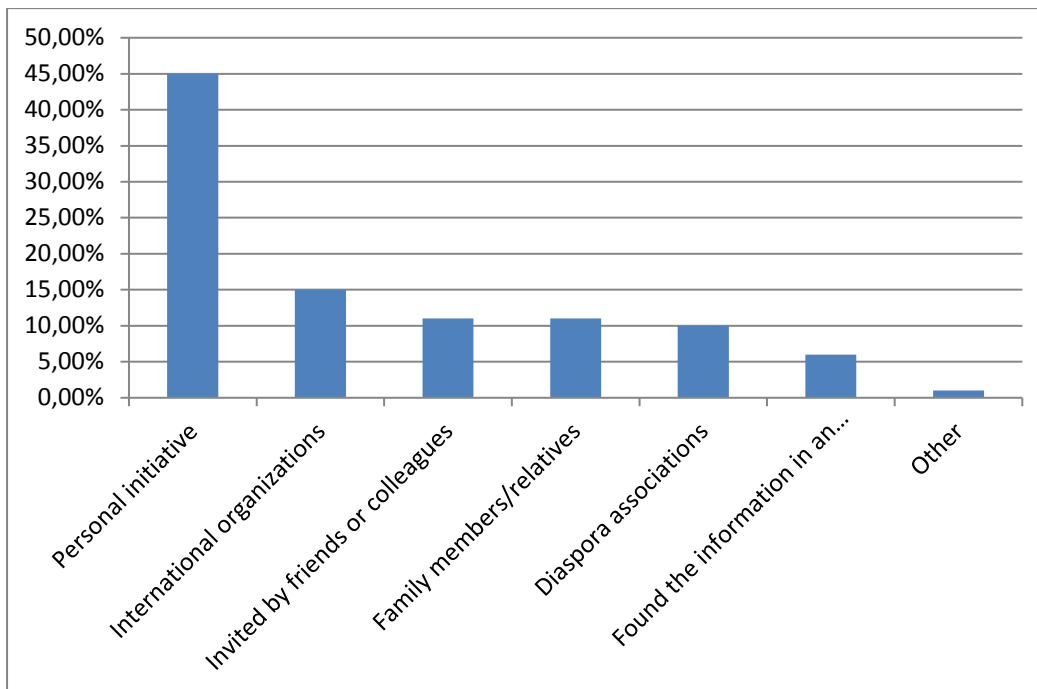
Source: author's own compilation based on the questionnaire

The table above indicates that the majority (60%) of highly skilled Palestinian migrants engaged in knowledge transfer either through international organizations or individually. While those who engaged through diasporas associations was 10%. Furthermore, the percentage of those invited by friends or colleagues, and those recruited by family members were (11%) for each. However, those who engaged in other ways including governmental endeavours were only 1% of the respondents. Moreover, the results of the interviews

confirmed that the Palestinian institutions do not have any policies to engage highly skilled Palestinian migrants in knowledge transfer. As stated by highly skilled interviewers, they did not feel or touch on such policies during their work in Palestine. Furthermore, all policy-makers interviewees confirmed the former result. However, in order to ensure this, I went to all Palestinian related institutions, but unfortunately, I did not find any policy document related to engaging the skilled diaspora in knowledge transfer or development back home. Accordingly, the first research hypothesis (H1) was accepted.

5.8. SUMMARY

To sum up, the transfer of knowledge is highly important to Palestinians mainly because they are under occupation and their access to technology and innovations were very limited and distracted by the Israeli occupation. Therefore, Palestinians in Diasporas basically the highly skilled ones can be agents of change in the country. Here I am not only speaking about technical aspects only but also it includes an administrative managerial and cultural issue, which are of great importance and add a big value to the Palestinian institutions now and in the future.

Based on the findings of this both questionnaires and interviews, I can claim that the awareness of the importance of knowledge transfer back home is very high among Palestinian skilled diasporas. Well, basically a transfer of knowledge back home is very viable regardless of country of origin, but in the case of Palestine, it becomes more important because of the peculiarity of Palestine as a country under occupation that suffers from a shortage of resources and limited access to modern technologies due to the occupation restrictions. So, to build Palestinian institutions on a solid base, there is an urgency to mobilize and recruit Palestinian expertise especially those who are living in diasporas. Fortunately, the willingness to engage in circulation and knowledge transfer activities was significant among respondents, which consider as an auxiliary factor in facilitating knowledge transfer through circularity.

Furthermore, Most of the highly skilled Palestinian migrants engaged in knowledge transfer individually with some of them recruited by Palestinian universities. Nonetheless, international organizations provide a platform for Palestinian skilled diaspora to come back and share their knowledge with people in Palestine. Moreover, few of them mobilized by diasporas association in the absence of government policies or a clear role of the Palestinian

ministries. This result is consistent with what has been stated in the study of ICMPD and IOM (2010) *lack of coherent policy frameworks are identified as significant challenges in the migration and development field*. Nevertheless, with regard to incentives, it is mostly personal or internal incentives provided by the host institutions rather than governmental. It is also important to note that people come because they like to come and not only because there are benefits they want to achieve.

CHAPTER SIX

PUSH-PULL FACTORS AFFECTING CIRCULARITY AND KNOWLEDGE TRANSFER BY HIGHLY SKILLED MIGRANTS

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CHAPTER SIX

PUSH-PULL FACTORS AFFECTING CIRCULARITY AND KNOWLEDGE TRANSFER BY HIGHLY SKILLED MIGRANTS

6.1. CHAPTER OVERVIEW

Contemporary literature placed more emphasis on the migrant's characteristics to explain what makes some people move while others do not. "It is generally argued that migration is a selective activity and a number of characteristics such as age, gender, academic level, socioeconomic situation or the possession of resources, motivation level, and place perception play a crucial role in mobility decisions". (Tejada, et al ., 2013: 10). The purpose of this chapter was to explore what factors influence the decision of highly skilled Palestinian migrants to transfer their knowledge and experience to their home country. Actually, the immigrant's decision to return is guided by the expected benefits and opportunities available in both the home country and the host country. Nevertheless, people's motivations and interests move them from place to place looking for new opportunities, to achieve a financial return, and/or to do something to their home country. Actually, this mobility is not an isolated process, but it is influenced by a variety of push-pull factors. Consistently, the following factors have been examined to explore to what extent they affect the engagement of highly skilled Palestinian migrants in knowledge transfer back home. These factors mainly include home country factors, host country factors, diasporas networks, occupation measures, and individual motivations.

In this chapter, the results were discussed and interpreted based on the data collected by fieldwork tools (semi-structured interviews and questionnaires), which have been carried out between July 2018 and January 2019. Moreover, this chapter exposition the different arguments of the interviewees about the push-pull factors that affect circular migration and engagement of skilled diaspora in knowledge transfer to their home country. Additionally, one of the main aims of this chapter is to examine three research hypotheses which are:

Hypothesis 3 (H3): **:** There are significant differences in the effect of the push and pull factors in the case of Palestine, and the motivation of the highly skilled Palestinian migrants

to engage in the development and knowledge transfer processes of their home country are driven by specific factors.

Hypothesis 4 (H4): The Palestinian community abroad and the embassies do not play a significant role in mobilizing of highly skilled migrants.

Hypothesis 5 (H5): Knowledge transfer by highly skilled Palestinian migrants to their home country is more likely to occur by getting host country citizenship and improve their human capital.

6.2. HOME COUNTRY FACTORS

The purpose of this theme was to examine how the absorptive capacity and socio-political factors of a country affect the engagement of skilled diaspora in knowledge transfer and development in their home country. Actually, feedbacks received during interviews revealed that all interviewees have confirmed that creating a conducive environment and improving the absorptive capacity of Palestinian institutions is vital and essential for better engagement of highly skilled migrants in knowledge transfer. The results showed variation in highly skilled migrant's perception about the absorptive capacities of Palestinian institutions, and whether the Palestinian government provides a conducive environment for returnees or not.

6.2.1. The Absorptive Capacity of Palestinian Institutions

Not surprisingly, the overall results of the questionnaire show that less than half of the respondents (49.9%) confirmed that the home country factors supporting and facilitating knowledge transfer by highly skilled migrants. this revealed that the role of home country factors in the engagement of skilled diaspora was fairly weak (M=2.30). In determining the effect of absorptive capacity of Palestinian institutions on the engagement of highly skilled migrants in knowledge transfer to Palestine, finding of the questionnaire revealed that 71.0% of the respondents asserted that the Palestinian institutions have the willingness to utilize and share knowledge, and 61.0% of them confirmed that the quality of higher education and training supports knowledge transfer by highly skilled migrants. While 54% of the respondents pointed out that there was trust between them and the local Palestinian colleagues, and 52.2% of them stated that, the level of technological infrastructure in Palestine supports knowledge transfer. With regards to administrative procedures and

Bureaucracy, about half of the respondents confirmed that these levels are acceptable and can facilitate knowledge. Mean score, standard deviation, and percentage were used to answer the above question. Table 6.1 presents the findings.

Table: 6.1. Mean scores, standard deviation, and percentage for the factors of the home country that support the engagement of highly skilled Palestinian migrants in knowledge transfer to their home country ranked in descending order

Factors of the home country	Mean*	Std. Deviation	%
The willingness of the Palestinian institutions to utilize and share knowledge	3.50	1.02	71.0
Quality of higher education and training	3.00	1.00	61.0
level of trust between you and local Palestinian colleagues	2.70	0.99	54.0
Availability of equipment and apparatus required to accomplish tasks	2.65	1.23	53.0
Level of technological infrastructure in Palestine	2.60	1.00	52.2
Prevailing organizational culture in Palestine	2.51	1.05	51.1
Administrative procedures and Bureaucracy	2.50	1.09	50.2
incentive and innovation systems in Palestine	2.25	1.05	46.0
The investment environment and business opportunities in Palestine	2.35	1.03	46.2
Transparency of roles and responsibilities in the Palestinian institutions	2.17	0.89	44.2
Level of corruption and nepotism	2.20	1.25	43.0
The condition of the role of law	2.15	1.00	42.1
The political situation and level of stability	2.00	1.03	39.0
Total	2.30	0.67	49.9

*Mean out of 5 points.

Nevertheless, the results of the interviews disclosed that fourteen out of twenty-six interviewees (53.84%) stated that the absorptive capacity of Palestinian institutions does not

support knowledge transfer. According to them, these institutions are not ready to utilize the experience of highly skilled migrants. Moreover, these institutions suffer from limited resources and limited opportunities. On the other hand, nine out of twenty-six interviewees (34.61%) argued positively that the absorptive capacity of Palestinian institutions does support knowledge transfer and claimed that the Palestinian government has succeeded to a certain extent in creating conducive environment despite the obstacles of the occupation. However, three out of twenty-six interviewees (11.53%) stressed the existence of a difference in the absorptive capacity between government institutions on the one hand, and private sector and non-governmental organizations (NGO's) on the other hand. According to them, the private sector, NGOs, and universities are well prepared, better equipped and benefited more from the engagement of highly skilled migrants than government institutions. This finding is consistent with the result of the study of ICMPD and IOM (2010) which stated that difficulties in inter-institutional coordination and institutional capacity shortages are identified as significant challenges in the Migration and Development field.

6.2.1.1. Willingness and Preparedness to Share Knowledge

Willingness for institutional change is crucial in the utilization of new knowledge and technologies. To do new things you must have the willingness for that. However, the majority of the respondents confirmed that the willingness of the Palestinian institutions to utilize and share knowledge is pretty high (3.50), interestingly, 71.0% of the respondents underscored this result. However, it is important to mention, that the Palestinian institutions particularly universities, private sector, and healthcare agencies have become more oriented towards engaging highly skilled people from Palestinian diasporas. A policymaker interviewee expressed her view about the willingness to engage highly skilled migrants in the health sector and the magnitude of this engagement as:

"Well, this is an important issue and we have the willingness to engage them in our institutions. Actually, every year we receive almost 70-80 delegations from different specialties and different parts of the world. Those Palestinians who have their practice in their hosting countries may be in Europe, Scandinavian, the USA, the Gulf state and others, but they are committed to their homeland and to serve their people here. So they come on a voluntary basis and they work hand in hand with their counterpart in the local institutions and facilities".

However, the willingness by itself is not enough to mobilize skilled diasporas and utilize such expertise. "Policymakers' best bet is to put in place a legislative and regulatory framework that promotes diaspora involvement. Such a framework should create a web of privileges and obligations designed for a highly mobile population with multiple affinities." (Agunias & Newland, 2012: 95). Thus, the willingness and preparedness of the home country to engage highly skilled migrants in transferring their knowledge back home is a conclusive component in this process. Not surprisingly, the results of the questionnaire show that only 49.9% of the respondents confirmed that the role of home country factors in supporting and facilitating knowledge transfer by highly skilled migrants was fairly weak. As well, the majority of interviewees confirmed that *the absorptive capacity of Palestinian institutions is still lagging behind* their counterparts in many countries. Additionally, according to them the abilities of these institutions to create a conducive environment were inadequate. The absorptive capacity of any country is critical as a push-pull factor for intellectual diasporas. The presence of reliable institutions and supportive environment encourage intellectuals and scientists to come back and to contribute to the building of Palestinian institutions. Dr. B. R., is one of the highly skilled Palestinian expatriates who had assignments in Palestine at both Council of Ministers and Birzeit University. He expressed his view about the absorptive capacities of Palestinian institutions and their abilities to tap into the external expertise as:

"I don't think that the Palestinian institutions are well prepared and solid enough to support the transfer of knowledge and experience of Palestinian expatriates. If we use the Palestinian diasporas in the right way I think we will be in a much better position in healthcare, education, and others."

It is worth mentioning that, many universities, hospitals, and the business sector are full of excellent Palestinian professionals who have the willingness to do things to their home country. However, the question here is the Palestinian institutions ready to absorb them. One of the interviewees tried to answer this question by addressing the reliability of Palestinian institutions in absorbing highly skilled Palestinians scattered all over the world and he confirmed:

"I don't think the Palestinian institutions are ready to absorb them. If we have a proper health system, so why we have sent Palestinian to Israeli or Jordan for treatment? I think it is in how we set up things; it is again a little bit of jealousy. The PNA was established 25 years ago, but

unfortunately, we failed to create real institutions. Actually, we have created bodies look like institutions but it is not actual institutions."

It is clear that the main challenge is how to attract highly skilled migrants to work in Palestine for a long run basis, because those who come as volunteers for few weeks, all they need is to provide them with hospitality, required materials and resources needed to carry out their assignments. One interviewee (Dr. S. H.,) expressed his opinion about the preparedness and capacities of Palestinian institutions to absorb highly skilled people and argue as:

"Here we have to refer to two points; the first one financial, can we pay for those people similar salaries to have a good life for them. Secondly, the roles and the regulations in our institutions and the way of management can fit with those who have been for a long period working in different systems or working environments? I think we have problems, we need to develop our institutions and I heard that from people working in the sector of finance and health".

Nevertheless, some of the interviewees (34.61%) disagree with the previous view and believe that the Palestinian institutions are doing well, and they are better than their counterparts in some Arab countries. An interviewee (N, M, AL,.), touched on some of the achievements of the Palestinian institutions. Moreover, he stressed the importance of professionalism in Palestinian institutions, but at the same time he did not forget to mention some caveats, and he argued as:

"I believe that in recent years there has been an improvement in the performance of these institutions as they are more open to acquiring new knowledge. I believe that the issue is not only about the readiness of these institutions, but also about the professionalism and the level of the working teams. If these teams are not qualified, the impact will be modest and vice versa'.

It is worthy to note that in the past years, the Palestinian medical and educational institutions were open to benefit from Palestinian experts who came to the country from outside. However, for some of them, Palestine still suffers from some administrative challenges like lack of vision and decision making. One interviewee (Dr. Sh, S,.) highlights that the main factor that curbs the development of the Palestinian institutions is an absence of vision and leadership, actually, he contended as:

"I see that they have great potential, we have great people with great skills who can do everything, but we lack directions and leadership at a very high level to facilitate the work.

Most people who can provide for Palestinians at this level would want the academic line of the engagement recognized and the professional and business line of the engagement recognized, and of course the operational line."

6.2.1.2. Level of Trust with Colleagues

In terms of the level of trust between highly skilled migrants and local Palestinian colleagues, the results of the questionnaire revealed that the trust rate between them was slightly moderate (2.70). Meanwhile, *54% of the respondents confirmed that the level of trust between highly skilled migrants and local Palestinian colleagues support and facilitate knowledge transfer.* At the same time, a slight majority of the interviewees (52.6%) confirmed the result of the questionnaire. Transferring knowledge effectively is not an easy task as knowledge varies widely, the sophisticated, the complicated and the simple state forward knowledge. It depends on both sides the sender and the recipient, and also the enabling environment to facilitate knowledge transfer. One interviewee (Dr. B. R.,) explained his relationship with colleagues as:

"The relation with the colleagues was very excellent. Sometimes you may find one or two they don't like you but in general the level of trust and cooperation was very high."

On the contrary, *the other part of the interviewees* (47.4%) *disagrees* with questionnaire results and they think that people with the same profession are not very welcoming and they fear competition. *Highly skilled returnees considered a threat to their peers* since their skills and expertise may be better than their local colleagues. In teamwork "trust was a factor that was many times observed to be relationship-driven" (Moynihan, 2009: 908). As such, trust is very decisive to build and maintain the relationship between highly skilled migrants and local colleagues. Indeed, it is a critical factor for the success of knowledge transfer, but unfortunately, some of them miss this feeling of trust. However, the majority of interviewees did not see this as a major challenge for themselves. Frustrated by the way her colleagues treated her at first one interviewee (A. M) explained that her main strategy to develop trust with their colleagues was basically depended on self-affirmation and by reassuring them that she was not there to replace any of them, additionally she argued as:

"They make it very difficult for me. I was determined to come and work and I had a good pass this is what helped me to stay here. We have a culture here in Palestine when somebody comes from outside people start to feel a threat. When I start working, I think eventually they

realized that I don't want anybody else job and I am coming to work like anybody else. Thus my relationship with them became good."

Similarly, one interviewee (Dr. D. J) described how his colleagues tried to bother him from the beginning; nevertheless, he outlines how this relation improved gradually with some of them as:

"The year I worked at Arab American University I felt the intention from the beginning that there are many professors at the beginning they were avoiding me. They barely say hello, they always try to get feedback from the students about my teaching. Luckily, I proved myself, and in the end, I had some people who were supportive and some people you can tell do not want me to be there."

Obviously, the situation and the *environment* which faces highly skilled migrants who engaged in knowledge transfer or came back to Palestine are *not always encouraging, because of the gap between what they face in the diasporas and what they found in their home country.* They learned and worked in developed countries and they return to a developing and occupied country with limited resources. In some cases, the Palestinian institutions did not receive them with open arms, while in other cases the capacity to absorb and utilize their benefits is not always available. Additionally, the behavior of some colleagues makes things worse. Differences in culture, procedures, work approaches and plans to be implemented at work, sometimes contributed to strengthened distrust between both sides. According to an interviewee, Palestinians have a problem in working together and this is a real challenge. Therefore, the returnee has to overcome these obstacles and find an innovative way to change some narrative and judgments against them through make an impact and an effective way of communicating with others. However, sometimes they felt alienated and disappointed due to these circumstances. An interviewee (D, E.,) who is working as a professor at one of the Palestinian universities argued about this issue as:

"In Britain frankly speaking there is a share of knowledge; there is participation, collaborations to a high extent different than here. Here we are working as individuals; we are not working as groups."

No doubt that the difference in approaches and ways of thinking affected this relation and makes it tenser in some cases. The relationship that stands on partnership and mutual trust is more likely to succeed than a one-way process. Both parties may derive benefits from such

relations. It is understandable that people with the same profession are not too welcoming, but on the other hand, sometimes the sense of superiority and the degree of arrogance by some returnee may create such kind of tensions reaction from the local colleagues. As stated by professor S.H.Y:

"Many highly skilled returnees do the terrible mistake of coming back with a degree of arrogance and that put people off them. I am professors from the UK, from Germany and I know you are locals and don't know, that creates lots of tensions. If you are not humble enough and treat other people with respect you will find a lot of resistance to what you do".

The results revealed that *there are two main factors that affect the level of trust* between highly skilled migrants and local colleagues. *The first is the duration of the assignment and the second one is whether it is a voluntary or paid job*. It is clear that people feel more jealousy towards highly skilled returnees because their salary is very high compared to the salary of local employees, which creates some tension in the workplace. Consequently, some local colleagues made things more difficult for them and they did not give them enough information and support to help them do a better job. Secondly, highly skilled people who come for a few weeks or months are more welcomed than those who come for one year and above. Less qualified people fear of highly skilled returnee when they come for a long time as they are well trained and strong competitors. In general, these people feel a threat that these highly qualified experts may take over their position. Employees at a certain level of governmental hierarchy felt that these experts were a threat to them and sort of unleashed their weaknesses.

Actually, the host institution where he or she engaged was a critical factor in influencing interviewee opinion about the absorptive capacity of the Palestinian institutions. Those who engaged in academic institutions particularly universities, health sector institutions, and NGO's were more satisfied with their knowledge transfer experience, and they confirmed that these institutions provide them with tools and resources needed to accomplish their assignments. On the contrary finding of the interviews pointed out that those who engaged in ministries and other governmental institutions were less satisfied and they complained of lack of support and cooperation. An interviewee (M. Q.,) clarified this issue as:

"Actually, it depends on the hosting organization, whether it is a ministry, academic institution or a non-governmental organization. Institutions of higher education are better equipped to make the best use of these expatriates' professionals. So they were very keen to

have clear terms of references, a clear job description. With deliverables that are monitored by an academic and responsible people at the institutions. On the other hand and on the contrary, you have the government, which didn't benefit to the best because the government did not have the capacity to host these people and to absorb the high level of competency they had."

So it is clear that universities and academic institutions are doing well in recruiting and absorbing highly skilled Palestinian talents living abroad and one can think of universities as an excellent hub as most of the people who came; men and women from all fields are specialized and qualified.

6.2.1.3. Administrative Procedures and Bureaucracy

Although the results of the questionnaire indicated that administrative procedures and Bureaucracy in Palestinian institutions moderately facilitate knowledge transfer, most interviewees claimed that the proliferation of bureaucracy in some Palestinian governmental institutions emerged as another obstacle that may hinder knowledge transfer by skilled diasporas. One interviewee (Dr. I. M.,) he holds a Ph.D. in radiology he worked for a long time at Italian hospitals as an X-ray expert. He is also the director of the Pal-Med Center in the West Bank for the gathering of Palestinian doctors in Europe. He explained his experience and the difficulties he faced in order to get to the Palestinian license to practice medicine in Palestine. According to him the inefficient bureaucracy in some governmental sectors particularly the health sector is one of the obstacles that faced doctors who want to come back and serve their people. He was frustrated by these measures and he considered it a kind of underestimation of the value of the doctor's scientific certificate, which ultimately calls on the doctors not to return home. Actually, argued as:

"I could not practice the profession of medicine in Palestine as in Europe since I did not hold the Palestinian board. To get the Palestinian board for a doctor who studied abroad is a bureaucratic procedure and a legal impediment, especially that I hold the Italian and European board. A couple of my friends and I were stopped from practicing our profession due to this exam. I was informed that I needed to take a written examination and not an interview as agreed in advance".

Another interviewee (Professor J. K.,) the dean of scientific research at Bethlehem University put forward his view about a bureaucratic and bad treatment of doctors and highly skilled people by some high-rank officials at the Palestinian ministries like:

"I heard stories of highly skilled expatriates Palestinians who were surgeons, doctors, and academics when they came back they had to go to the Ministry of Education to have their certificate approved. Someone at the ministry turns them down they didn't approve their certificates. These are people with a tremendous experience they had had their degrees like Ph.D. for twenty, thirty years they come here they are not treated well. That is something that turns many people to leave in order to not put themselves in such a situation".

6.2.1.4. Transparency of Roles

With regards to transparency of role and responsibilities in Palestinian institutions, the results of the questionnaire revealed that the degree of transparency is very low (M 2.17) the respondents confirmed that *there is no transparency in these institutions and there is a kind of conflicts of powers and overlapping in responsibilities* between different department and institutions. Some interviewees agreed with the results of the questionnaire, and they stated that the level of cooperation and coordination among institutions and the department in Palestine is very weak. This was evident when the same request was sent more than once by different agencies. An interviewee (B. R.,) who worked as a consultant in one of the Palestinian ministries explained how overlapping and absence of role distribution is still a challenge for some Palestinian institutions as follows:

"Unfortunately, there is plenty of overlapping among Palestinian institutions. Overlapping is the biggest issue; they are suffering from the clarity of role. Until this time we have certain ministries you can't draw the line about where they start and where they stop. A lot of work has to be covered regarding this issue."

It should be noted that lack of mutual trust and weak readiness and preparedness of public institutions, a proliferation of bureaucracy, and the presence of certain kinds of corruptions undermine the Palestinian institutions' willingness to tap into this pool of highly skilled people and utilize the benefits transferred through their engagement. Actually, diaspora engaging is a long term process and it requires effective communications and mutual trust. According to some interviewees, more efforts should be exerted to overcome the problem of

trust between Palestinian returnees and local colleagues from the one hand and reduce the barriers between the Palestinian government and Palestinian diasporas from the other hand.

6.2.2. Socio-Political Environment

Not surprisingly, the socio-political environment is another significant factor affecting the engagement of skilled diaspora in development programs back home. Indeed, *the condition of the role of law, Corruption, political instability and the Israeli measures* that imposed on the Palestinians make things more difficult and undermine the possibility to engage people abroad either in knowledge transfer or investment. The results also indicate that political instability is one of the factors that negatively affect diaspora engagement. The mean of this question was the lowest (2.00) and it was remarkably low in terms of supporting knowledge transfer by highly skilled migrants. According to the majority of the respondents, *the absence of political stability is obstructive to the engagement of highly skilled migrants in development and knowledge transfer*. At the same time, the results of the interviews confirmed this finding.

According to one interviewee (Dr. A. Z.,) the opportunities for engagement of skilled diaspora highly depend on political stability, furthermore, he argued as:

"In the absence of such stability, it would be hard for people to go and share their experience or even to invest their money there. For this reason, the engagement is very limited. We represent special case we are under occupation, we don't have control over our resources, and the mobility is very limited due to the chick points and Israeli restrictions

With regard to *corruption*, Palestine is not an exceptional case. it might be some corruption here or there. Meanwhile, the result of the questionnaire indicated that the majority of respondents (57.0%) confirmed that the level of corruption and nepotism in Palestine did not support and facilitate knowledge transfer by highly skilled migrants. Furthermore, they think that corruption and nepotism continue to be one of the main obstacles for knowledge transfer back home, followed closely by the condition of the role of law in Palestine. Undoubtedly, the absence of the Palestinian legislative council and the weakness of judicial authority undermined anti-corruption efforts in Palestine. Moreover, Propaganda and rumors about corruption in Palestine, and that some Palestinians are engaged in corruption activities, affect the decision of people abroad to come back to invest or share their knowledge with others in

their home country. Similarly, almost half of the interviewees consider corruption one of the obstacles of engagement of highly skilled migrants in development and knowledge transfer. Indeed, they believe that corruption adds more difficulties for Palestinians abroad to return or to invest in Palestine. Furthermore, they think that the people's decision to return to Palestine affected by their impression about certain factors including but not limited to the prevailing role of law, bureaucracy of institutions, and levels of corruption, according to them, corruption and bureaucracy are other hinders to benefit from skilled labor abroad.

Meanwhile, an interviewee (Dr. B. R.,) addressee the multifaceted corruption in Palestine as:

"I think we still have a certain level of corruption. It is less than before but it still there. In fact, corruption has different faces, so it is not necessarily people getting money or getting contracts, but sometimes using personal influence, using bodyguards too much. Also, corruption is overdoing things, or not doing things in a proper way."

Differently, some interviewees do not agree with these opinions, and they highlighted that corruption is everywhere. According to them, highly-skilled expatriates go to help the Palestinian people and they are not interested in the Palestinian way of leadership, but they are interested in alleviating the miseries of the Palestinian people living under occupation. They want to contribute to education, in culture, research development and so on. In line with this view, a policy-maker interviewee (Dr. N. SH.,) believes that corruption in Palestine is not a matter and it is exaggerated for political reasons against the PNA. He doesn't think people do not come because of the level of corruption in Palestine. Indeed every country has its own politics and challenges, but that cannot hold immigrants from coming back and helping the people in their home country. He expressed his argument as:

"It is grossly exaggerated. There is no study that has been made, but I think we are at the lower end of corruption oriented economies. The saying about corruption in Palestine is a political oriented goal to discrediting the government to show that the problem basically is our failure and not the pressure of Israelis, and the difficulties of occupation. At the level of the Palestinian universities, I haven't heard anybody complained that our universities suffer from corruption."

According to all interviewees, Palestinians abroad can do many useful things to their home country but hey need trust, honest, presence of institutions that guarantee transparency and honesty. Unfortunately, the famous reputation of PNA, they are corrupted, so the question

they always asked is why I should support their corruption. Actually, The Palestinian government has taken many measures to improve their fiscal policies and performance, but there is more efforts must be done in order to inform Palestinian people abroad about these measures. Moreover, rebuilt trust with diasporas should be a high priority of any Palestinian government. To convince people to return or send money home is a process that needs reform measures and an effective communication plan. If the government proves that and managed well they can see and take the right decision. Undoubtedly, any reforms will contribute significantly to encouraging the skilled diaspora to thinks in a positive way towards institutional Performance and policy formulation in Palestine.

To sum up, obviously, the capacity of Palestinian institutions is a key factor in affecting the engagement of skilled diasporas in development and knowledge transfer in the case of Palestine. *Although the Palestinian institutions have the willingness to utilize and share knowledge, there is a variation among them in the level of preparedness and readiness to absorb and benefit from diasporas expertize.* According to the results of the study, universities and NGO's are doing better in this regard. However, higher education, level of trust with colleagues, prevailing organizational culture are more supportive than others in facilitating the transfer of knowledge by highly skilled migrants. While political instability, the condition of the role of law, corruption, overlapping in roles and responsibilities, the absence of investment environment and incentives are less supportive factors that affect diasporas engagement. In general terms, however, this result is consistent with what was stated in the study of Mai and Paladini (2013) on the Albanians circular migration between Italy and Albania. it pointed out how the institutional constraints and the socio-economic, geopolitical and cultural context influenced the circular mobility of Albanian migrants. Table 6.2 shows the positive and negative local contexts that affect knowledge transfer by highly skilled migrants.

Table: 6.2. Effects of home country factors on the engagement of skilled diaspora

Home country factors	Positive	Negative	Remarks
Willingness to utilize and share knowledge	Institutions become more oriented towards engaging skilled diaspora	Willingness does not include all institutions and areas	Although willingness exists, mostly does not transform into policies
The absorptive capacity of institutions	Educational and health institutions and the private sector are more reliable than others	Still lagging behind their counterpart in neighboring countries	Presence of reliable institutions encourage emigrated expertise to come back
Corruption and nepotism	fortunately, they are not a general policy in the Palestinian institutions	They are present in one way or another in Palestinian institutions	They negatively affect the expatriate decision to return and transfer knowledge, sometimes the level of corruption exaggerated
political instability		It is a prevailing atmosphere	undermine any effort to engage the skilled diaspora in development or knowledge transfer
Transparency of role and responsibility	Some efforts have begun to define roles and eliminate overlap	Presence of overlapping in responsibilities	Many interviewees complained of this overlap and stated that it negatively affected their tasks
Level of trust with colleagues	It is moderate and supports knowledge transfer	People with the same profession are not very welcoming	It depends on both sides, competition, jealousy, and superiority effect mutual trust. Educating diaspora about the local context increase the level of trust

Source: author's own compilation based on the results of the questionnaire and interviews

6.3. HOST COUNTRY FACTORS

The purpose of this theme was to investigate how host country factors affect the engagement of highly skilled migrants in knowledge transfer. The three main factors investigated here are getting citizenship, gained skills and experiences, and bilateral knowledge exchange programs between the host country and home country, and to what extent these factors support and facilitate knowledge transfer by highly skilled migrants to Palestine. Thus, this section aims to answer one main question which is: To what extent living in the host country impacted highly skilled Palestinian migrants and helped them to get opportunities and transferable knowledge, and how they use these opportunities and experiences gained in the host country to make a contribution to development in Palestine? The results of the questionnaire revealed that the overall effect of host country factors on knowledge transferred by highly skilled migrants to their home country was moderate (3.27). Table 6.3 presents the findings.

Table: 6.3. Mean scores, standard deviation, and percentage for the factors of the host country that support the engagement of highly skilled Palestinian migrants in knowledge transfer to their home country ranked in descending order

Factors of the host country	Mean*	Std. Deviation	%
Gain new knowledge, skills, and experience	3.64	1.06	85.0
Getting citizenship in the host country (dual citizenship)	3.50	1.54	80.0
Presence of bilateral programs for knowledge transfer between the host country and home country	2.98	1.17	59.0
The host country provides facilities to assist knowledge transfer to the home country	2.97	1.29	59.0
Total	3.27	0.93	71.0

*Mean out of 5 points.

6.3.1. Gaining Knowledge and Skills

According to the results of the questionnaire, most of the respondents confirmed that their skills have improved as a result of living and working in the host countries, especially they

worked in their field of study. Not surprisingly, the years, highly skilled migrants spent in the host countries, helped them to acquire a lot of experience and knowledge and provided them with an opportunity to access to best practices and modern techniques. As indicated in the results of the questionnaire 85.0% of the respondents think that the host country helped them to gain more knowledge and experience. At the same time, all interviewees pointed out that the education they got and the work experience they acquired, all of these built them and gave them the skills that they have today. This result corresponds to what was presented in the literature. As stated in Tejada, et al (2013) study "*returnees viewed their overseas exposure as having a substantial impact on their personal development, particularly in knowledge and skills*". (p. 23). Additionally, Sveinsson (2015) argued as "migration has a lot to offer Nigerian doctors which they could use to promote health development in Nigeria. The training they receive in England is greatly superior to what they can hope for in Nigeria." (p. 152). Furthermore, the results conform with a transnational theory which stated that migrants start to think to take part in development in back home or transfer knowledge there once they collect enough resources either knowledge or wealth (Cassarino, 2004: 264).

Noticeably, all interviewees confirmed that the experience and knowledge they gained abroad were crucial in their contribution. According to them, they have diverse experiences like leadership, management, administrative, biotechnological innovation and so on. They think that it is their responsibility to transfer these techniques and technology to their home country. They were contributed not only in lecturing but also in designing certain directorates and units of higher education and ministries. Also, they guiding certain researches or doing certain policies with an upper hand and an upper-level way of thinking. Especially people who came from Australia, from the USA, from The UK who were already involved and engaged in institutions of higher educations they contributed very rapidly.

It is important to know that the acquisition of skills and experience does not occur in the absence of an incubator that provides individual opportunities to work and practice what he/she has learned. Also, another important point is whether or not this work or job is relevant to his/ her field of education. *The results revealed that all interviewees and most of the survey respondents are working in the field of their education.* This helped them to be more reliable and confident to share their knowledge with others. No doubt that getting an opportunity to work with international organizations such as a united nation or USAID helped Palestinians highly skilled migrants to access to more knowledge and experience and facilitate their engagement in knowledge transfer to their home country.

An interviewee (A. M) expressed her argument about her experience in the host country and how it shaped her life as:

"I think for me as a person growing up in another country I worked very hard and doing what I have to do to survive. This is what makes me who I am and I grow up with these values. So with this, I was able to gain knowledge and experience and share it with people here in Palestine."

In the same line of thought, most of the interviewees elucidated that they were learning things that can be applied or taught in Palestine. Moreover, they used the approaches and techniques they had learned in the host country to deal with students or patients and to enhance the capacities of Palestinian institutions, actually, and according to them, it is all about education, work, research and how things are done. Basically, they absorbing these experiences and transfer it to Palestine by showing people, by leading and telling them that certain things are done in this way rather than that way because it is more efficient, better, faster, cheaper and so on. Furthermore, most of the interviewees were of the opinion that they had acquired skills and knowledge in the host countries which could be used later to the benefit of their home country.

6.3.2. Host Country Citizenship

A majority of the respondents (80.0%) confirmed that getting citizenship is an advantage for them and had a significant impact on their engagement in knowledge transfer. According to them, it facilitates their movement in and out of Palestine. In a similar vein, interview findings confirmed the results of the questionnaire. According to interviewees without citizenship, they would not be able to come and contribute to development and capacity building in Palestine. This finding consistent with the results of Triandafyllidou (2013) and Vertovec (2007), where they note that the legal status of the highly skilled migrant is a matter and open the option of circular migration. Furthermore, the result confirmed the finding of Maroukis and Gemi (2013) on Albanian circular migration of semi- and high-skilled workers between Greece and Albania. Maroukis and Gemi (2013: 20) recounted that "The circular migrants who are likely to bring more capital and skills back to their country of origin are legal migrants who spontaneously circulate between the two countries".

Unsurprisingly, for the interviewees, the foreign passports made it easier for them to travel between the host country and home country; and enabling them to transfer knowledge and modern technology from developed countries to institutions in Palestine.

Prof. S.H. Y., for example, outlined how foreign passport facilitates his movement in and out of the country as:

"The foreign passport gives me more flexibility if I need to go for fundraising, for conferences, to make inter-institutional networks between our institutions and the international institutions. Actually, it has big advantages. Well if I don't have it my movement would be restricted and my impacts would be less and less."

Seems to share the same, Dr. R. A. H., who is an associate professor of physiology and anatomy at Birzeit University, she lived in Canada for 23 years, and then returned back home a few years ago upon the request of Birzeit University administration. She puts forward her experience with Canadian passport as:

"Well, to be honest with you without the Canadian passport I will not be able to get the visa to work here in Palestine."

However, getting citizenship by itself is not enough to stay in Palestine for a long time. Actually, it facilitates your entrance, but if you haven't got a Palestinian ID it becomes difficult for you to stay in Palestine for a long period, because of Israeli measures. Indeed, what facilitates people's movement is getting a Palestinian ID. However, the decision to obtain this ID is controlled by Israeli authorities.

6.3.3. Bilateral Programs

With regard to the presence of bilateral programs for knowledge transfer between the host country and the home country, the result of the questionnaire showed that 59.0% of respondents agreed that there is a *bilateral program,* while the findings from the interviews revealed that bilateral programs for knowledge transfer rarely existed between the host country and the home country. Nevertheless, some interviewees pointed out that there are some bilateral programs to transfer knowledge and experience to Palestine in certain areas like training collaboration, research collaboration, and medical collaboration with international institutes and universities especially the University of Glasgow, the University of Bristol, and the University of Cambridge. Also, some relationships with some American

universities have been stated. Actually, these programs carried via bilateral relationships between certain institutions or universities in Palestine with their counterparts in other countries.

Indeed, some interviewees confirmed that they involved in certain programs through the UN, which provides them an opportunity to transfer knowledge and experience to their home country. As indicated by some interviewees, there are a lot of programs that the UN runs in Palestine in various fields and many Palestinians abroad were selected to go there and serve Palestine through these programs.

An interviewee (A. M) claimed that knowledge transfer programs supported by international organizations helped highly skilled Palestinian migrants a lot and provide them a rostrum to come back and share their knowledge and experience with people there and he stated as:

"I came through TOKTEN program in 2008. Actually, this program provides me the opportunity to come back and work in Palestine. They engaged me as a consultant for the minister of health. I did everything basically"

Distinctly, the bilateral programs are very random, very ad hoc and they are rarely official. When official, they are often organized by the UNRAW or WHO and rarely by the PNA organizations, because the PNA has very limited influence on how much Palestinian overseas contribute to the country. However, if there is a need to organize a knowledge transfer program with a third party to facilitate the movement of the resources, that third part is rarely the PNA; it is usually the UN, the WHO or the European Union. Actually and most evidently, *most of the knowledge transfer programs implemented in Palestine were carried out by international organizations, not through bilateral programs.*

To conclude, it is indisputable that living in the host country contributed to develop and upgrade the skills of highly skilled migrants. Actually, Palestinian abroad especially highly skilled ones worked hard to become better experts in their field, which helped them more to give. However, all interviewees confirmed that the experience and knowledge they gained abroad were crucial in their contribution. According to them, they have diverse experiences in different areas and they think that it is their responsibility to transfer these techniques and technology to their home country. As such it is clear that transnational engagement seems to increase with professional seniority. Undoubtedly, these experiences enabled highly skilled Palestinian migrants to contribute to development in Palestine and helped their people there. Furthermore, getting foreign citizenship helped them a lot and facilitates their mobility to Palestine. Moreover, some interviewees pointed out that their involvement in certain

programs through international organizations like the UN; provides them an opportunity to access more resources and opportunities to transfer knowledge and experience to their home country. As indicated by some interviewees, there are a lot of programs that the UN runs in Palestine in various fields and many Palestinians abroad were selected to go there and serve Palestine through these programs.

6.4. DIASPORAS ASSOCIATIONS AND NETWORKS

The aim of this chapter was to know the role of Palestinian diaspora associations and networks in helping Palestinian migrants to find work that suits their qualifications in the host country. Moreover, it aims to explore the readiness and abilities of these diasporas to mobilize those people who live abroad to take part in building the institutions of their home country. I also explored the role of the Palestinian embassies in providing facilities to Palestinian skilled diaspora to support them transfer knowledge and experience to their home country. Unsurprisingly, the presence of databases on expatriates, their prevalence, numbers, and qualifications is a critical factor in engaging diaspora in development and knowledge transfer to their home country. As such one of the main purposes of this section is to examine to what extent this database is available in Palestinian embassies or even in diaspora's associations.

Depending on the survey results, the overall rate of this section was low (2.09). This indicates that the Palestinian communities abroad do not play a clear or significant role in mobilizing and engaging highly skilled people in knowledge transfer to their home country. However, the results showed that 49.6% of respondents were satisfied with their diasporas associations and they confirmed that diaspora associations and networks play a role to mobilize highly skilled migrants to transfer knowledge to Palestine. Furthermore, 44.4% of the respondents said that there is a diaspora website to communicate with immigrants, while 43% of them stated that the Palestinian diaspora helped them to find a job in the host country. In terms of the role embassies in the mobilizations of highly skilled Palestinian migrants 37.6% of the respondents confirmed that embassies work to identify and mobilize highly skilled migrants to transfer knowledge to Palestine, while only 35.0% stated that, there is a database about immigrants' skills, qualifications, experience, places of residence, etc. in embassies and diasporas associations. Mean score, standard deviation, and percentage were used to answer the above question. Table 6.4 presents the findings.

Table: 6.4. Mean scores, standard deviation, and percentage for the factors of diaspora that support the engagement of Palestinian highly skilled migrants in knowledge transfer to their home country ranked in descending order

Factors of the diaspora	Mean*	Std. Deviation	%
Diaspora associations and networks play a role to mobilize highly skilled migrants to transfer knowledge to Palestine	2.48	1.16	49.6
There is a diaspora website to communicate with immigrants	2.22	1.11	44.4
The Palestinian diaspora help highly skilled Palestinian migrants to find a job in the host country	2.15	1.00	43.0
Presence of facilitators to induce knowledge transfer between the host country and home country	2.09	1.03	41.8
The embassies work to identify and mobilize highly skilled migrants to transfer knowledge to Palestine	1.88	0.88	37.6
There is a database about immigrants' skills, qualifications, experience, places of residence, etc. in embassies and diasporas associations	1.75	0.77	35.0
Total	2.09	0.76	42.0

*Mean out of 5 points.

As regards the results of the interviews, sixteen out of twenty-six (69.23%) agreed that the performance of Palestinian diasporas associations is below expectations. Furthermore, a vast majority of the interviewees confirmed that the Palestinian diasporas and embassies don't have any statistical data or whatever on the Palestinian living abroad including highly skilled migrants. On the other hand, eight out of twenty-six (30.77%) stated that they are doing well, and what they need is some communications between the locals and the diasporas. They think that the Palestinian Government and embassies must work harder to make the connections between the Palestinian diasporas and their home country because they have a lot to give and they love to give.

6.4.1. The Role of Palestinian Diaspora Associations in Mobilizing for Knowledge Transfer

Although Palestinian migrants are among those who are increasingly mobilizing transnational social networks to migrate to Western Europe (Al-Ali, 2004: 3), both the results of questionnaire and interviews indicated that *the role of Palestinian communities abroad is still weak in the engagement of Palestinians highly skilled migrants in knowledge transfer to their home country.* Furthermore, the results of the questionnaire revealed that the role of diasporas associations in facilitating this kind of engagement was slightly weak. Meanwhile, interviews finding showed that the Palestinian communities abroad are facing challenges in organization and networking and their communications with Palestinian expatriates abroad is not at their best. These shortcomings affect their abilities and efforts (if any) to mobilize people and engage them in development at home country. In fact, this result is inconsistent with the network approach which stated that diasporas networks work as an agent that facilitate engagement of diasporas in development and flow of knowledge back home. Historically speaking Palestinian diasporas are more adhere to political action more than other issues like knowledge transfer or development in Palestine. One of the interviewee Dr. I, M., expressed his sentiment about Palestinian communities abroad as:

"Unfortunately, the role of expatriate communities is still modest or absent. These communities have a passion for their country, but there are no organized elites to lead them. From my point of view networking and social relations play a role that impacts the expatriates, and their solidarity and cohesion."

Meanwhile, some of the interviewees pointed out that the contribution of diasporas varied from one country to another according to the level of organization of these communities. Indeed, it depends on the community in the diaspora how they are organized. If they organized they can do a lot of twining a lot of support, for example, the Palestinian diaspora in South America is well organized and doing well.

True enough, some Palestinian diasporas take part in bringing people to Palestine for a few days or weeks such as Ramallah federation, but these efforts are limited on social perspective. Indeed, they do not participate in any skills or knowledge transfer in a real way. Holding conferences and getting people to know each other are important platforms to keep people related to Palestine. Nevertheless, these conferences and meetings not necessarily offering

that kind of support to transfer knowledge outside the social perspective. An interviewee (A. M.,) commented on the activities of some diaspora associations and how they concentrate basically on public relation and social issues as follows:

"I don't see it so much. I don't see that they focused on fundamental issues. They focused on just maintaining the culture and the relationships and doing these activities for young people is fine, but also we need young people to come back. The role of Palestinian diasporas to help highly skilled Palestinian immigrants is not organized. It mainly depends on who knows who; it is not a systematic one, usually, people help their relatives."

Engaging people in development and knowledge transfer can't be conducted without adopting a *demand-driven approach and building a well-articulated database on diasporas*. Unfortunately, the results of the questionnaire and interviews revealed that there is a *significant impairment in these two factors*. Moreover, there is no activeness on the side of the Palestinian communities, embassies or PNA to start building such a database. However, there are some initiatives on the side of Palestinian diasporas associations to contribute to certain fields, including medical and academic fields in some expertise. The results show some role models and examples of this kind of engagement where Palestinian volunteers who came to Palestine and help people there. Choosing the already mentioned areas to engage in is a critical issue since Palestinian institutions need experts in these two areas particularly healthcare. In general terms, however, the performance of some diasporas in mobilizing highly skilled people to come back and share part of their knowledge was better than others. The results of interviews showed that diasporas in the USA and some European countries like the UK, Italy, and Germany were the best in this regard. In these countries, diaspora associations were established aiming at lobbying host institutions and international organizations. Among these associations are the National Arab American Medical Association (NAAMA) in the USA, International Medical Education Trust (IMET 2000) in the UK, and the Palestinian Medical Association in Europe (Pal-Med). Normally these organizations send highly qualified and specialized physicians as volunteers and perform surgeries for Palestinian patients in local hospitals .Usually, their assignments last for a few days or weeks. Furthermore, there are many Palestinian expatriates' physicians' are working at very developed hospitals and universities in these countries. Some of them joined certain associations in the host country which enabled them to access more resources and opportunities. This helped them to transfer updated knowledge and best practice to their

home country and provides much assistance to Palestinian hospitals and universities as well. On the other hand, such opportunities are not available in other countries like Arab Countries, and East Europe. Definitely, the existence of bilateral programs, between the host country and the home country can provide more opportunities for skilled diaspora in the host country to be part of that program to serve their home country and participate in its development. An interviewee who is a director at the ministry of health highlighted her view about the contribution of Palestinian expatriates physicians in transferring their knowledge and experience to the Palestinian institutions as:

"Those Palestinians who have their practice in their hosting countries may be in Europe, Scandinavia, the USA, and others, but they are committed to their homeland and to serve their people here. So they come on a voluntary basis and they work hand in hand with their counterpart in the local hospitals and local facilities, either in operations or in diagnosis, the treatment, screening and all of these."

Actually, this kind of engagement should be of high priorities, in the sense that it helps Palestinian to access modern approaches of work without the need to send people from Palestine to be trained outside. Moreover, it reduces the cases of referring patients outside for treatment. So the main advantage of Palestinian expatriates physicians is decreasing treatment cost, share knowledge and experience with local staff and building their capacities, and as well provide them opportunities to access new and updated knowledge and skills in the field. Although these initiatives and efforts are very important and fit in well with the needs of Palestinian institutions, it is very limited and intermittent. Furthermore, the results of the research indicated that Palestinians abroad are like any other community, they have their own associations and networks and they always think about their home country, but the main problem they have is that these associations are unorganized and fractionalized because of political reasons. These circumstances undermine the abilities of these associations to become active in engaging people to serve their home country or even to serve their communities abroad. Consequently, highly skilled people become more reluctant to contribute in such cases.

6.4.2. Palestinian Solidarity Experience Abroad

The Palestinian communities abroad are characterized by their diversity where you can find doctors, engineers, managers, teachers, workers, and businessmen. Nevertheless, this

diversity did not prevent the interaction among them to assist vulnerable groups, especially newcomers, in addition, to organize meetings and collective activities to strengthen relations and ties among them as well as serving the mother cause. Interestingly, "Palestinians abroad formed communities those are almost self-enclosed within which they develop their patriotic feeling, generosity, and special culture" (Abu Baker, 2000: 35). Especially in countries like the USA, The UK, and the Arab Gulf States.

Although the result of the questionnaire revealed a remarkable weakness in the role of Palestinian diaspora to help Palestinian migrants to find a job in the host country, the intra-Palestinian relations between the members of the Palestinian communities abroad have been maintained. In general terms, *solidarity among Palestinians abroad continues to be one of the features of the Palestinian diaspora*. For example, "Over the years, several associations have sprung up to nurture and maintain relationships among Palestinian diaspora communities. These include institutions such as the Ramallah Association in the United States and the Association of Palestinians in the United Kingdom". (Hijab, 2004: 4). Furthermore, Palestinian skilled diaspora and businessmen provide assistance and opportunities for Palestinian students studying abroad. The findings of interviews revealed that most of the highly skilled interviewees stated *that they helped some Palestinians abroad or they are ready to assist them in the future in case they need any assistance.* Notably, one interviewee (Professor S, H, Y.,) explained how he helped and supported some Palestinians to get their training in the host country as follows:

"I have been one of the directors of Foundation for Al-Quds Medical School (FQMS) for almost 10 years from 2001 up to 2012 we recruited Palestinian doctors bringing them to the UK for training that was before I came back to Palestine. We gave them fellowships, experience and so on. We look after their fees, their travel, their living and accommodation, and everything. And after 3 years they have to be committed and signed to come back and contribute to the development of Palestinian institutions."

Seem to share the same; another interviewee (Dr. N, M, Al.,) explained how he helped a Palestinian physician to get a job in an Italian hospital as:

"When I became head of the hospital department where I currently work in Italy, the first doctor I appointed was a Palestinian doctor to work with me. Of course, that person was highly qualified for such a position."

Furthermore, Some Palestinian communities have awareness programs for the new Palestinian comers, as in Austria. These programs tailored in a way to provide consultations about the country, opportunities and the name of the companies where they can find Jobs, and how to learn the language of the host country. Dr. S, Sh., refers to the state of solidarity among Palestinian abroad, and he advocated as:

"There is a synergy among us in the diaspora, basically when new Palestinians come for studying, working or even when they come in the form of exodus, as happened several years ago when thousands of Palestinians from Syria came here. Actually, we supported them we provide them with interpreters and helped some of them to find housing and work".

In talking about the possibility to become an entrepreneur in the host country, and who would he employ? Would he prefer Palestinians? Most of the interviewees pointed out that they would definitely employ Palestinians, but they should be qualified for that job and have a good experience in their field, otherwise, they employ efficient well-trained people regardless of their nationality. An interviewee (Eng. A. Z.,) expounded on this issue as follows:

"If I have a business here in my host country I would actually employ only those who are qualified regardless of their nationality. Of course, I would prefer to employ Palestinian, and I would give them a priority, but of course, they should be very qualified".

Indeed, diaspora entrepreneurs are very strict in building relationships with their counterparts in Palestine, as people should understand the seriousness of markets abroad. Thus, they pick their partners very carefully because seriousness is important for them. Their business is a private investment and they want to make as much money as possible. So wherever they feel the Palestinians will do it they bring them. Nevertheless, commitment and qualifications are the main criteria for the selection.

The solidarity activities of the Palestinian diaspora are not limited to the Palestinians abroad, but also include many Palestinians in the home country. Historically speaking, Palestinian skilled diaspora's interest in Philanthropic and development at home country began in the 1980s as part of their social responsibility to help the home country. Specifically "in 1983 when a group of businessmen and Intellectuals met in Geneva and established welfare association with the aim of funding projects for Palestinian education, health, human resources, and social development" (Hilal, 2007: 26). This association served the Palestinians and contributed to the strengthening of their steadfastness especially in the marginalized areas. It also encouraged small enterprises and home production. Furthermore," wealthy Palestinian immigrants (in North America and the Gulf) did, and still do, send money to their

needy villages and families when the latter face a serious problem" (Hilal, 2007: 29). It is worth mentioning that, some Palestinian migrants have built schools and some other infrastructures such as community centers, and even mosques in their towns and villages. The following is a summary of some interviews showing the level of solidarity of some highly skilled expatriates with their people in Palestine. Interestingly, an interviewee (Dr. S. S.,) mentioned some social activities that he supports as:

"I transfer money to my family here in Palestine. Also, I am trying to support social activities here in Palestine. I am trying to add something locally. This hospital cares for disabled so I try to do something in that field. I think there are a big number of widowed and single mums and I am trying to attend to these. Also, I am looking for the possibility to teach English here in Palestine."

Similarly, another interviewee (Dr. M. Q.,) argued as:

"I worked in the US for many years and I used to transfer money and remittances back home to help Palestinians donated to UNRAW and Palestine children relief fund and many other groups, and also direct helpful to other people who are needy and to some of my relative. Also, I helped some Palestinian students paid their tuition. I started this clinical lab with my own money basically donated to Bethlehem University. I was willing to help people here in Palestine."

Generally speaking, diaspora giving to their home country takes more than one form. This may include, the money given directly to relatives and needy families, funds transferred to philanthropic projects. It could also include funds given to associations to support their social activities. Thus, it appears that the state of *solidarity is available among the Palestinian communities* abroad. The results have also shown that all of highly skilled migrant's interviewees mentioned that they are ready to help other Palestinians either in Palestine or in the diaspora by supporting some social objectives. For example, "many Palestinians abroad have helped their relatives in completing higher education as it was expensive". (Lubbad, 2008: 9).

6.4.3. Diaspora Remittances

Remittances - money sent back to the home country by migrants - represent one of the main benefits received by the origin countries. "However, the volume of remittances depends primarily on income, the propensity to save and the strength of social ties on the part of the

migrants, and the institutional mechanisms for money transfers on the part of the governments of the sending and the receiving countries" (Tejada, et al, 2013: 21). Although remittances have played a crucial role in the Palestinian economy during the 1980s (Lubbad, 2008: 15), and in `the creation of a large Palestinian middle class (Hilal, 2007: 12)`, a decline in remittances started after 1984 and continued following the second gulf war with the expulsion of 300 thousand Palestinians from Kuwait and other Gulf states (Hilal, 2007: 16). Additionally, remittances from Palestinian emigrants abroad fluctuated up and down since the 1990s. The Palestinians total remittances of (GDP) during the period 1995-2012 averaged 22.3% with wide fluctuation. The proportion of remittances to GDP ranged from 14.1% in 2005 to the highest level of 31.3% in 2002 (Qubbaja, 2014: 9)[3]. This increase in the value of remittances compared to other Arab countries is due to the fact that they include remittances from Israel[4]. Figure 6.1 shows the ratio of remittances to GDP in some Arab Countries including Palestine.

Figure: 6.1 Ration of remittance to GDP in some Arab countries 2017
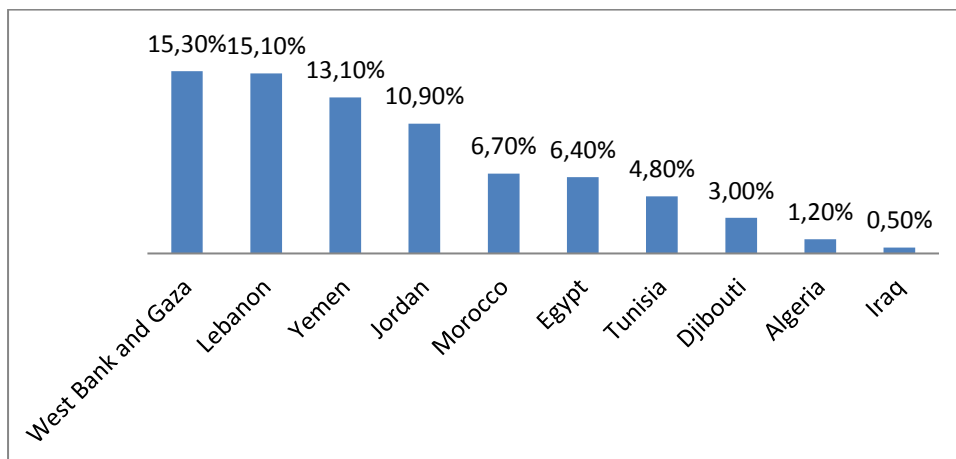
 Source: World Bank Group, 2018, p. 31

Data in the figure above shows that the West Bank and Gaza Strip are the highest among other Arab countries in the ratio of remittances to GDP, where remittances represent 15.30% of GDP. On the other hand, it is obvious that Iraq is the lowest with a ratio of .05%

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[3] The data above only cover remittances that transfer regularly and do not cover remittances that send in an emergency or brings with expatriate when he returns.
[4] According to another Palestinian study remittances from Palestinian workers in Israel constitute 30% of GDP in Palestine before the outbreak of the second intifada in 2000 (Shtayyeh, 1998: 34). .

remittances to GDP[5]. Nonetheless, the result of the interviews revealed that most of the interviewees did not send remittances back home, because they have no families or relatives there. On the other hand, some interviewees stated that they send money to their relatives, while others used to send money to their fathers and mothers in the past. According to Professor, J. K sending money back home is a Palestinian culture, particularly when the expatriate has relatives and family in the home country. Additionally, he argued as:

"Yes of course always I have my mum and I used to send her money. It is part of the culture."

Furthermore, professor D. E used to transfer part of his income to his family in Palestine. Indeed, he adds about his experience in remittances transfer as:

"I have family, I have mother, father, brothers, and sisters and I had to send them money, part of my income, to survive and to live in a better life. Also, I support projects related to knowledge transfer and I organized some of them".

This means that *remittances correlate more closely with private consumption more than investment purposes*. Actually, in Arab countries including Palestine, remittances used to cover the expenses of households, healthcare. Few of interviewees stated that they send remittances for investment and to start a business in Palestine.

6.4.4. The Role of Palestinian Embassies in Mobilizing Skilled Diaspora

Talking about Palestinian communities abroad, begs the question of what, exactly *the role of Palestinian embassies in mobilizing skilled diasporas* and engaged them in development back home? What about the relationship between these embassies and the Palestinian communities abroad? Actually, according to the ministry of foreign affairs, there are more than one hundred twenty Palestinian embassy and representative offices scattered all over the world, however, most of the interviewees confirmed the results of the questionnaire that their role in mobilizing people abroad still modest. Most of them stated that they do not know of any role for the embassies in supporting and mobilizing the Palestinian community in the diaspora to transfer knowledge to Palestine. *This result indicates that the Palestinian embassies are not*

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[5] Although the data above show that Palestine is the highest among other countries in terms of remittances, it is ranking decline with respect the remittances inflow. Remittances inflow to Arab countries was as follows: Egypt $ 20 billion, to Lebanon $ 8 billion, Morocco $ 7.5 billion, Jordan 4.4 billion, Yemen $ 3.4 billion, Algeria $ 2.1 billion, West Bank & Gaza 2.0 billion, Tunisia 1.9 billion, and Syria 1.9 billion. (World Bank group, 2018: 31). This indicates that the number of the population affects the ratio of remittances to GDP.

doing what they have to do in order to strengthen the relationship with Palestinian communities abroad in terms of knowledge transfer. Additionally, *they do not update or provide them with information about Palestine and the opportunities available there.* This explains part of the weak performance of these communities in addition to their weak role in networking. One interviewee (Dr. Sh, A.,) addressee the weak role of embassies in mobilizing diaspora and how they didn't play the potential role regarding this issue, actually he argued as:

"Unfortunately, the Palestinian embassies do not take any part in the effort to engage highly skilled expatriates in transferring knowledge to Palestine. Frankly speaking, almost embassies are not doing what they should do and this is one of the aspects that we have to work on. So you don't limit the embassies just to follow certain consulate affairs. I think we still need to build this relationship between the country and the people in diasporas just to see where are our experts, and how we can get them here and benefit from their experience."

Another interviewee (Dr. A, N.,) talked about the relationship between Palestinian diasporas and embassies and how transferring knowledge or investing at home country is not a priority for them, according to him:

"The relationship between the Palestinian communities and the embassies abroad is not at its best, as neither the Palestinian community nor the embassy in Germany has any role in the transfer of knowledge. Unfortunately, the process of transferring knowledge or investing in one's home country is not a priority for the Palestinian and Arab communities".

Obviously, the results revealed that Palestinian embassies do not exert enough effort to link Palestinian diasporas to their home country. The weakness of the resources of Palestinian embassies abroad may be a reason for such limited impacts. Also, their relations with some Palestinian diasporas and communities in these countries may adversely undermine their efforts to do something regarding diasporas data collection. However, this does not justify the absence of a database on the Palestinians abroad, since mapping the pool of Palestinians abroad and identifying the potential contributors is an important step in engaging skilled diasporas in development and knowledge transfer at home country.

 To sum up, some points can be drawn about *the role of Palestinian diasporas in supporting and facilitating the engagement of highly skilled migrants* in development and knowledge transfer to their home country. Firstly, neither Palestinian communities have socio-

demographic data on Palestinians abroad, nor do Palestinian embassies. Secondly, Palestinian embassies and diasporas do not provide Palestinians abroad with updated data about their home country and opportunities there. Thirdly, there is a slight disparity in the performance of Palestinian communities abroad from one country to another in terms of engagement in development and knowledge transfer to their home country. Fourth, the relationship between the Palestinian communities and the embassies abroad is not always in harmony; in contrast, this relationship was sometimes convulsive. Fifth, there is a kind of solidarity among Palestinian abroad, but not at any price, qualification and eligibility are two main criteria that should be available in the one who employed or helped. Findings indicate that Palestinian entrepreneurs prefer to recruit Palestinians with a good and strong scientific background to get involved in different businesses or projects. Moreover, Palestinians abroad are very serious and strict in choosing their employees regardless of nationality. Actually, this is understandable, as in business there is no emotion, and picking the eligible is of a high priority for everyone. Sixth, the contribution of Palestinian diasporas associations in the health field is much than other sectors, this is very obvious from the number of medical delegation come to Palestine annually through diaspora associations. Finally, Palestinians abroad send remittances to their home country in case they have families or relatives, with few of them send money for social and educational purposes. Otherwise, they are not interested to send money back home. However, these remittances were used mostly for consumption purposes rather than investment.   As such the role of embassies and diasporas in mobilizing people abroad and engage them in development and knowledge transfer still humble and it is not up to expectations.

6.5. INDIVIDUAL MOTIVATION AND FAMILY FACTORS

Motives are engines of behavior, and the inner drive to carry out actions. This section aimed to explore the individual motives that drive the engagement of Palestinian skilled diasporas in knowledge transfer and development in the home country. According to the results of the questionnaire, the *highly skilled Palestinian migrants are significantly motivated to return and transfer their knowledge back home by a feeling of responsibility towards the home country. Strictly speaking, the Philanthropic and feeling of social responsibility* to help the home country was mentioned by the vast majority of the respondents (76.1%) as the most important reason in their decision to engage in knowledge transfer to Palestine. However, findings show that the national component was remarkably present in the responses and it

reflects the nostalgia experienced by the Palestinians in the Diaspora towards their home country. 69.4% of the respondents stated that their motivation was an emotional and cultural attachment with the home country. While those who engaged because they have family ties was 52.3%, furthermore. Moreover, professional orientation as a scientist or academics is to less extent another motivating factor for the Palestinian skilled diaspora to engage in knowledge transfer to their home country. According to the results of the questionnaire, 42.5% of respondents confirmed that their motivation was professional orientation as a scientist or academics. Interestingly, a slight percentage of the respondents were motivated by financial return and economic interest 18.1%. This may reflect the fact that those who had engaged in transnationalism to serve their home country they come voluntarily. However, it is also unsurprising to note that even the salaries received by those who came to work through contracts were much lower than what they usually received in the host country. For them coming to Palestine is a total contribution and belonging to Palestine and state-building. Table 6.5 presents the findings.

Table: 6.5. Mean scores, standard deviation, and percentage for the motivations of knowledge transfer created by the highly skilled Palestinian migrants ranked in descending order

Motivations of knowledge transfer	Mean*	Std. Deviation	%
Philanthropic (feeling of social responsibility to help home country)	1.76	0.43	76.1
Emotional and cultural attachment with the home country	1.69	0.46	69.4
Having family ties in Palestine	1.54	0.50	52.3
Professional orientation as a scientist or academics	1.42	0.49	42.5
Social (e.g., gain friends, contacts, connections)	1.30	0.46	30.5
Obtain a financial return and economic interest	1.19	0.39	18.1
Other. Please specify	1.03	0.17	2.6
Total	1.41	0.18	71.0

*Mean out of 2 points.

Nevertheless, it should be noted that there was some overlap between some individual motivations as some of the respondents selected more than one option. For example, some respondents who mentioned that they engaged because of emotional and cultural attachment with the home country, also they chose a family tie or having contacts in Palestine as a reason that motivate them to come back and engage in knowledge transfer. These results are consistent with the result of the study of Siar (2014) which stated that cultural and sentimental links are the primary motivating factors for the engagement of skilled diasporas. Interviews finding confirmed the results of the questionnaire, for all interviewees to come back and engage in development and serve there is a national issue. One interviewee (Dr. M. Z.,) currently lives in Britain, from which he was able to obtain his doctorate and specialization. He also got British citizenship. Evidently, he explained his motives as:

"I feel indebted to this country and it is my duty to repay this debt. Similarly, my home country, Palestine, played a fundamental role in helping me achieve my university education as I studied medicine at Al Quds University for 7 years. I pay this debt through the transfer of knowledge and expertise to benefit the cadres and the academics in Palestine. I always try to do something for my home country even when I live outside."

Notwithstanding, another interviewee (Dr. D. J) explained his reasons to come back as:

"I believe anyone who lives outside it is a duty for him to come back if he can make living here and survive. The Israelis, they want us to leave, get comfortable somewhere else and don't come back. The other reason also my parents, they get old and they need me to be around them."

Once again economic return was not excluded as a motivator for some of the highly skilled migrants. For some of them, it is not only national and working to their people were their main drivers, but also they wanted to improve their income. One interviewee (Dr. B, R.,) expressed his view about his motivations as:

"Definitely, there is a national component to work in my home country and secondly it is important financially. I can't just be a person whose job in life is to transfer knowledge only, but I have to put bread on the table so it is like mixed of motivations."

To summarize, knowledge transfer is an international human endeavor, but it will take more significant meaning when people abroad contributing to the development and the capacity

building of their national institutions especially in a country like Palestine that is still under a specific political situation. Certainly, a combination of several motivations led Palestinian skilled to return and contribute to development and knowledge transfer to their home country. A connection to one's home country and a sense of responsibility towards one's people are the primary motives of Palestinian skilled diasporas. As mentioned by one interviewee, "basically it is a commitment to justice, commitment to solidarity. So if I am not Palestinian, I will definitely come back to Palestine to serve and help". Basically, the main motive was located in an ethical framework. All interviewees have a strong sense of duty and commitment towards their home country. They have a dedication to transferring their acquired knowledge and experience to their people back home. However, it is important to mention that in practice, the above categories are only analytical tools, as many highly skilled migrants actually have multiple motivations. In particular, the distinction between different kinds of motivations is actually blurred.

In terms of family circumstances, evidence collected in interviews suggests that for those interviewed at least, family-related factors were rather very important. Effect of return on families and personal life is one of the concerns that must be taken into consideration when making a decision to return. Firstly, the issue of security of family is a matter for many of the interviewees, and they placed additional weight on their family's safety. Many were concerned about instability in the country compared to that in the host country. Things like healthcare services and the quality of schools for their children were other important issues for them. For example (Dr. W. A. R.,) associated as a consultant and then as a minister in the PNA, he explained the limitations he faced during his work in terms of healthcare and education in Palestine as:

"Despite there some limitations related to the transportation system, schools, and health services. Indeed, there were not many options. Good services, good school, good banking systems are factors that affect the decisions of people to come back."

Unsurprisingly, the main concern of highly skilled returnees was to find a high standard school to send their children there. They were looking for a better educational system relatively close to that in the host country. According to them, there are a handful of schools in Palestine that have such a good quality of education. However, many chose not to accompany their families and their children with them so as not to expose them to unforeseen difficulties. They spent a lot of their time traveling between Palestine and their host countries.

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for example (Dr. Sh. S.,) explained his experience in transnationalism between the home country and the host country where he left his family. He doesn't want to rash and move them to Palestine because of the differences in the academic level of schools between the two countries. Actually, he gives himself a year to think about to stay or not, the decision is not just about him, there is a big component of that decision which is around, his family and kids indeed, he puts his argument as:

"I focus on my kids and education. There are very good private schools but the difference is that when they study in London they study in Public school and that level of standards is the culture. But her even if I send them to the private school I can't isolate them from the rest of the community otherwise why I am here. So I don't know whether it will be more beneficial for me and them to be here or to be back in London".

It is worth mentioning that some interviewees were addressed the issue of culture and belonging, and they pointed out that they like to see their children grow up in their home country to grasp the norms and traditions of their people. Nevertheless, at the same time they believed that the academic future of their children lay in the host country, moreover, they thought that the host country can provide their children with norms and values like creativity, innovation, and clever learning and so on, which are not available at home. Dr. D.J., addresses the issue of culture and he argued as:

"I don't want my children to be full Americans, you know there are good things in the American culture, but also it is important for my children to learn the Palestinian culture, to learn the Arabic language and to know how to communicate with people here. I am more satisfied living here with small income compare to what I used to make in America and compare to the luxury life I used to have there. I am happier here a hundred times more than when I was living there. The reason is I never felt home over there, here I feel home."

Obviously, This result shows that the decision to engage in circularity and knowledge transfer back home is not only related to the individual migrant's experience, but it is also part of family interest and livelihoods. Admittedly, the key driver of interviewees was the rest and happiness of their families, and all of them confirmed that the future and welfare of their children was the crucial consideration in terms of their decisions to stay or go back to their host countries. this result is consistent with what recounted by Mai and Paladini (2013) on the Albanian circularity between Albania and Italy. Mai and Paladini stated that "Family

dynamics cannot be meaningfully separated from the labor-economic dimension when trying to understand the main forces behind the migration/circularization nexus". (p. 18).

6.6. OBSTACLES AND BARRIERS

This part has been designed to examine the challenges and obstacles that highly skilled migrants face as regards knowledge transfer to their home country. For exploring this part, the focus was on two main categories of obstacles: obstacles created by Israeli occupation and barriers that arise from the Palestinians themselves.

6.6.1. Israeli Occupation Obstacles

Occupation measures are the main factors that affect all areas of Palestinians life both physically and morally. Many Palestinians have been prevented from entering West Bank, and often the visa is not renewed for those who are allowed to enter. As stated by some interviewees they are suffering because of these arbitrary measures. Both the results of interviews and questionnaires, place more emphasis on the role of occupation in making things more difficult to restrict the mobility of people in and out of Palestine. The results of the questionnaire revealed that 83.8% of respondents assured that they had faced difficulties in transferring materials into Palestine, because of occupation procedure. At the same time, 80.4% of the respondents stated that the time required at the border because of Israeli procedures was the main obstacle for them. Nevertheless, 66.0% of the respondents confirmed that they had difficulties in renewing a visa (residence permit) because of Israeli restrictions, while the percentage of those who fear of deportation or detention was 65.4%. Mean score, standard deviation, and percentage were used to answer the above question. Table 6.6 presents the findings.

Table: 6.6. Mean scores, standard deviation, and percentage for the Israeli occupation obstacles as regards the knowledge transfer by highly skilled Palestinian migrants to their home country ranked in descending order

Israeli occupation obstacles	Mean*	Std. Deviation	%
Difficulty in transferring some materials into Palestine because of occupation procedure	4.19	0.89	83.8
The time required at the border because of Israeli procedures	4.02	0.97	80.4
Preventing work in certain areas by Israeli authorities	4.01	1.09	80.2
Difficulty in renewing a visa (residence permit) because of Israeli restrictions	3.30	1.33	66.0
Fear of deportation or detention	3.27	1.32	65.4
The time required to get a visa from Israeli authorities	3.19	1.38	63.8
Total	3.66	0.83	73.0

*Mean out of 5 points.

According to some interviewees, many efforts have been failed to recruit experts and academics because Israeli authorities refused to issue a visa for them to live in Palestine since they are not carrying any American, Canadian or European Passport. As mentioned by one interviewee (professor R.A.H.,):

"There is one professor that every semester during the summer we ask him to teach one course because he is an expert in this field and he is from Jordan. Actually, we used the video conference to make him teach and transfer his knowledge to the students. Sometimes we try to issue a visa for him to come during the summer for 3 months but unfortunately, the Israeli

authority gave him a visa for a month only to come in, which is not enough. So, we used a video conference to overcome visa limitations".

However, as mentioned before, the results of the questionnaire indicated that the occupation is a major obstacle to the transfer of knowledge to Palestine, but they considered the difficulty in transferring some materials into Palestine, and the time required at the border because of Israeli procedures are the biggest obstacles affecting their return journey. This result confirmed by all of the interviewees, According to Eng. A.Z., who works as an ICT expert for the UN at their office in Vienna:

"The main obstacle is the occupation, Palestinians who live in diasporas they don't have the free mobility to go to Palestine. Their mobility is very limited if they want to transfer anything. To do anything in Palestine, the main issue is occupation, lack of mobility and lack of political stability. Knowledge transfer will be imped if it doesn't meet Israeli measures".

This is hardly surprising, the Israeli side creating complications for entry or residing in the country, and they always try to make the cost of coming back or doing business in Palestine to high. One of the major obstacles that created by occupation is that they prevent people who they don't have Palestinian ID to move freely particularly to Jerusalem. The occupation definitely affects people coming and staying in Palestine. For example, many Palestinians who are currently working in Palestine, they have what is a called visa issue barrier, as stated by one of the interviewees (Dr. R, A, H.,); she is professors at Birzeit University:

"To be honest with you at the beginning we did not have any. Lately, we'd been having a problem with renewing the visa. As you know the visa has to be renewed by the Israeli authority and sometimes for no reason they allow you to set in the country and sometimes for no reason they do not allow you and you do not have a certain clear answer to why you not allowed or you being rejected".

So getting or renewing a visa is the most important thing that highly skilled Palestinian migrants are facing when they come to Palestine. Indeed, it is a big issue because without the visa they will not be able to continue living in the country.

6.6.2. Palestinian Internal Obstacles

Although the occupation is the main obstacle that limits the possibility of benefiting from Palestinian skilled diaspora, the results revealed a lot of obstacles on the Palestinian side;

mainly, the lack of communication between PNA and diasporas. Additionally, the unclear role of how the PNA engages in this issue, due to the lack of a vision and strategy to mobilize their diasporas as mentioned before.

Talking about organizational and individual barriers, interviewees mentioned some organizational obstacles that make people hesitate to give to their home country or stay there such as lack of support and facilities, internal jealousy and lack of trust between highly skilled returnees and local colleagues. Sometimes highly skilled returnee comes with great knowledge than his colleagues would be fighting him because he is very knowledgeable and he makes them look immaterial.

Another obstacle is the absence of seriousness that some returnees experienced. Some consultants came here just because they were a passion for Palestine. Their goal was to come back and spend some time with their families and relatives. One interviewee (W. A.R.,) highlights his view about this issue as:

"Expatriates should know when they come to Palestine that this is not a vacation. Some of them when they came they say it is three weeks I want to see my friends and relatives. This is one of the shortcomings of TOKTEN program where some experts came and visited their families and relatives. I used to bring a lot of them and my experience is not so good about them. It is good to meet your relatives and family, but you should work also".

Disparities in living standards between the home country and the host country may be another constraint that faces the expatriates who came back to their home country. They are not encouraging, because of the gap between what they faced in the diasporas and what they found in their home country. Indeed, Palestine is a country with limited resources. As a result, returnee sometimes may feel a shock in his mind because he has different procedures, different plans to be implemented in his work. According to Dr. D. E., who studied and worked for years outside Palestine particularly in the UK He touched on this disparity between both environments as:

"I do some teaching in British Universities the system there is totally different. In Britain frankly speaking there is a share of knowledge; there is participation, collaborations to a high extent different than here. Here we are working as individuals; we are not working as groups. It is important to work as a group to achieve group success, not individual success".

Shortage of resources and low levels of income in Palestine appear one of the obstacles that hamper the abilities of Palestinian institutions to recruit highly skilled migrants from abroad. Palestinian institutions cannot compete with their counterparts in this regard. However, according to some interviewees, their final target is to contribute to development in their home country. For them, money is their last concern. Apparently, an interviewee stated here opinion about this issue as:

"As you know the salary varies from Canada versus here. So if you want to come here you have to be able to live with a lower salary. But money is not everything and the reason I came here is just to transfer my knowledge. We do not compare to outside".

Another obstacle is internal fractions and contradiction in Palestinian communities abroad which impedes them from acting as a unified group. Palestinian communities abroad have been affected by events in Palestine over the past years. The contradictions in Palestinian society back home are totally transferred to diasporas and affect the relationship of Palestinian people in the various communities abroad. One interviewee professor M. H., the Palestinian Ambassador at Hungary, demonstrated his perspective about the performance of the Palestinian communities and to what extent they are fractionalized and face challenges as:

"It is very unfortunate that out Palestinian diasporas are totally fractionalized and there is total factionalism. I came from London from a divided Palestinian community to another divided Palestinian community in Hungary. So I wouldn't really count on the Palestinian community per se as a community, but I count on individuals. Individuals, they are patriotic and love their country and contribute to their country as materially or politically".

One of the findings of the results was the absence of data on Palestinians abroad. Both questionnaires and interviews confirmed that Palestinian diasporas and embassies as well, they don't have any statistical data or whatever on the Palestinian living in their host countries. An interviewee (W. A. R.,) places more emphasis on the establishment of a database and the adoption of a demand-driven approach. Indeed he analyzed his perception about these critical issues as:

"Actually the absence of database and needs identifications are real challenges in the Palestinian case. I don't want someone, for example, working in NASA to come to Palestine. So it depends on what kind of knowledge you want to transfer and where, if you feel there is

a certain sector here and lacks a lot of things because of technology or the absence of knows how then we can see who can bring to fill this gap".

This indicates a critical shortcoming that should be addressed by the Palestinian government, embassies, and communities abroad as well. Building a database is crucial in the engagement of skilled diasporas. Palestinian embassies should have a list of people, their background, whether they are willing to return and on what time of the year, for how long and under what conditions. It is very complicated; not only has it brought highly skilled Palestinian people from outside to the country but it also takes into consideration their needs and potentials.

Generally speaking, the main barriers and challenges that hamper and undermine engagement of skilled diaspora in development and knowledge transfer can be listed as follows:

- All persons who have been interviewed confirmed that there are actually a lot of obstacles; basically, the worst of them is the occupation. Palestinians who live in diasporas don't have the free mobility to go to Palestine. Their mobility is very limited if they want to transfer anything, to do anything in Palestine, the main issue is occupation, lack of mobility and lack of political stability.
- Lack of communication between the Palestinian National Authority (PNA) and diasporas. Additionally, the unclear role of how the PNA engages in this issue.
- Fractionalized diasporas. As stated by some interviewees, one of the main challenges faced by Palestinian communities abroad is the fragmentation of these communities.
- Weak preparedness and readiness of public institutions to absorb the benefits and knowledge
- The proliferation of bureaucracy in Palestinian governmental institutions
- The absence of a database on Palestinian diasporas and highly skilled migrants.
- Limited resources and low salaries.
- The absence of a conducive environment to encourage them to carry out their assignments.

Actually, these are huge issues Palestinian policymakers have to figure out and discuss in order to formulate a Palestinian diasporas approach that includes how to improve the relationship between PNA and Palestinian diasporas. How to make Palestinian diasporas transfer best practices, sophisticated norms and culture of human rights, not to transfer local problems and internal contradictions to these diasporas. Well, Palestinian policy-makers

need to come up with a vision on how to mobilize diasporas and how to use their expertise and exploit their abilities and competencies in order to put things on track. It is clear that occupation is the main obstacle that affects all areas of Palestinians life including the engagement of highly skilled migrants in development and knowledge transfer. However, Palestinians can't set and blame the occupation all the time, because some measures must be done on the Palestinian side to enhance the relationship with diasporas, unified Palestinian communities abroad, and activate their role in mobilizing people abroad to do something positive to their home country. Indeed, Palestinians abroad are patriotic and they are always living in nostalgia for Palestine. So the Palestinian government should create proper channels to address these people and contact them because it seems the traditional bodies or channels become invalid.

6.7. HYPOTHESES EXAMINATION (H2, H3, H4)

The last section of this chapter aims to examine the last three hypotheses (H3, H4, & H5). As indicated in figure 6.6 the model number 2 proposes to look at four different variables that are more likely to influence the engagement of skilled diaspora in knowledge transfer and development to Palestine. Checking the validity of these hypotheses depends basically on the results of the interviews and questionnaire. Furthermore, a computer test was used to investigate the relationship between different variables to examine where there are relationships between them and where it does not exist. The three examined hypotheses are:

Examining hypothesis (H2): There are significant differences in the effect of the push and pull factors in the case of Palestine, and the motivation of highly skilled Palestinian migrants to engage in the development and knowledge transfer processes of their home country are driven by specific factors.

Examining hypothesis (H3): The Palestinian embassies do not play a significant role in mobilizing of highly skilled migrants.

Examining hypothesis (H4): Knowledge transfer by highly skilled migrants to their home country is more likely to occur by getting host country citizenship and improve their human capital.

Figure: 6.2.Conceptual Model 2
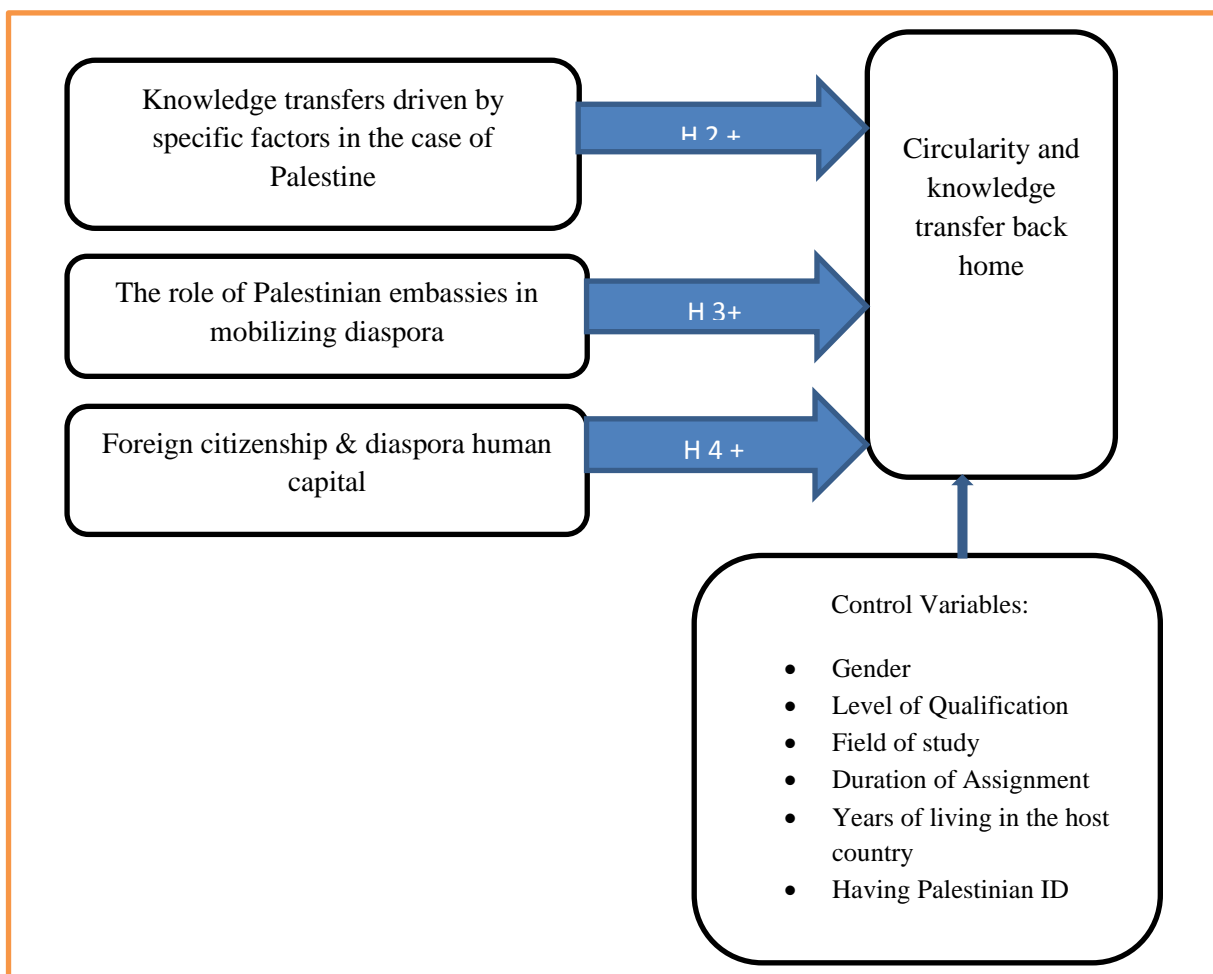
Source: author's own compilation

Examining hypothesis two (H2):

Based on the previous results obtained from the questionnaire and interviews this hypothesis is accepted. The results of table 6.1 revealed that the majority of the respondents confirmed that the role of home country factors in supporting and facilitating knowledge transfer by highly skilled Palestinian migrants was fairly weak (M=2.30). In a similar vein, the results

revealed that diaspora factors did not significantly affect the engagement of highly skilled migrants in the transfer of knowledge to Palestine and their role is remarkably weak (2.09) as shown in table 6.4. While the effect of the host country on this engagement in knowledge transfer was moderate (M=3.27) as stated in table 6.3. Also, there is a positive correlation between Philanthropic motives and the engagement of highly skilled migrants. On the other hand, there is an inverse relationship between occupation measures and the engagement of highly skilled migrants (M=3.66). However, the results revealed that both home country factors and diaspora factors did not significantly affect the engagement of highly skilled migrants in the transfer of knowledge to Palestine, while host country factors, occupation measures, and individual factor are distinctly influencing the decision of highly skilled Palestinian migrants to engage in circularity and knowledge transfer to their home country. The findings indicate a variation in the degree to which these factors influence the engagement of highly skilled Palestinian migrants in knowledge transfer to their home country. This confirms the third hypothesis that skilled diaspora engagement is driven by specific factors and not all of the push and pull factors can be identified in the case of Palestine. Accordingly, the hypothesis is accepted. The concept of diaspora engagement within the peculiarity of Palestine can't identify or interpret based on the triangular relationship between diasporas, home country, and host country. However, this hypothesis sought to shed more light on other push-pull factors that have gained strength in the engagement of highly skilled Palestinian migrants particularly occupation measures and individual motives. Actually, the highly skilled Palestinians who are living abroad have their own national motives, which drives them to come back and share their knowledge and experience despite the occupation measures and the absence of a supportive environment in Palestine. Figure 6.3 shows the percentage of the effect of each factor on the engagement of Palestinian skilled diaspora from the point of view of the respondents.

Figure: 6.3. Percentage of the effect of each factor on the engagement of Palestinian skilled diaspora
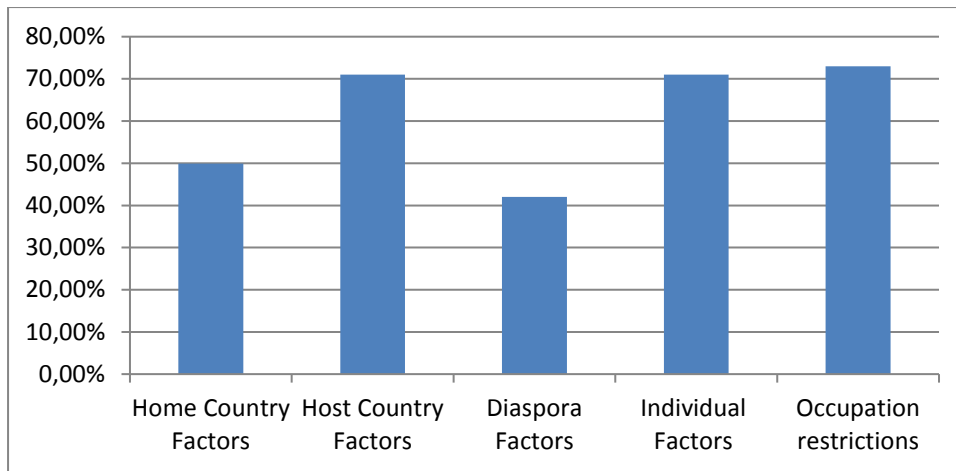
Source: author's own compilation based on the questionnaire

Examining hypothesis three (H3):

Based on the data collected from the interviews and questionnaires, there is a significant weakness in the role of Palestinian embassies to mobilize skilled diaspora and engage them in knowledge transfer and development to their home country. In table 6.4 the mean of the role of Palestinian embassies to identify and mobilize highly skilled migrants to transfer knowledge to Palestine is clearly weak (M=1.88). Moreover, 62.4% of the respondents confirmed that these embassies do not work to engage highly skilled migrants in development and knowledge transfer back home. Furthermore, all of the interviewees claimed that the Palestinian embassies do not have any activities outside their consular functions or political appeals. It is worth mentioning here that all of the Palestinian embassies lack any kind of database about Palestinian diasporas abroad. Table 6.7 shows the Standardized regression coefficient test for the role of embassies in the engagement of highly skilled migrants in knowledge transfer to their home country.

Table: 6.7. Standardized regression coefficient test for the role of the embassies and the engagement of highly skilled migrants in knowledge transfer to their home country.

Variable	R	R-square	Beta	Sig
Role of embassies	0.158	0. 025	0.117	0.09

Source: author's table

The results of the table above revealed that there is no statistically significant relationship at α≤0.05 between the role of embassies and the engagement of highly skilled migrants in knowledge transfer and. Accordingly, this hypothesis is accepted.

Examining hypothesis four (H4):

This hypothesis is linked to questions eight and nine in the questionnaire and interviews. To validate this hypothesis, the standardized regression analysis coefficient test was used to measure the relationship between the number of years of living and obtaining citizenship in the host country from one side and the engagement of highly skilled Palestinian migrants in knowledge transfer to their home country on the other side, as shown in table 6.8.

Table: 6.8. Standardized regression coefficient test for the relationship between the engagement of highly skilled migrants in knowledge transfer and the number of years of living and obtaining citizenship in the host country.

Variable	R	R-square	Beta	Sig
Years of living in the host country	0.937	0.877	0.725	0.000
obtaining citizenship of the host country	0.589	0. 347	0.297	0.000

Source: author's table

The results of the table above show that there is a significant positive relationship at the significance level (α ≤ 0.05) between both the years of living in the host country and obtaining citizenship of the host country and the engagement of highly skilled Palestinian migrants in knowledge transfer to their home country. The more the years of residence in the host country, the greater the engagement of the Palestinian skilled diasporas in knowledge transfer to their home country. The characteristics of the demographic sample confirm this finding; the results showed that the percentage of those who lived in the host country 15 years and above was the largest (56%). compared to (25%) were living there between 7-14 years, while those who were living for less than 7 years were the lowest group and they represented

19%. Figure 6.2 illustrates the distribution of the sample by the time of living in the host country.

Figure: 6.4. Sample distributions by the time of living in the host country.
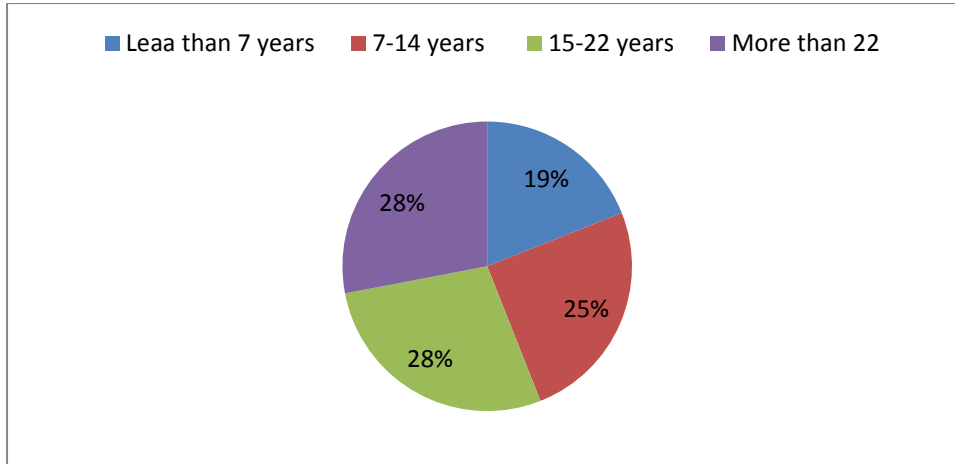
Source: author's own compilation based on the questionnaire

This finding confirms the result of Sandu (2005), which stated: "Rather human capital mattered once the movement and the stay abroad were repeated and prolonged, as it provided for better employment and socioeconomic mobility opportunities" (p. 571). In terms of the relationship between getting citizenship and engagement in knowledge transfer, the standard regression analysis coefficient test indicates that there is a positive correlation between these two variables. The willingness and preparedness of Palestinian skilled diasporas increased by getting the citizenship of the host countries as it facilitates their access to Palestinian occupied territories. The characteristics of the demographic sample confirm this finding, where most of the respondents were holding the citizenship of the host country (67.4%) see figure 5.6. The results revealed that the overall effect of years of living in the host country and getting citizenship on the engagement of highly skilled Palestinian migrants in knowledge transfer was (67.5%) which is pretty high. Based on the above results, the research hypothesis is accepted.

6.8. SUMMARY

To conclude, this chapter has sought to understand in more depth the factors that affect the engagement of highly skilled migrants in knowledge transfer in their home country. The immigrant's decision to engage in transnational activities seem to

depends on several key factors: the structural condition back home, immigrant's preparedness and human capital, host country factors, the role of diasporas associations to mobilize highly skilled people to engage in activities towards their home country, individual factors and family circumstances, and finally the availability of incentive policies. However, amongst others, the Palestinian diasporas and then absorptive capacity of Palestinian institutions came out the least in supporting knowledge transfer. Furthermore, the results that emerged during interviews have also pointed to some other pertinent issues. The main factors that affect return decisions of highly skilled Palestinian migrants and the possibility to engage in knowledge transfer are gaining skills and knowledge, obtaining foreign citizenship, family circumstances and feeling of responsibilities towards his home country, and finally, potential incentives that may exist in public policies. Nonetheless, the occupation restrictions emerged as the main obstacles that curb any endeavors to mobilize Palestinian diasporas to contribute to the development of Palestinian institutions. Additionally, it should be noted that the majority of interviewees mentioned a number of obstacles, which can be divided into three categories: organizational barriers, individual barriers, and socio-political barriers.

CHAPTER SEVEN

USEFULNESS OF KNOWLEDGE TRANSFER BY HIGHLY SKILLED MIGRANTS

7.1. Chapter Overview

7.2. Effects of Knowledge Transfer on Institutional Capacities

7.2.1. Forms of Knowledge Transferred

7.2.2. Impact on the performance of the institutions

7. 3. Effects of Knowledge Transfer on Human Capital

7.3.1. Knowledge Transfer in the Scientific and Academic field

CHAPTER SEVEN

USEFULNESS OF KNOWLEDGE TRANSFER BY HIGHLY SKILLED MIGRANTS

7.1. CHAPTER OVERVIEW

Knowledge is a crucial factor in the development of human resources and institutions. To answer the question, how is knowledge discovered, Fernandez & Sebherwal, (2010: 193) proposed two significant ways: synthesis of new knowledge through socialization with other knowledgeable persons; and discovery by finding interesting patterns in observations, typically embedded in explicit data. However, knowledge by itself is not very useful unless it is actually used by persons. An organization must also seek to "effectively apply the existing knowledge to create new knowledge, taking action based on its knowledge-based assets" (Alavi and Leidner 2001: 108). The more important question is actually how knowledge transferred by highly skilled migrants affects institutions and human capital in Palestine. True enough, grasping the benefits of migration to take part in home country development is a complex task, because migration and development as a field cover a broad spectrum of several sub-themes. Actually, it includes remittances and economic investment, social capital,

and transfer knowledge and skills. Interestingly, the contributions of many highly skilled migrants guided by philanthropic and national sentiment led to improved local services and capacity building in different sending towns and cities over the world. However, to achieve an effective and efficient approach in the field of migration and development, necessitate an integrated policy and coordinated interventions of all actors at different levels including government, local governments, private sector, civil society organizations, and academic institutions.

This chapter aims at identifying the usefulness and viability of knowledge transferred so far by highly skilled migrants and how it affects Palestinian institutions including forms, techniques, methods, and norms that have transferred, and the intervention proposed. Additionally, one of the main purposes of this chapter is to examine the degree of conformity between the transferred knowledge and the needs of the institutions. Moreover, this chapter aims to know the skills, knowledge, and approaches gained by local human capital. Additionally, one of the purposes of this chapter is to examine what kind of benefits gained by highly skilled migrants and whether they are satisfied or not with this experience. Last but not least it aims to examine the fifth research hypothesis which is:

Hypothesis 5: Engagement of highly skilled Palestinian migrants through circular and return migration significantly improves the capacities of the Palestinian institutions mainly as regards their human capital.

As such the expected results of this chapter are: A clear picture of the various perspectives on migration and development, with an emphasis on the usefulness of knowledge transferred by highly skilled migrants on Palestinian institutions, human capital, and immigrants.

7.2. EFFECTS OF KNOWLEDGE TRANSFER ON INSTITUTIONAL CAPACITIES

Knowledge is power and the transfer of technology and the open accessibility to the world through different means is imperative to the development of institutions. So the transfer of knowledge is most important because this is how we gauge the development of governmental institutions, private sectors, and civil society organizations. Generally speaking, highly skilled migrants can contribute to the economic and social development of their host

countries and home countries alike. Basically, Palestinian skilled diaspora engaged in the transfer of various forms of knowledge and experience to their home country. Their contribution is one of the leverages that assist Palestinian institutions to conform to the international standards in many fields. Evidently, they contributed to the formulation and development of plans, policies, structures as well as training, teaching, and surgery. The reason behind this topic was to explore the feasibility of knowledge transferred by highly skilled Palestinian migrants and how it affects the institutional development and the performance of the Palestinian institutions.

When asked about the impacts of their contribution on the efficiency and effectiveness of the Palestinian institutions, the findings showed that around 64.4% of the respondents stated that they contribute towards reducing the time needed to accomplish tasks and 61.4% contributed to inter-institutional networks between institutions of the home country and that of the host country. Also, the results revealed that 61.2% pointed out that they contributed to an increase in the number of Palestinians visiting international institutions, and 58.8% were contributed to reducing the cost needed to accomplish tasks. On the other hand, the least percentage of contribution according to the respondents were, brought new tools and devices to Palestinian institutions, and help Palestinian institutions to get scholarships which amounted to 55.4% each. Mean score, standard deviation, and percentage were used to answer the above question. Table 7.1 presents the findings.

Table: 7.1. Mean scores, standard deviation, and percentage for the effect of knowledge transfer by the highly skilled Palestinian migrants on the institutional capacities ranked in descending order.

Impacts of knowledge transfer on the institutional capacities	Mean*	Std. Deviation	%
I contributed to reducing the time needed to accomplish tasks	3.22	1.26	64.4
I contributed to inter-institutional networks between institutions of the home country and the host country	3.07	1.41	61.4
I contributed to an increase in the number of Palestinians visiting international institutions	3.06	1.34	61.2

I contributed to reducing the cost needed to accomplish tasks	2.94	1.23	58.8
I brought new tools and devices to Palestinian institutions	2.77	1.46	55.4
I have helped Palestinian institutions to get scholarships	2.77	1.38	55.4
Total	3.00	0.86	59.5

*Mean out of 5 points.

Actually, the results of the survey revealed that the overall effect of knowledge transferred by highly skilled migrants on Palestinian institutions was moderate, while its effect on human capital was slightly high. Nevertheless, according to Nonaka & Takeuchi (1995) "knowledge creation leads to its expansion through two sets of dynamics: transformation of tacit knowledge into explicit knowledge and transform knowledge from the individual level to the collective level". (p. 59). The weakness of the Palestinian institutions in transferring knowledge from the individual to the collective level is a shortcoming in their performance which undermines the overall impacts of knowledge transfer. According to Obaid, (2016) Sharing knowledge among teams and working groups leads to the transformation from individual to collective action (p. 13). Meanwhile, ESCWA (2003) emphasized the role of knowledge sharing and they stated "Knowledge sharing is essential to innovation. Innovation is not only impossible without knowledge sharing but, moreover, every innovation is powered by knowledge". (p. 63). Actually, knowledge sharing affects significantly the capacities of both individuals and organizations. "When knowledge is efficiently disseminated, individuals throughout the organization gain access to important strategic ideas rather than merely retaining knowledge, and consequently, organizations gain the ability to make decisions with impact" (Ibid: 10).

Along the same lines, the overall survey results pointed out that about 59.5% of the respondents stated that Palestinian institutions have positively impacted as a result of their contributions. This result is slightly close to what the interviewees stated during the interviews. All interviewees agreed that they share something with the host organization and their contribution to knowledge transfer to Palestinian institutions has prompted positive changes in these institutions. One of the most important issues regarding knowledge transfer by highly skilled migrants is that *it is less costly than sending people abroad for training*.

Furthermore, it also increases the assets of organizations, which enhances their comparative advantages. So encouraging skilled expatriates to share their knowledge and experience back to the country to build the capacity of the individuals and institutions are conclusive issues. Moreover, all of them confirmed that their contributions fitting in well with the needs of the Palestinian institutions, and they asserted that their engagements were prepared in advance in coordination with either international organizations or Palestinian institutions. It is important to bear in mind that, many Palestinian institutions have benefited from these people because they came and design structure, worked on curriculums, designed projects and programs, and review certain studies. Some of them established directorates. Strictly speaking, highly skilled Palestinian migrants who came from Germany and the USA, the UK worked to resolve certain issues to help the Palestinian government in restructuring their organizational structure basically the ministry of planning, as stated by one interviewee (M. Q.,)

"Highly skilled Palestinian migrants contributed not only in lecturing or training but also in designing certain directorates and units of higher education and ministries. In addition, guiding certain researches or doing certain policies with an upper hand and an upper-level way of thinking, especially people who came from Australia, from the USA, from The UK who were already involved and engaged in institutions of higher educations they contributed very rapidly. Even they contributed to a dialysis unit like in the Gaza Strip and open heart surgery at Almakassed hospital in Jerusalem".

Another interviewee (Dr. Sh. A.,), who is a former minister, and also worked as a consultant for a certain period, especially when he joined the negotiation supporting team. He expounded a potent argument about his experience as a member of the negotiation supporting unit[6] as:

"We brought the most brilliant experts in a different domain to join the negotiation supporting team because the negotiation was dealing with the conflict issues that are related to the legal aspect of them. The issue is based not only on local experience but also on international experience; most of them were Palestinians who get their studies abroad, Palestinians who graduated from excellent universities around the world and get citizenship in the host countries".

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[6] This is a unit established by president Mahmoud Abbas when he used to be the secretary-general of PLO. He established such unit just to avoid all problems that have been done during Oslo negotiation. . So the idea is not to do the mistake again especially in preparation for the permanent status negotiation. These permanent status issues include: borders, refugees, Jerusalem, water, settlements, as well as building state to state relation.

Yet another interviewee (Dr. S. H.,) who is a policymaker at the same time expressed his view on the role of highly skilled migrants in the development of economy and institutions as:

"I think after 25 years from signing Oslo accord I have the feeling that we are today in a position which we can say that the impacts of having those skilled people and the highly qualified people are very important. I am saying that whenever we are considering the first five years of establishing the PNA where we have been in a need for those people. We began to attract a big number of them to come because we have been in a need to build the state institutions in one hand, secondly the lack of experiences in managing in different aspects"

No doubt that the Palestinian skilled diaspora has contributed to some extent in the development of the Palestinian institutions. However, as the finding revealed their effect was fairly moderate. For example, they contributed to improving education methodology; they introduce new techniques and methods in work, they try to improve curriculum, they have worked well in networking between Palestinian and international institutions. This may reflect the fact that, regardless of how strong Palestinian skilled diaspora engagement is, it has brought about a positive impact on the performance of Palestinian institutions.

7.3. EFFECTS OF KNOWLEDGE TRANSFER ON HUMAN CAPITAL

Human capital represents the investment people make in themselves to enhance their economic productivity. Human capital theory emphasis how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of people (Olaniyan & Okemakinde, 2008: 479). This section aims to examine the effect of knowledge transferred by highly skilled Palestinian migrants on local human capital particularly in providing them with new knowledge, skills, and new approaches to work. Also, the reason behind this section is to identify the forms of knowledge that have been transferred by highly skilled Palestinian migrants to their home country. Moreover, it aims to find out whether highly skilled Palestinian repatriates have contributed to the transfer of new culture or values to their indigenous community.

7.3.1. Knowledge Transfer in Scientific and Academic Fields

Interestingly, there was some correspondence between the results of the questionnaire and the findings of interviews regarding the effect of transferred knowledge by highly skilled migrants on human capital. The results of the questionnaire indicated that the degree of human capital benefits was slightly high (3.82). However, it is interesting to note that, 84.2% of respondents said that they helped local colleagues to gain new ideas and 82.0% stated that they helped local colleagues to learn new skills. While 71.6% of the respondents pointed out that local colleagues have gained or modified certain attitudes. Furthermore, 71.8 of them confirmed that local colleagues have the ability to deal with challenges and stressful situations. However, the mean score, standard deviation, and percentage were used to answer the above question. Table 7.2 presents the findings.

Table: 7.2. Mean scores, standard deviation, and percentage for the effect of knowledge transfer by the Palestinian highly skilled migrants on the Palestinian human capital ranked in descending order

Impacts of knowledge transfer on the Palestinian human capital	Mean*	Std. Deviation	%
They acquired new ideas	4.21	0.77	84.2
They learned new skills	4.20	0.83	84.0
Ability to work as a team	3.83	1.01	76.6
They learned new approaches to work	3.71	1.04	74.2
Maturity and personal development	3.62	1.08	72.4
Ability to deal with challenges and stressful situations	3.59	1.10	71.8
They gained or modified attitudes	3.58	1.09	71.6
Total	3.82	0.76	76.4

*Mean out of 5 points.

Similarly, all interviewees considered the knowledge and skills they gained in the host country to be of high benefit to Palestine. One interviewee (W. A. R.,) expressed his experience in knowledge transfer and how it effects on human capital as:

"Investment in people is the best investment, learning by doing, showing them and working together with them it adds a lot and accumulates experience. So I feel when I was there I contribute a lot to capacity building of institutions and enhancing performance, efficiency, and effectiveness of people I used to work with."

In terms of the form of knowledge that was transferred by highly skilled Palestinian migrants to their home country, the results of the study revealed that they involved in a number of levels including share new ideas, assist in problem-solving, learning by doing, organize or contribute to workshop and lectures, sharing documents, suggest new ways of working, provide training and provide one-on-one guidance.

Nevertheless, findings revealed that the forms of knowledge transfer by highly skilled Palestinian migrants ranked in descending order as follows: *share new ideas for a work task in an informal discussion was the highest where it reached 79.4%, assist colleagues in problem-solving 78.2%, and learning by doing was 78.0%,* while participation in the formulation of plans or policies and clarify roles & responsibilities with the staff were the two lowest forms of knowledge transferred, where their percentages were 64.6% and 63% respectively. Figure 6.3 shows the forms of knowledge transferred.

Figure: 7.1. Forms of knowledge transferred according to the questionnaire
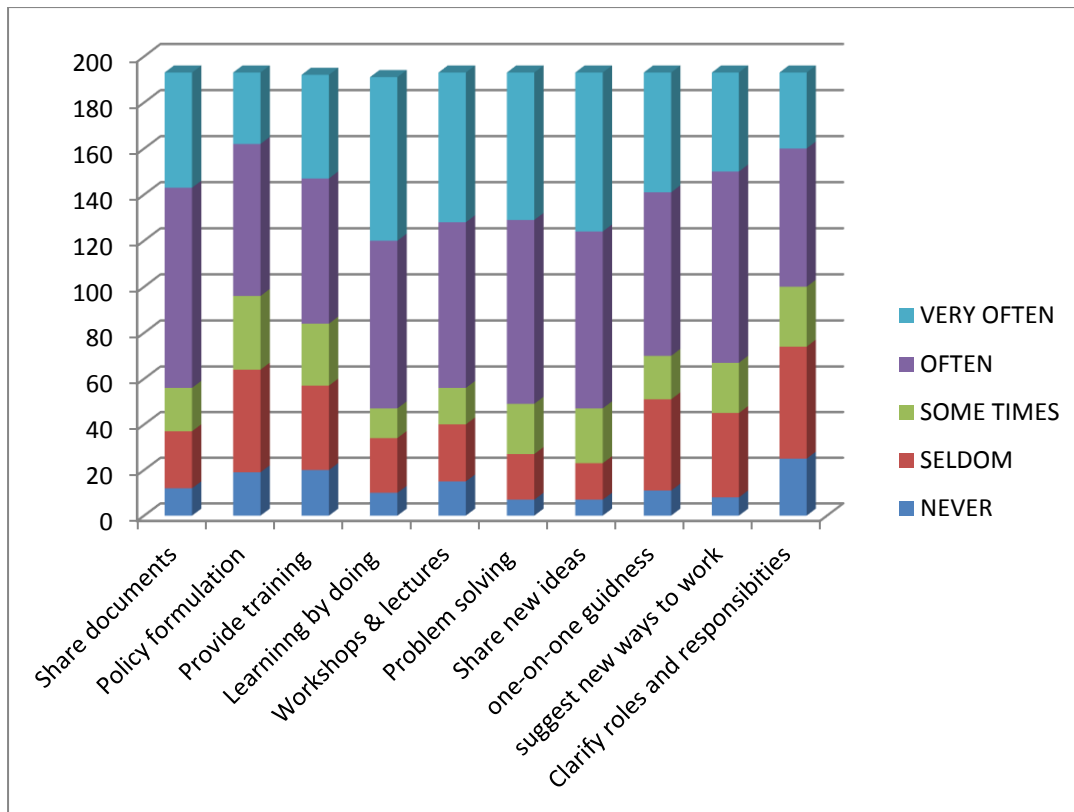
Source: author's own compilation based on the questionnaires

It should be noted that these forms of knowledge are interconnected and there is no clear division between them. However, *it is clear that most forms of transferred knowledge are of a tacit type.* Frankly speaking, transferring, storing, sharing and retrieving tacit knowledge is not an easy task. Actually, to absorb and disseminate explicit knowledge is much easier than that of tacit knowledge. Refer to Argote & Ingram (2000: 153), they claimed that "Knowledge is embedded in the three basic elements of organizations, the human components of organizations, Tools, including both hardware and software; Tasks reflect the organization's goals, intentions, and purposes". The first element (human capital) is the most complicated and sophisticated one as a human is the main messenger to transfer tacit knowledge into explicit on the one hand and to share it with others to become collective on the other hand. Despite the fact that most of the transferred knowledge is tacit one, the abilities of the Palestinian institutions to utilize, share and retrieve this knowledge is to some extent humble as mentioned previously. basically, highly skilled migrants experience with knowledge transfer to Palestine is related to their current job as professors, doctors, IT engineering, or an expert in another field. Actually, it was all about what they have learned or acquired from abroad whether educationally or from their work experience they transfer it

to colleagues in Palestine. They try to change their attitude, and their approaches to work. Not surprisingly knowledge is only acquired if the person who is a recipient interested and seeks that knowledge. According to Dr. (M. Q) who is a director of the Palestinian Museum of Natural History at Bethlehem University, people are learning by watching and observing not by somebody handing them knowledge so smoothly, actually, he explained his approach in knowledge transfer as:

"I teach at universities. Indeed, I just create an environment where students and others that I interact with have the opportunity to learn. So it is students' center learning, I think it is the same for human interaction. It is a recipient center acquisition rather than me handing them a piece of knowledge".

However, some of the interviewed highly skilled migrants engaged in knowledge transfer back home at different levels. An interviewee Prof. (S. H. Y.,) who is a chief executive officer, cardiothoracic and lung surgeon at An-Najah National University Hospital (NNUH) as well as Dean of Faculty of Medicine and Health Sciences at An-Najah National University illustrated his contribution to knowledge transfer and the levels he engaged in as follows:

"I am involved in a number of levels in terms of sending doctors for further training in Europe and the UK. I myself train physicians here in cardiac surgery, lung surgery. We develop a teaching hospital where we recruit highly skilled doctors' immigrants from the diaspora to transfer their skills to the students. We have the largest facility of health and medicine sciences in the Middle East. We transfer knowledge and experience to a massive number of students who will hopefully one day become successful doctors and will use these tools and skills to develop national Palestinian institutions".

Moreover, Prof. (S. H. Y.,) engaged in transferring a variety of knowledge and skills including Medical scientific knowledge, surgical skills, values, ethics, civilization, humanitarian approach, a variety of research skills. Another interviewee (Dr. W. A. R.,) whose scientific background is agriculture and natural resource management, and he worked as director of the UNDP in Palestine, and then as a minister of agriculture in the Palestinian government. His mission was planned for one year but it took him around fifteen years. He remarked his argument as:

"I concentrated most of my work on agriculture which is very highly needed in Palestine. Agriculture is a land and a symbol of resistance in Palestine. The longer you stay in the land

the longer you offset the Israeli plans. Mainly I concentrated on planning and policy formulation. Also part of my task was to convince farmers for change and to use the new methods in agriculture."

Recruiting the best Palestinian experts from abroad helped a lot as they bring with them modern approaches to work and updated forms of knowledge. However, one interviewee (S. B.,) who is the director of RITAJ organization, which is an organization, specialized in managerial solutions. Interestingly, he participated in building some Palestinian enterprises basically telecommunication Company, further commented:

"There was a chance of transferring knowledge in terms of managerial style. Palestine at the time 1994 did not have a corporate culture; it was a very small business culture. So my main contribution was building systems and large scale companies to the Palestinian environment. I also think I bring a value set which is a little bit different from the values set here, for example, an appetite for corruption is much lower than what is here. Appetite for being precise in time all of these features that in the US I think were partially transferred. We tried to transfer some of these value systems here."

Noticeably, a variety of forms of knowledge have been transferred by Palestinian skilled diaspora. These forms include both tacit knowledge and explicit knowledge. Actually, It is not easy to identify these forms while they are moving among people and institutions as they are intertwined and interact with each other. However, it is obvious that tacit knowledge is the most dominant one in the circular activities of highly skilled Palestinian migrants.

7.3.2. Knowledge Transfer in the Behavioral and Social Text (Social Remittances)

The impact that highly skilled migrants can bring is not limited to transferring scientific and academic knowledge, expertise and skills, but it may include also social impact "social remittances" like culture, behaviour, values, innovation, which may have a positive effect on the socio-political context in their home country. As mentioned by the vast majority of interviewees, return back home and work at the institutions there provide them an opportunity to come into contact with others like colleagues, students, patients and so on. Nevertheless, the utilization of the culture and social attitude brought by the highly skilled returnees depends on the abilities of the people to grasp and absorb it. Furthermore, "the quality of human capital or the knowledge base should match the quality of social capital; otherwise,

the transfer process will face insurmountable difficulties in getting connected to the global migration flows of new knowledge". (Bastian, 2006: 610). For example, Dr. (M.Q.) used his classes at Bethlehem University not only to transfer academic knowledge and skills but also to convey certain values and principles to make changes in the life of his students. When asked about one story that shows the impact of what he is doing, Dr. M.Q. responded:

"While I was sitting here on my chair I heard a gentleman at the main entrance and he is like shouting where is Dr. M. Q? And I stick my head outside the door and I asked him to come to my office. After he sat down, he asked me, are you, Dr. M. Q? I answered him yes. Then he said what did you do to my daughter? Then I answered him who is your daughter? What happened? He said, she came here to your museum three weeks ago with her classmate and she comes back to me like a revolutionary not case she doesn't want me to smoke, she wants to recycle the organic waste in our kitchen, she doesn't want us to use plastic, she does all these things. I said you are not happy with all of these? He answered no I came to thank you. So it is a matter of changing people's behavior and when you see that you become very proud that you are making a difference in society".

Not surprisingly, for those who returned to work as entrepreneurs and opened a certain business in Palestine they were not only initiated a new business in Palestine, but at the same time, they transferred new knowledge, cultures, management, communication, human behavior, and best practices in different areas. The values and culture brought with them were pretty significant in enhancing socio-economic context back home. Mr. A. Q., talked about the working condition he created in his factory, and how he trained his employees according to the prevailing standards in developed countries. He attributed the success of his work to the approach he adopted. He explained his approach in dealing with his employees as:

"The most important thing I have worked on was the integration of women and men in this profession, which increases the level of individual activity, the acceptance of the other gender, and removes the differences and barriers between them".

Mr. A. Q., is an example of highly skilled returnees who replicate and reproduce their experience in the host countries once they return back home. In a similar vein, some interviewees commented that their living in the host country had taught them how to be more disciplined and time-bound. According to Dr. J. K., sometimes this created tension with some people due to the cultural differences, the background differences and the political package that comes with it. He argued as:

"I don't to be want to be seen as a US imperialist coming back to teach people and something that I reject. I am not here to teach anyone. I am here to work with people on changing things. So it is a matter of how you perceive yourself and how to perceive yourself in relation to other people".

7.3.3. Knowledge Transfer in the Area of Entrepreneurship and business

The goal of this subchapter is to identify the different developmental trends assumed by skilled diaspora back home. Additionally, it aims to explore some examples of the contribution of skilled diaspora to knowledge transfer in the area of entrepreneurship and innovation in Palestine. It is important to note that, alongside knowledge transfer in the area of education, technology, and health, engagement of skilled diaspora initiatives also tap into business and entrepreneurship. Indeed, "realizing the notable impacts that diaspora involvement in business and investment could have on capacity building and development back home is crucial. Therefore, many countries possess policies and programs targeting their diaspora abroad." (IOM, 2005: 205). Furthermore, they provide facilities and offer opportunities for those who are ready to invest or transfer knowledge to their counterparts in their home country. Governments and private sector initiatives have chosen different approaches to tap into their diaspora resources and engage them in economic development. In some cases, "supply training programs directly, with one-on-one shop for investment information or organize business events for diaspora members. In other cases, local entrepreneurs are encouraged to establish links with their diaspora counterparts". (IOM &MPI, 2012: 131).

Economically speaking, diaspora can enhance foreign direct investment (FDI) and business in their home country, which in turn can generate jobs, and trigger growth. Furthermore, diaspora entrepreneurship is particularly important for the domestic market which in general less attractive because due to its small size or absence of certainty. "A study of US Palestinians in the 1990s – a decade during which the prospects of Palestinian peace were raised and then dashed – found that diaspora interest in homeland investment did not wane during periods of increased political or economic risk" (Riddle & Nielsen 2011: 236). The main comparative advantage of the skilled diaspora is their ability to make connections with other partners both in the host country and the home country. Thus, they create opportunities for the transfer of knowledge and technology from developed countries to developing

countries. Additionally, the engagement of skilled diaspora in entrepreneurship and investment in the country of origin allows them to tap into cheap labor and resources back home.

However, and not surprisingly, maximizing the potential of engagement of diaspora in business is not an easy job especially, when it comes to a risky and unstable environment like that in Palestine. Political instability and weak absorptive capacity of the country are major challenges limiting the ability of any Palestinian government to make successful use of its communities abroad. According to Hanafi (2001), the substantial factors in determining the engagement of Palestinian skilled diaspora in development back home are: "a current political and economic situation, the socio-economic structure of Palestinian diaspora, and bilateral relationship between the PNA and the host country" (p. 9). Consequently, he did not anticipate that the West Bank and Gaza Strip would witness a massive return movement of Palestinian businessmen and professionals in the near future. Seem to share the same; the vast majority of the respondents insist that, political consideration is non-negligible. This is evident from the result of the questionnaire where is the mean of the respondents who indicated that they initiated a new business in Palestine was only (2.11), which is pretty weak. This finding is consistent with the study of (Hilal, 2007) which stated that " the political uncertainty as to the future of the Palestinian territories kept away foreign investment in Palestinian economy with its fragmented and small market, and expatriate investment remained, at best, partial, watchful and hesitant (p. 23).

Despite this modest and not surprising result, the existence of successful models in entrepreneurship carried out by highly skilled Palestinian migrants can be observed. Actually, the contributions of knowledge transfer in business and investment assumed more than one form. Some diaspora members create manufactures or establish subsidiaries for businesses based in their host countries, set up consulting companies or other service operations in their home country, while others choose to share market information with their counterparts in the home country. The Palestinian associations abroad continue to support Palestinians back home in a number of ways including: "provide protection for Palestinian resources and investments by mobilizing diaspora communities to help schools or provide free passage for goods and services" (Hijab, 2004: 2). Likewise, other Palestinian expatriates established the Arab Palestinian investment company (APIC) which set up many subsidiaries, including in consumer goods, medical services, shopping centers, and food. It also invested in other companies such as PALTEL, and the Arabic Islamic International Bank (Nasr, 2004 cited in

Hilal, 2007: 23). The following is a summary of some interviews that show the contribution of the Palestinian skilled diaspora in the transfer of knowledge in the field of investment and entrepreneurship.

Eng. (A. Q.) was one of the role models in this regard. After completing his high school studies, he moved to Italy to study the precious metals industry. After finishing his studies, he worked in Italy in a precious metals factory for 3 years. Then, he founded a precious metals factory in partnership with a number of Italian friends and later, they opened a number of branches in different Italian cities. In 1994, he opened the first gold factory in Palestine. He explained how he created his factory, and how his work was expanding rapidly, and how he started to think about how he could help those who were unable to afford it. He explained his experience as an entrepreneur[7]:

"In the past, the gold trade was dependent on the import of 90% of the Palestinian market's needs of precious metals from abroad. Today, 90% of our consumption is a national industry. This is the result of the transfer of knowledge on how to manufacture precious metals. Today, there are 65 gold factories in Hebron alone. Most of the owners and managers of these factories were trained at my factory".

The success story of Eng. Ahmad lies in the fact that he is a manager and owner of the well-known Gold Factories in Palestine. Moreover, he also played a crucial role as a knowledge carrier. He contributes to the establishment of a diploma of a precious metal worker at Dar Al Kalima College in Bethlehem and at Palestine Polytechnic University in Hebron. This put Palestine now at a similar level to Italy in the field of making precious metal. Many students graduated every year from these two colleges and their opportunities to find jobs are not too difficult. Indeed, there is a considerable demand for such professions.

In line with this view an interviewee (I. M.,). He is another example of highly skilled Palestinian migrants who have returned to their home country and transferred knowledge in the field of business and investment. Actually, he left Palestine in 1990 to complete his medical studies in Italy and he chose the specialization of radiation knowing that there is a lack of specialization in this field in Palestine. After graduation, he worked at Italian hospitals. Although he started thinking of going back home in 2000, he returns only four years ago. He established a special radiotherapy center in Palestine, where the demand for

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[7] The *New Oxford English Dictionary* defines an entrepreneur as "a person who organizes and operates a business, taking on greater than normal risks in order to do so." (Newland & Tanaka, 2010: 20).

radiation was high and growing. He adds about his experience in knowledge transfer as an entrepreneur:

"I have established an investment business (center for radiology) that represents a respectable return for me. I believe I am very satisfied with my experience and performance in this area. I also consider that all the activities I do serve my country. For example, I organized courses in the field of laparoscopy. This specialty is not available in Palestine, so I do my best to share my experience in such field with other Palestinian universities and centers".

One of the success stories of knowledge transfer and know-how in the area of investment and entrepreneurship is Dr. W. A. R., his technical background in agriculture and natural resource management. He has a training and consulting company in Jordan. And he established new subsidiaries for his business in Palestine. So he devotes most of his work on policy formulation which is very highly needed in Palestine. Mainly he concentrated on the planning and policy formulation in the field of management and natural resources. One of the approaches he works on is how to convince people for change to use the new methods in natural resources and agriculture. His engagement in knowledge transfer in the field of investment and entrepreneurship is multiform. It includes consultancies, training, transfer new technologies, workshops, and conferences. He explained one of his contributions in this regard as:

"We conducted a conference for agriculture policies, which was really a big challenge. It was a big event, experts from many counties like China, Korea, Russia, Egypt, Jordan, attended this conference. We were able to formulate the first sectorial policies in Palestine, agriculture policies; I used all my relations outside and inside to achieve it. We also rehabilitated all the agriculture resource stations in Palestine and this also a success story. Also, I think we helped Palestinian farmers by bringing aids to agriculture to become more self-reliant".

Dr. W. A. R., is an example of a Palestinian skilled migrant who learned and worked abroad as an entrepreneur and transferred his knowledge and experience to his home country. This shows that there are many innovative ways to contribute to a home country not only through sending money.

The other model in terms of knowledge transfer in the area of investment and entrepreneurship is (Mr. S. B.,). His passion for Palestine started when he was very young. Basically in the state when he gets engaged frequently visiting Palestine during the first intifada and became as politically active in his US environment. When the Oslo peace accord was signed, he saw that there is an opportunity to contribute to the development of the state-

building. Then, he chose to do that from business development, as that is his window and his skill set. So he used that opportunity to come in and build the first Palestinian telecommunication company[8]. The PNA at that time took the decision to privatized telecommunications and the investors selected two people.to come back and establish the company, and he was one of them. When asked about one success story that indicates his involvement in development and entrepreneurship at his home country he argued as:

"There are many for example establishing Palestine Telecommunication Company without a complication without differing value system. So forth, we were able to create the largest private sector in Palestine. It is a billion-dollar company. The achievement is that we create a relationship between institutions in Palestine and the USA. For example, in Chicago there is an organization called Americans for a Vibrant Palestinian economy, we actually institutionalizing the connection between the US and Palestine business community".

Along the same lines, Dr. S, Sh., chose to transfer knowledge to his home country, but in another different area. He was born in Nablus in the West Bank and came to Austria 25 years ago for studying. Currently, he holds a Ph.D. in Telecommunication. He started his career as an employee of a telecommunications company in Austria and Jordan. A few years later he started thinking about setting up a private business, especially in the field of cosmetics, perfumes, and makeup. According to him establishing a business in Palestine is conclusive in order to provide jobs for graduate students and decrease the unemployment among them. When asking him about the knowledge that he transferred back home as a businessman, he stated that:

"It is related mainly to cosmetics and perfumes and how to prepare them. I work well in this field, and my plan for the next few years is to set up a big cosmetic factory in Palestine".

In addition to what was mentioned above, the Palestinian diaspora also contributed to the initiation of many other companies, Banks, power plants, universities and commercial centers like Arab American University, Plaza mole, these big projects provide Palestinian people and customers with services and products that prior was being served by Israel. So they are able to reduce the dependency on Israel. The main impact of these largest projects is being able to employ and hire people because everything the Israeli is doing is to push people out of

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[8] Initiation telecommunication company was one of the items in Oslo accord no 36 which signed by the PLO and Israeli Government and it gave the right to Palestinians to initiate an independent telecommunication company.

the country when they create jobs they keeping people in the country. Moreover, they contribute to the diffusion of knowledge and know-how to their home country by acting as technology intermediaries. Actually, this result consistent with the findings of the study of Devitt (2013: 18) which revealed that Morrocan circular migrants are helping their families and country through creating employment or improving local infrastructure.

7. 4. EFFECTS OF KNOWLEDGE TRANSFER ON HIGHLY SKILLED MIGRANTS

Knowledge transfer is a two-way process in the sense that highly skilled migrants share their knowledge and skills with local colleagues, but at the same time, they gained benefits. This section aims to explore to what extent the highly skilled Palestinian migrants have benefited from their assignments in Palestine. Furthermore, assessing the level of satisfaction among highly skilled migrants about their experience of circularity and knowledge transfer is another purpose of this section. The results of the questionnaire show that the degree of benefits reaped by highly skilled returnees were moderate (3.52), with a total percentage of 70.4% of the respondents confirmed that they were positively impacted by engagement in knowledge transfer to their home country. Moreover, strictly speaking, the results revealed that 83.2% of respondents mentioned that they see themselves being involved in knowledge transfer to their home country on a regular basis, and 81.8% of respondents confirmed that they gained new friends and built new relations with people in Palestine. Additionally, 75.6% of the respondents pointed out that, they have learned from the people they met in Palestine, and 69.6% confirmed that they acquired new knowledge about their home country. However, it is interesting that those who said that they acquired new ideas were 65.2%. On the contrary, only 42.2% of respondents said that they initiated a new business in Palestine. Obviously, there are general benefits acquired by returnees while they are working in their home country; they understand more about the issues, and about the people there. They also have the chance to travel around Palestine and see sites which they haven't seen before. Table 7.3 presents the findings.

Table: 7.3. Mean scores, standard deviation, and percentage for the effect of knowledge transfer by highly skilled Palestinian migrants on the immigrants ranked in descending order

Impacts of knowledge transfer on the immigrants	Mean*	Std. Deviation	%
I see myself being involved in knowledge transfer to my home country on a regular basis	4.16	0.88	83.2
I gained new friends and built new relations with people in Palestine	4.09	1.03	81.8
If I got a chance to stay in Palestine, I would accept it	4.08	1.07	81.6
I am satisfied with this experience	3.80	1.13	76.0
I have learned from people I met in Palestine	3.78	1.07	75.6
I acquired new knowledge about my home country	3.48	1.24	69.6
I acquired new ideas	3.26	1.27	65.2
I gained new norms	2.97	1.24	59.4
I initiated a new business in Palestine	2.11	1.45	42.2
Total	3.52	0.74	70.4

*Mean out of 5 points.

As well, the result of the interviews revealed that most of the respondents are satisfied with their experience in knowledge transfer to Palestine. Thirteen out of nineteen highly skilled interviewees 68.42% respond that they are satisfied with this experience and if they get another opportunity they would avail of it and come again. Indeed, interview findings revealed that making friends and building relationships with people in Palestine was one of the main gains of the returnees.

Moving to another place and meeting new people will undoubtedly provide you with new knowledge and experience. This also widens one's knowledge about the issues there, even if that place is his home country. According to the results, the majority of the respondents confirmed that they have acquired new information about Palestine and they had the chance to visit places they never knew before. Indeed, this reflects a consistency between the results of the questionnaire and the interviews. Interestingly, 80% of the interviewees stated that they made friends and they built new relations and connections with people in Palestine. Along the same lines, they think that their assignment in Palestine assisted them to deal with unforeseen

situations or incidents. Actually, the finding revealed that many interviewees confirmed that, they've learned how to manage challenges and how the system works in Palestine and that there are other perspectives.

Apparently, an interviewee (professor M, Z.,) who has been living in the United Kingdom for more than 14 years and he works as a lecturer at Cardiff University in Britain. He claimed his opinion on the benefits that he acquired during his circular mobility between the host country and his home country as:

"As a trainer, I learned new things from the people I met in Palestine and acquired new skills. I built relationships with many Palestinians both formally and professionally. I learned how to train professionally even when the resources are limited as the case of Palestine".

Moreover, for highly skilled migrants engagement in knowledge transfer to their home country (Palestine) represent an added value for them, as they learn how to work in exceptional circumstances with limited resources and prevalence of uncertainty. Also, their work in Palestine taught them patience, endurance and the ability to deal with emergencies, which happen often in Palestine.

In his perception about the impacts of engagement in knowledge transfer on the development of his skills one interviewee (Dr. A. N.,) who worked in one of the hospitals in Germany as a specialist in the field of joint implants pointed out the benefits he had gained as a result to his frequent visits to Palestine both at the personal and scientific levels as:

"As for the impact on the social level, I met new people through my visits and gained new friends and connections. I also learned more information about Palestine and I had the chance to visit places I never knew before. Amongst the things I learned were patience, endurance and the ability to deal with emergencies, which happen often in Palestine. As for the impact on the scientific level, I had seen complex conditions that I would not have seen in Germany. For instance, there were several injuries that I treated because of bloody or explosive bullets resulting in tissue and bone damage. In addition, there have been cases at a late stage of the disease. This gave me the opportunity to learn from these cases and challenges."

In line with this view, an interviewee (S, B.,) mentioned his experience and how he managed to deal with abnormalities and volatility in the market. Which are a prominent phenomenon within the Palestinian context, also he mentioned the differences between the American documented society and the Palestinian non-documented society and he remarked as:

"In the USA we are a highly documented society everything is paperwork you get a contract and you start working. We learned here maybe how to deal with more oral commitment and the paperwork follows. Being an oral society versus a documented society, they are two different styles in operations. Also, one last thing is how to deal with a mix of foreigners involved in the market. The US is a big place and they have a homogeneous kind of business environment, here you have the occupation you have foreign donors you have foreign governments you have PNA, there are many players the stakeholders here requires a high level of complexity than dealing with stakeholders in other markets."

In terms of the level of highly skilled migrants satisfactions about their work experience in Palestine, the results of the survey indicated that the majority of respondents (76%) were satisfied with their experience in transferring knowledge and work in their home country, the satisfaction rate was somewhat high (3.80). similarly, the finding of interviews revealed that the majority of interviewees (68.42%) were satisfied.

One of the interviewees Dr. (A. Z.,) explained how he is looking forward to getting another opportunity to go there again and to do something useful to his home country, and he put forward his view as:

"It was very satisfactory, and if I get another opportunity to go and work there I would accept it. I am very delighted to have a similar opportunity in other sectors, even in the private sector. I think it is my duty as a Palestinian is to help my people to advance and get things as they are supposed to do."

While six out of nineteen are not satisfied with this experience and they mentioned some reasons for this dissatisfaction. For them to judge whether you are satisfied or not is not an individual issue like income or whatever, but it is related to other factors concerning social relations, local environment, and organizational issues. This created alienation for some of them, illustrating this issue Dr. (M. A.K.,) argues that:

"I was shocked after returning to my home country. I had rosy expectations of Palestine, but when I was more involved after coming back, I discovered that the reality was different from my expectations and this made me sometimes feel alienated and shocked. I noted changes in the values of the Palestinian society towards the worst, unfortunately, where I see that there is a flood in selfishness."

Distinctly, there variation in the level satisfaction among highly skilled returnees, it is often related to the absence of incentives, and the presence of many obstacles, especially the occupation.

7.5. EXAMINING RESEARCH HYPOTHESIS Five (H5)

The last section of this chapter aims to examine the second research hypothesis (H5).

H5: Engagement of highly skilled Palestinian migrants through circular and return migration significantly improves the capacities of the Palestinian institutions mainly as regards their human capital. Figure 5.9 illustrates the relationship between the different variables related to this hypothesis.

Figure: 7.2.Conceptual Model 3
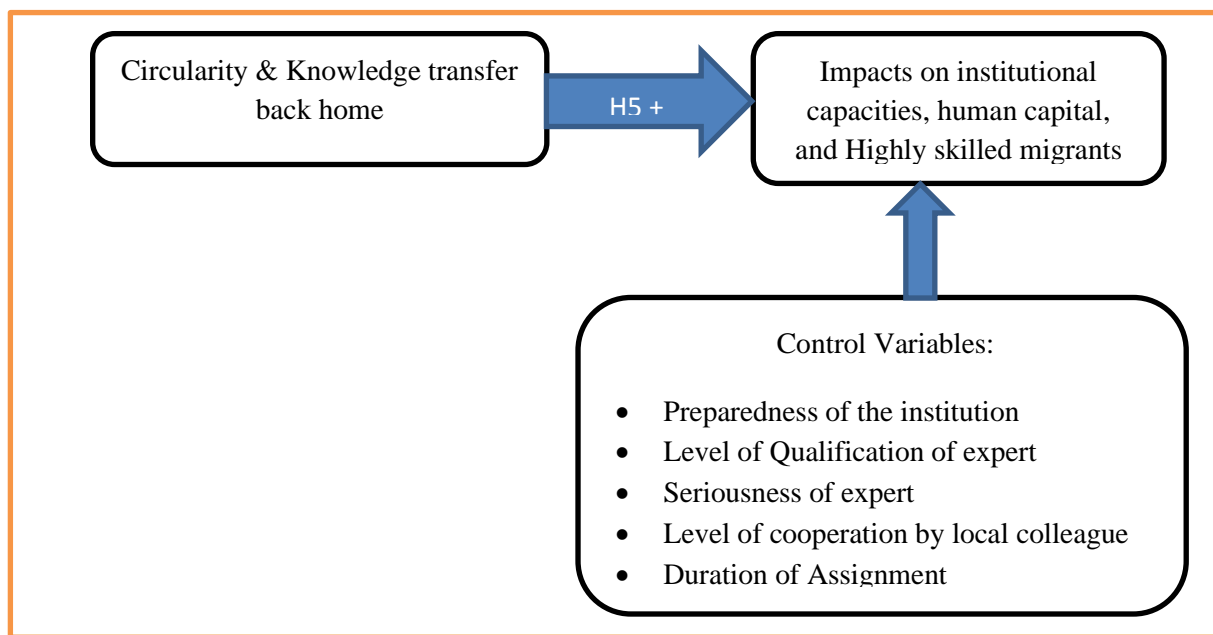
Source: Author's own compilation

As shown in figure 7.1 this hypothesis `proposes to` look at another variable related to the engagement of highly skilled migrants in knowledge transfer, which are the impacts of transnational activities experienced by Palestinian skilled diaspora to enhance the capacities of the Palestinian institutions and human capital. As a point of fact, at showing if the engagement of highly skilled migrants has any effect on the Palestinian institutions, human capital, and even highly skilled migrants themselves. Furthermore, it aims to examine which one of them is affected more as a result of this engagement. The results of the questionnaire

and interviews indicate a significant positive correlation between the engagement of highly skilled Palestinian migrants in knowledge transfer to their home country and the impacts on institutions, human capital, and immigrants, where the overall effect is moderate. However, the results revealed that the impact on the Palestinian human capital was a pretty high (M=3.82) which is greater than that on the capacities of Palestinian institutions (M= 3.00) and highly skilled migrants themselves (M = 3.52).

Generally speaking, there are many talents and highly educated Palestinians abroad, and they have profound experience in their field. Indeed, they were trying to give something to Palestine. They helped in technical assistance, in healthcare; also they are offering some educational opportunities. True enough, it is clear that the engagement of highly skilled Palestinian migrants in knowledge transfer to their home country positively impacted both institutions and individuals. However, there is a remarkable variation in the degree of this impact, where the benefits on the individual level were more than the institutional level. While there was a fair impact on the highly skilled migrants especially in social relationships and giving them an opportunity to enhance their expertise in many areas, basically how to deal with extraordinary circumstances, as the case in Palestine. No doubt that the integration of knowledge management processes is a vital issue to the success of knowledge transfer. It is not enough to transfer and acquire knowledge, but also you need to retrieve this knowledge and share it with others in order to transform individual knowledge into a collective and institutional one. Indeed, knowledge transfer is not limited to the individuals, but it encompasses two basic learning forms, individual and organizational learning (Edmonds and Moingeon, 1999: 160). These two levels of learning in organizations are interacting together in a non-separate manner. According to Alavi, & Leidner (2001) "Knowledge management consists of a dynamic and continuous set of processes and practices embedded in individuals, as well as in groups and physical structures." (p. 123). Generally speaking, Palestinian institutions still unable to utilize and share knowledge transferred by highly skilled migrants effectively, may be either due to the absence of efficient knowledge managing processes to acquire, storage, retrieve and share knowledge among the organization or because they haven't enough resources or technological tools to disseminate knowledge and transform it from individual level to institutional one. However, it is equally important to mention that the impact of the contribution of highly skilled migrants in knowledge transfer to their home country is not only limited to scientific and academic ones, but it includes also cultural and social capital.

Although the respondents confirmed that their migration to the host country helped them and makes them who they are, they were also realistic about some downsides of this experience. The main of these was, the relatively long duration of study and work in the host country distanced them from their relatives and changes in values and norms that have taken place in Palestine. So they are eager to be in contact with their home country to update themselves about the latest development there. The pretty level of satisfaction among highly skilled migrants on their experience in knowledge transfer is an encouraging factor to build on. Furthermore, a high percentage of them (83.2%) confirmed that they are ready to engage in knowledge transfer to their home country on a regular basis. Therefore, Palestine really has highly skilled expatriates who developed in knowledge and in high-level university education as a tool for survival of the Palestinians, and they can play a significant role back home. Despite the fact that the Palestinian environment is challenging and it is not always opportune to the diaspora to come back but it is crucial to tap to those highly qualified and preferable resources to contribute to the institutional building in Palestine. The results of the questionnaire show that the majority of respondents lived in the host countries for more than ten years. Moreover, around 64% of them hold a doctorate and post-doctorate degree, which means so much time of gathering experience from different parts of the world including the USA, Europe, and Arab countries. So Palestine can make use of these long and deep academic and scientific backgrounds.

Notably, the overall effect of engagement of highly skilled Palestinian migrants was significant. Furthermore, the relationship between the engagement and the impact was positive, which means that the greater the engagement the greater the impacts. However, the results revealed that the impact on human capital was greater than on institutions and highly skilled migrants themselves. Accordingly, the hypothesis was accepted.

7.6. SUMMARY

To enhance the role of highly skilled migrants in knowledge transfer and development, frameworks of cooperation and coordination must be established between the different local actors as well as between home countries and their diaspora. No doubt that hosting Palestinian experts, doctors, and students in OECD countries gives them new experience and ideas of how institutions operate and how things can be done in a perfect way. Indeed, this is an important issue, especially that some kinds of work methods in those countries differ from

that of Palestine. As such, transferring these best practices is an advantage for Palestinian institutions. There was a high level of knowledge transferred by skilled diaspora to Palestine. Many highly skilled Palestinian migrants came back for a certain period and they helped Palestinian institutions to resolve some problematic issues in different fields including, but not limited to, education, healthcare, engineering, agriculture, consultations, information technology, entrepreneurship, and infrastructure. Indeed, Palestinian skilled diaspora took part to fill the gaps and shortage of human resources in the above-mentioned fields.

The main usefulness of highly skilled migrants' engagement in knowledge transfer is networking. There were some initiatives to brought networking with international scholars. Moreover, they tried to improve work methods and techniques. Also, they assist in improving curriculum certain technological systems, and developing structures and plans. However, the impact on human capital was greater than that on institutions. highly skilled Palestinian migrants focused more on changing the way of human thinking and they gave their Palestinian counterparts different perspectives, also they helped in widening their knowledge about many things that have been done in other places in the world. Basically, they transfer good practices and know-how.

In terms of the effect of circularity and return migration on Palestinian highly skilled migrants, it ranges from building a relationship with people in Palestine, visit places they haven't seen before, and know more about Palestinian culture, up to establishing a viable business in their home country. Obviously, having excellent Palestinian experts from the diaspora in their home country is very helpful in building the capacities of Palestinian institutions and developing local human capital. Nevertheless, the Palestinians were not fully benefited from the presence of well-educated people abroad, and they could do better to access and tape this pool of expertise.

CHAPTER EIGHT

CONCLUSIONS AND POLICY IMPLICATIONS

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CHAPTER EIGHT

CONCLUSIONS AND POLICY IMPLICATIONS

8.1. CHAPTER OVERVIEW

The purpose of this chapter is to put forward and summarizes the findings of the research and draw out the conclusions and policy implications of these findings. This chapter consists of four sections. The first part includes some comments about the previous studies in terms of the effect of the engagement of highly skilled migrants in knowledge transfer to Palestine and the factors affecting this engagement. The second section displays the research conclusions drawn from the results and discussion. As a summary, I evaluate the knowledge transfer process with the help of the so-called SWOT analysis. The results of this analysis provide an opportunity to formulate policy implications and make recommendations in order to improve and institutionalize the engagement of highly skilled Palestinian migrants in knowledge transfer to their home country, which will be the focus of the third section. This section also contains recommended models to institutionalize the engagement of skilled Palestinian diasporas in knowledge transfer to their home country. Finally, the chapter provides certain insights for further research directions.

8.2. COMMENTS ON PREVIOUS LITERATURE

Although the growth of remittance inflows towards the MENA region was notable in recent years, "the rise in human capital has exceeded the rise in remittances. In other words, the average amount of money remitted per unit of human capital has decreased. A shift from remittances driven to a human capital-driven pattern of migration is underway" (Fargues 2008:21). This calls for greater concern for the ways in which diaspora knowledge and skills can be better put to the advantage of home country development. Indeed, the contributions made by skilled diaspora to the development of their home countries through transnational engagement and circular migration have received considerable attention from many scholars. Likewise, migration and development have become the object of extensive academic and policy research and identified brain circulation as a priority area for mitigation brain drain and negative consequences of skilled out-migration from origin countries.

A number of comments can be stated from the previous discussion with regards to the role of highly skilled migrants in knowledge transfer to their home countries. First, transnationalism is one of the main theories that has addressed return and circular migration. Thus, it provides a theoretical framework for the engagement of skilled diaspora in development and knowledge transfer to the countries of origin. A review of knowledge transfer by highly skilled migrants' literature reveals that more attention has been paid to discuss this topic

mainly since the 1990s (Lanzieri & Novkovska, 2016; Farrell et al. 2014; Farrell et al. 2012; OECD, 2008; Lubbad, 2008; Klinthäll, 2006; Cassarino, 2004; Johnson and Sedaca, 2004). However, prior empirical studies had very little focus on the socioeconomic factors and diaspora variables that affect knowledge transfer by highly skilled migrants.

Second, although all these studies have been agreed upon the importance and impacts of contributions of highly skilled migrants to development and knowledge transfer either on the macroeconomic or microeconomic level of the home countries, they differed on the extent of impacts that such contributions could have. While some researchers have argued that knowledge transfer through skilled circular migration can compensate brain drain from developing countries, some skeptics have argued that the success of knowledge transfer is linked to several factors such as depth and equality of knowledge, experience gained abroad (Lazarova & Tarique, 2005; Lanzieri, & Novkovska, 2016), and absorptive capacity of the origin countries (Siar, 2014), as well as the ability of the highly skilled migrant to integrate into organizational and societal culture after return (Yeaton & Hall, 2008; IOM, 2013; Cassarino, 2004). Notably, successful examples of knowledge transfer by skilled diaspora back home can be traced in countries like China, India, Ireland, Taiwan, and South Korea. However, the success of these countries to mobilize and recruit their skilled diaspora could be attributed to certain pull factors, these include, but not limited to, the robust absorptive capacities and high level of preparedness of their institutions. This raises a question about the possibility to replicate these successful models to other countries that have limited resources and weak institutions.

Third, While the contributions of temporary return migration to knowledge transfer and capacity building in home country have attracted some attention recently on the global level (Wahba, 2007; OECD 2008; Kuschminder, 2011; Jackson, 2012; Chacko & Price, 2009; Kuschminder et al., 2014; Sveinsson, 2015, Strobl, 2016), the Palestinian studies were very few and focused mainly on the social and demographic dimension of return migration rather than its role in knowledge transfer or its impacts on development and capacity building.

Both the Palestinian Central Bureau of Statistics (2009) and Malki & Shalabi (2000) discuss the internal migration and returnees in Palestine. The two studies focused on the demographic and social trends of returnees such as the reasons for return, the distribution of returnees according to the type of locality in the Palestinian territory, returnee gender, age, educational level and so on. Similarly, Lubbad (2007) and Lubbad (2008) address the demographic &

characteristics of returnees and economic benefits of Palestinian return migration and he focused mainly on remittances and its increasing impacts on education and families' welfare. While Hilal (2007) assesses the socio-economic impacts of migration on Palestinian society in West Bank and Gaza Strip in terms of remittances and social capital, where he pointed out that migration has impacted the Palestinian economic and social capital in one way or another. On the other hand, the study of Hanafi (2001) was one of the few studies that touched on the topic of knowledge transfer by highly skilled migrants. It was based on 54 interviews of Palestinian professionals in France and the UK conducted in 1998, focusing on their economic activities and their connectivity to the homeland. He focused mainly on TOKTEN and PALESTA programs. The results of that study revealed a certain degree of success of these two programs despite some shortcomings.

Although the current research is complementary to the previous ones, it aims to contribute to the existing body of knowledge in the field in question. Moreover, it is distinguished from previous studies in several aspects.

Numerous studies have been conducted on various facets of return migration, why people return to home country and their contributions to development, but only a few studies *discuss in detail the factors that affect these contributions and to what extent they impact the development and capacity building processes of home countries*. Among the few studies that discussed the transfer of knowledge were Sveinsson (2015) the case of Nigeria, Jackson (2012) the case of Serbia, Siar (2012) the Philippine case, Kuschminder (2011) the case of Afghanistan, Wahba (2007) the case of Egypt. So accordingly *this study aimed to explore the different factors that affect the contributions of highly skilled migrants in knowledge transfer in the case of Palestine*, and to what extent these contributions affect the capacity building and human capital in Palestine. Reviewing all of the Palestinian studies, the author can claim that *this is the first study in the Palestinian case that addresses the role of highly skilled migrants in knowledge transfer to their home country*. I can claim also that the focus of this research is institutional building and human capital rather than demographic or social dimensions, which has not been studied in previous Palestinian studies.

8.3. SUMMARY OF RESEARCH MAIN RESULTS – SWOT ANALYSIS

The results of the questionnaire and interviews revealed crucial facts and points that are related to the engagement of Palestinian skilled diasporas in development and knowledge transfer to their home country. However, I would like to draw special attention to the weakness and strength in the engagement process obtained from the data analysis in order to provide the required remedies to weakness and to enhance the strong points. Along the same lines, opportunities and threats have been stated. Based on the structure of the SWOT analysis the main conclusions are categorized under the following headings: Strengths, weaknesses, opportunities, and threats.

8.3.1. Strengths

- *A high level of awareness of the importance of knowledge transfer*.
  Findings revealed profound and significant agreement and awareness among highly skilled migrants and policy-makers on the importance of the engagement of Palestinian diasporas in development and knowledge transfer to their home country. skilled diaspora believes that it is their duty to come back and transfer whatever knowledge and experience they learned abroad to their home country.

- *High level of willingness to engage in knowledge transfer* and development back home. The results showed that the highly skilled Palestinian migrants have the willingness and readiness to come and volunteer their services towards the building of the Palestinian institutions and share their knowledge with their communities in Palestine.

- The results showed that the two main common means of engagement in knowledge transfer among highly skilled Palestinian migrants are *personal initiatives and international organizations*. After several years of living abroad, some Palestinians start to think of their home country, and how they can pay part of their debt. So they start to reach out for ways to contribute to the development of their country. On the other hand, others get opportunities to do that through international organizations or sometimes through diasporas associations.

- The transfer of knowledge by highly skilled migrants had a *significant impact on the capacity building* in Palestine; however, the impacts on human capital were greater than on Palestinian institutions.

- *Universities, NGO's and the private sector are the best in engaging and utilizing highly skilled migrants*. Indeed, they had the upper hand compared to public institutions in this

regard. However, healthcare institutions were the best among other governmental agencies.

- *Widespread, deep impacts.* Also, one of the noticeable outcomes was that highly skilled Palestinian migrants impacted their community in Palestine not only scientifically or academically, but also morally and behaviourally.

- *Two-way processes.* Another observation in this research is that knowledge transfer is a two-way process such that highly skilled migrants are not only knowledge senders, but they can also achieve benefits such as gaining new experience, building new relations with people in Palestine and learning new things about their home country.

- *High-level satisfaction as a factor of motivation.* The results indicated that the level of satisfaction among highly skilled migrants about their assignment and experience in Palestine was considerably high. They were very happy to get the opportunity to come back and live in their home country for a period of time to share their experience with the people there. At the same time, the majority confirmed that if they get another opportunity to work in their home country, they would accept it.

- *Privilege and benefits of the international working environment.* Living in the host country provides highly skilled Palestinian migrants with opportunities and privileges which include foreign citizenship, gaining new knowledge and experience, and working in international organizations. All these benefits have helped them to become more confident and then come back to share part of their knowledge with people in their home country.

- *The role of facilitating factors.* With regard to the engagement in knowledge transfer by the host country, the results indicated that the contribution of European countries, the USA, and Canada were the highest among others. This is due to the presence of facilitating factors like knowledge transfer programs organized by international or diasporas organizations in these countries. Having passports from such countries also facilitates people's mobility among countries. However, most contributors are those who have dual citizenship due to the simple fact that they can move freely and easily in and out of the Occupied Palestinian Territories.

- *Efficient forms of knowledge transfer.* The finding also showed that highly skilled migrants indeed transferred various forms of knowledge and skills. These forms include, but are not limited to, sharing new ideas for work, assisting colleagues in problem-solving, learning by doing, and presenting in workshops and lectures.

- *A strong feeling of individual responsibility.* The skilled Palestinian diasporas continue their efforts to come back and transfer knowledge and good practices to their home country mainly guided by emotional attachment and feeling of responsibility to help their communities.

- *The role of solidarity*. Availability of solidarity among the Palestinian diaspora in terms of assisting new immigrants in finding jobs and in integrating them into the Palestinian communities abroad.

8.3.2. Shortcomings

- *Non-systematic way of engagement.* The Palestinian endeavours to engage the diaspora in knowledge transfer still humble. The key point in this regard is that the engagement is done away from the Palestinian official institutions and the absence of any government initiatives or any systematic way of engagement.

- *Weak home country institutional background*. The feasibility and usefulness on the level of the individual were better than that on the collective level, indicating that Palestinian institutions are still facing real challenges in utilizing and disseminating knowledge especially those related to tacit knowledge.

- *Limited absorptive capacity.* Despite the fact that the Palestinian institutions have the willingness to tap into skilled diasporas expertise, their absorptive capacity is not entirely ready to utilize the experience of highly skilled migrants. Obviously, governmental institutions are less prepared to utilize such expertise.

- *The weak performance of embassies in this field.* Apparently, the role of the Palestinian diaspora's association is still a humble one in mobilizing their highly skilled migrants to engage in development back home. Additionally, the Palestinian embassies are not doing well in this matter. As a point of fact, the results indicated that these embassies do not have any database about their people in their host countries, which raises a big question about the performance of these embassies.

- *Lack of specific diaspora policy*. The Palestinian government does not have a clear vision or strategy to build a two-way effective relationship with its communities abroad. Further, the engagement of skilled diasporas in development back home is still not a priority for decision-makers.

- *Inefficient diaspora associated institutions*. The Palestinian diaspora-associated institutions are scattered and they suffer from the overlapping of functions, and a low level of coordination.

- *Absence of legislation* that organizes the relationship between Palestinian diaspora and their home country.

- *Lack of official incentives*. The efforts that have done by the Palestinian institutions to encourage skilled diasporas to come back to Palestine are still modest and dispersed. The findings reported the absence of any incentive policies to mobilize and recruit their skilled diaspora. For instance, the Palestinian Government did not provide any incentives to the highly skilled returnees who come back and chose to stay and live in Palestine. Nonetheless, if there are any incentives it is often a personal incentive or an internal incentive provided from the host institution rather than the government.

- *Lack of recognition and approval systems*. Sometimes highly skilled returnees feel they are not welcomed by some decision-makers or colleagues where obstacles are placed on their way back. For example, Palestinian doctors, who spent many years studying abroad, are required to take the exam of practicing the profession (the Palestinian Board) in order to be able to work in Palestine.

- *Weak monitoring and evaluation system*. Notably, the weakness of monitoring and evaluations of the performance of those skillful people who come from abroad is another shortcoming in their engagement in development and knowledge transfer. The results showed the absence of such monitoring and follow-up systems especially at the national level, and ministry level with some exceptions such as the Ministry of Health.

- *Limited benefits*. Overall, it can be concluded that Palestinians did not fully benefit from the presence of skilled diasporas and that more can be improved in this regard.

8.3.3. Opportunities

- *Presence of many highly skilled migrants* who are ready to come back and share their knowledge back home.

- Presence of *international programs* to engage the diaspora in knowledge transfer and development to their home country.

- Palestinian institutions need experts in certain areas such as health and technology, therefore, the Palestinian skilled diaspora is potential expertise to fill this gap.

- Some *host countries organize knowledge transfer programs*. The results indicated that the contribution of European countries, the USA, and Canada were the highest among others. This is due to the presence of facilitating factors like knowledge transfer programs organized by international or diasporas organizations in these countries. Having passports from such countries also facilitates people's mobility among countries. However, most contributors are those who have dual citizenship due to the fact that they can move freely and easily in and out of the Occupied Palestinian Territories.

- Some *diaspora associations* are very active in organizing knowledge transfer programs. Furthermore, there were some examples of the cooperation between an international organization and diaspora organization

- Many Palestinians abroad prefer to see their children grow up in Palestine due to *cultural reasons*.

8.3.4. Threats

- *Occupation restrictions* remain the main obstacle affecting the lives of Palestinians including knowledge transfer and mobility in and out of the Occupied Palestinian Territories.

- *An unstable political environment* and poor opportunities limit Palestinian Government endeavours to mobilize and recruit more highly skilled Palestinian migrants to come back or to engage in transnational activities.

- Perception about some *bad practices* in Palestinian institutions and exaggeration of *corruption* there, negatively affect the decision of highly skilled Palestinian migrants to engage in knowledge transfer back home.

- *Unorganized and fractionalized diaspora*. Additionally, the relationship between embassies and communities is not often in harmony, Thereby undermining access to these communities.

- *Disparities in the standard of living* and salaries between the home country and the host country. The Palestinian institutions couldn't pay for those experts similar salaries like that in the host countries. Moreover, there are remarkable differences between working environments. Furthermore, there are disparities in the level of education and healthcare between the home country and the host countries. In many host countries, there are a lot of social and healthcare facilities and sophisticated learning system which is not available in Palestine.

- *A mismatch* between home country needs and some highly skilled migrant skills and qualifications.

- Feeling of superiority by highly skilled migrants, creating a *psychological gap* between them and local colleagues and reduce the level of cooperation and trust between the parties.

8.4. POLICY IMPLICATIONS AND RECOMMENDATIONS

Although brain drain has been one of the greatest challenges for Arab countries including Palestine, the skilled Palestinian diasporas are a promising and potential pool of knowledge and experience that can be transferred and utilized back home. Converting brain drain into brain gain is possible if certain approaches and policies were adapted to facilitate access to those skilled expatriates. Furthermore, given that migration is a multi-local process, the need to improve the performance of the relevant Palestinian institutions both on the national and local levels also immensely advocated. To fully reap the potential development impact of the skilled diaspora the following policy implications and recommendations must be considered by Palestinian government and institutions in order to enhance the relationship with diasporas and activate the engagement of highly skilled Palestinian migrants abroad in development and knowledge transfer to their home country:

- *Developing a distinct strategy for effective and sustainable engagement of Palestinian skilled diasporas*. Incorporate skilled diaspora in the formulation of this strategy is very substantial. Indeed, this strategy must stand on a set of pillars; First and foremost, identify goals which include both the needs of diasporas and home country. To get the proper outcome, these goals must be supported by mechanisms and tools. The second pillar is to know and identify these diasporas through building a comprehensive database about Palestinians abroad. Thirdly, it is also unsurprising to note that anchoring a sustainable partnership between diasporas and the government in Palestine is more likely to succeed if there is mutual trust. Indeed, there are various approaches to enhance the relationship with diasporas and build such trust, these include in addition to providing incentives; educating and updating diasporas about the local context in Palestine to keep expatriates in touch with their home society. Moreover, one of the most important things that can be accomplished in this regard is a website that allows expatriates to share and contribute knowledge to their home country.

- *Creating a database on expatriates and Palestinian communities abroad.* This research is the first that addresses the engagement of highly skilled Palestinian migrants in knowledge transfer to their home country. Nonetheless, findings showed the absence of any database on expatriates and Palestinian communities abroad, which led to critical implications. The Palestinian associated institutions particularly embassies need to develop a systematized database about Palestinians abroad to identify Palestinian diaspora correctly, who they are? Where they are? What do they do? What expertise do they have? How they can help? And so on. The main goal should be focused on how to achieve better utilization of the experience of highly skilled migrants. Additionally, it must aim to build an effective relationship with these diasporas and mobilize them in an efficient way where they can help not only in the question of knowledge transfer but also in other issues. Accordingly, data about the capabilities and competencies of highly skilled migrants should be prepared first and then examining their willingness to come back. If they choose not to engage, what benefit can they do for their country while they are staying abroad? It is also unsurprising to note that highly skilled migrants can sometimes contribute more than bringing them in person just for teaching or training. There is a need to link the Palestinians who are working abroad to have affiliations with Palestinian institutions in Palestine even like prestigious positions, like visiting scholars in order to improve the ranking of Palestinian education institutions. Also, Palestinian institutions and universities could ask those scholars to stay abroad and lead research projects and research groups from Palestine in order to encourage and create potential researchers. This should rely on reliable data collected by embassies and Palestinian communities abroad in order to formulate evidence-based policies.

- *Involvement of all actors* is a key factor for the success of the strategy that targets diasporas. So, how to get to diaspora and have a better system to reach these people and including civil society organizations and local governments is a crucial issue. Seemingly, the private-public partnership is to some extent reasonable as the private sector and non-governmental organizations have the capabilities to allocate more resources and budgets to support engagement programs the governments may not be able to carry out individually. Indeed, the main challenge of the Palestinian Government is how to organize programs or events that will drain the already limited budget. Therefore, creating a good system that incorporates various stakeholders in Palestine is crucial to reach these skilled people and engage them in development and knowledge transfer back home. The Palestinian

Government may also develop partnerships with international organizations active in this field like IOM and UNDP. Generally speaking, these organizations support and finance certain programs like the return of talented individuals and knowledge transfer. Furthermore, they may provide some technical support to facilitate the implementation of these programs. Effective engagement of skilled diasporas should stand on smart techniques and ways of delivering services. The success in creating such operational skills and techniques is of high benefit. It is interesting to note that, experience with TOKTEN program organized by the UNDP was one example of this kind of relationship between Palestine and international organizations. However, there is a need for more lessons learned to avoid the mistakes of TOKTEN. Lastly, it is also important to bear in mind that, working as a team and increasing the level of coordination among different institutions and departments in the PNA is a demanding need for the success of the engagement process.

- *Providing incentives and opportunities* to attract skilled diaspora. Creating a conducive environment is a key factor in the effective engagement of Palestinian skilled diasporas. The findings indicate that the engagement of highly skilled Palestinian migrants occurred individually or through international organizations with little or no governmental endeavours or initiatives. Moreover, the engagement of highly skilled migrants in development and knowledge transfer without offering them incentives may be inadequate to attract Palestinian talents scattered over the world. The absence of incentive policies is one of the main weaknesses of the engagement of highly skilled Palestinian migrants in knowledge transfer back home. Furthermore, under the current political condition people would not like to risk their life to go back unless they have an ideological or emotional drive to do that. Consequently, recruiting and utilizing these highly intellectual expatriates to come back and contribute to capacity building in the homeland can occur through financial rewards, and adopting a package of incentive policies. These incentives may include tax exemption, social insurance, one-stop-shop service for returnees, and thereof. Indeed, the expectation of skilled diaspora more than that, For example, diaspora investors often looking for a trustworthy, reliable relationship, an efficient market where supply and demand can interact smoothly, distributer, and legal framework. These privileges are very substantial needs, and they will give the people an indication and signal that they are welcomed to come back.

- *Coordinated institutional background.* Supporting the sustainability of diaspora institutions and enhancing the level of coordination among them appears to be very decisive. Furthermore, reinforcing the absorptive capacity of the Palestinian institutions is another worthwhile recommendation in order to increase their preparedness and readiness to absorb and utilize the experience of such highly skilled people. However, to articulate effective relationships with Palestinian diasporas and engage them in development and knowledge transfer, these institutions require to be restructured or maybe the creations of new ones. Restructuring of diaspora-associated institutions should address any overlaps or gaps in their function. If certain functions are not adequately covered by the existing structure, or if some functions overlap with the others, it is important that these issues be addressed during the restructuring process. It is important to analyze the mandate and function further to ensure efficient allocation of resources and to avoid conflicts. This is also likely to lead to significant efficiency gain and sharing of resources across Palestinian institutions and communities abroad. Furthermore, to complete the institutionalization process, there is a need to nominate a local focal point. The ministry of foreign affairs or the Department of Expatriates Affairs of the PLO can play this role in the absence of the ministry of planning.

- *Qualitative and quantitative analyses in order to provide a balance between the demand and the supply of skills*. The Palestinian institutions must adopt a demand-driven approach to identify the needs and gaps that can be filled by highly skilled migrants. This certainly needs assessment which may take some time, but it is an indispensable requirement to institutionalize the knowledge transfer process and to build a correct and balanced relationship with skilled Palestinian diasporas. A clear focus on home country needs is a crucial and important step for attracting and engaging the right highly skilled people from diasporas. Unfortunately, findings indicate that this demand document is not prepared yet in most Palestinian institutions. As a matter of fact, the absence of a matching approach between local needs and expertize abroad was a cost-effective way of engagement as it brought sometimes unneeded or unserious persons, which negatively affect the success of such engagement.

- *Improved information flow*. Weakness in the flow of information towards diasporas about the local context was another drawback that hinders the effectiveness of engagement of skilled Palestinian diasporas. Therefore, one of the interventions, the Palestinian Government should take, is educating the Palestinians abroad on the local conditions

inside Palestine and informing them about the presence of opportunities there. This process is quite significant as many Palestinian emigrants born outside their home country, while others left many years ago, so mostly they missed the track of the current local conditions back home. Also, there are a lot of Palestinians who worry about what is going on in Palestine and they need to understand the safety issue in the area. As a matter of fact, providing diasporas with information on a regular basis can be carried out by embassies or by creating a website so that highly skilled migrants and other interested people can see it on a regular basis and explore any potential opportunities or even businesses or cultural events in Palestine. Indeed, many governments used this website to facilitate links with their diasporas in a systematic and steady way. It is important to create networks[9] within and across Palestinian communities. Likewise, these social networks and other Internet tools can also be used to support entrepreneurship and provide business potentials. The main goal here is to decrease uncertainty about investment and diaspora entrepreneurship in their home country on the one hand and promote relationships between various Palestinian communities and enhance their ties with the home country on the other hand.

- *Conducting and considering innovative programs* especially that direct to small-scale entrepreneurs. These programs should address the needs of both home country institutions and diaspora communities. However, to achieve better impacts, these programs must be implemented at the national and local levels. Although some programs seem necessary on the national level, they may be inapplicable and a waste of resources on the local level. So, these programs must be figured out and executed carefully and selectively taking into consideration the specificity of Palestine and socio-political context there.

- *Rigorous monitoring and evaluation of programs to encourage diaspora engagement.* Monitoring and evaluation are crucial factors for the success and further enhancement of know-how and knowledge transfer programs. In general terms, monitoring and evaluation usually generate invaluable feedback from different stakeholders' particularly direct beneficiaries and other people on the ground. Unfortunately, the outcomes revealed that the absence of governmental monitoring was one of the weaknesses of the engagement of skilled diaspora in knowledge transfer to their home country. Undoubtedly, permanent and constant monitoring and evaluation allows for timely and frequent amendment in light of

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[9] A network is a social group that also provides updates about the local context and the opportunities available there for everyone interested in the matter and want to contribute in one way or another in the development back home.

the results of the evaluation and former experience. Thus, to increase the feasibility of these programs, the Palestinian government and institutions must evaluate and make reports on the impacts of these engagements and missions on a regular basis. Not surprisingly, many governments place more emphasis on such monitoring and evaluation which are conducted either individually or in cooperation with international organizations like IOM. Likewise, with some coordination, this opportunity may be available for the Palestinian Government as well.

Although there are several recommendations that emerged during interviews regarding effective and better engagement of highly skilled Palestinian migrants in knowledge transfer to their home country, I would like to highlight the following ones too.

- Developing the Palestinian approach in terms of relationships with *international knowledge transfer programs*. In the case of any future programs to transfer knowledge back home by any international organization, the Palestinian institutions should not play the role of receptors only; they must also be full partners. They must identify the needs, develop proposals, and initiate steering committees from both sides. The ministries must spread the word of mouth at Palestinian embassies abroad and encourage them to promote knowledge transfer programs and to create links for the websites so that expert would register and put their *curriculum vitae* for review by interested groups.

- *Establishing units at certain ministries to do new activities at international standards*. For example, at the ministry of labor, they do not have employment specialists, labor market specialists and vocational training specialists who can design vocational training centers. They can bring in Palestinians from the vocational training centers in Germany who are carrying a doctorate degree in that area. Also from Jordan, they can bring many people who would contribute to social security and they can benefit from that. To add, they can bring younger people during the summer to transfer knowledge to the younger generations notably in music, storytelling, and media.

- *Reframing the approaches of Palestinian institutions*, investing in industries and services, developing a Hi-Tech industry and economic sector that utilize high-level manpower. Developing hospitals to attract high-level doctors to sell products to the Palestinians inside and outside which allows them to pay the doctors high-level salaries. There is a need to seriously develop Palestinian economic plans, and offering these people the right tools to be able to contribute to the Palestinian society.

- *Establishing more specialized programs* in the area of healthcare, for example, a neurosurgery program to make it more systematic. Additionally, there is a need to widen the scope of programs to include different specialties.

- Facilitating highly skilled migrants' return in terms of *licensing* to work whether it is in law, medicine, engineering or any other field to make their return process as smooth as possible.

- *Establishing an international organization* that can organize the relation with highly skilled people abroad to give them the opportunity to know and interact with each other.

- Creating a certain kind of *fund by the private sector* which should be allocated to the development of infrastructure by scouting and recruiting all those who are interested and by giving them financial rewards to encourage them to go back.

- *Preparing brochures* with information on various departments in the PNA that deal with expatriate issues. This facilitates the communications between these departments and the Palestinian Diasporas.

- *Expanding the role of embassies* to play a greater role in mobilizing people and directing expatriate communities to transfer knowledge and experience in addition to investing as much as possible in their home country.

- *Establishing research centers* to integrate expatriates in the development of their home country and to benefit from their experiences. This research center may also investigate and study diaspora issues and their relation with the home country and host country.

- *Building a Palestinian university outside of Palestine* for all the Palestinians who cannot reach Palestine and the topic of study to be the challenges that people face in Palestine. All Palestinian students from everywhere can come to the university. It will be work on live issues.

8.5. FURTHER RESEARCH DIRECTIONS

This research is one of the few studies that targeted skilled diasporas and their role in development and knowledge transfer to their home country. Therefore, it paves the way towards more academic researches about this topic and other related areas. The limited studies and discussion in both academic and policy literature about this topic motivated the researcher to recommend further studies which may include:

- One of the potential researches is to study the reasons for the reluctance of highly skilled migrants to return home, whether due to occupation restrictions or other reasons. There are overwhelming numbers of highly skilled Palestinians abroad and many of them appear to be reluctant to come back and contribute to development and knowledge transfer in their home country for various reasons. So, it is a top priority to explore the reasons for such reluctance.

- The Palestinian community abroad is one of the largest among other Arab communities. It is characterized by its strong networks and ability to integrate into the societies of the host countries on all levels. Additionally, the Palestinian diasporas succeeded to keep ties with their home country while they were integrating into the host societies. Therefore, further research could be conducted to discuss and explore the ways and forms of integration and how they can harmonize between integration into host societies while still preserving their national identity and belonging to their motherland.

- It is beyond the scope of this thesis to explore developments in the relationship between the home country and Palestinian communities abroad but it is also important to bear in mind that, it is an issue that should be explored further, especially in the context of diaspora targeting policies. Furthermore, an exploratory study of the views of the Palestinian expatriates on the relationship between their homeland and communities as well as issues of common concern. Building the trust between Palestinian diasporas is a key prerequisite in enhancing this relationship and engaging skilled diasporas, therefore, studies on how to reinforce this trust are vital.

- Palestinians abroad remittances were one of the highest in the region, so it is important to do more studies on the role of remittances in development. Also, whether transferred money is used in investment or household purposes only.

- The results of the study revealed that the role of the Palestinian embassies is very minor in mobilizing skilled diasporas. Moreover, their relationship with diaspora communities is not intimate in many cases. Therefore, conduct studies on the role of these embassies and

their mandate, effectiveness, and relationships with Palestinian communities abroad is necessary.

- It is worth mentioning here that, there is a need for further research on the impacts of engagement of Palestinian diasporas in social and cultural activities, especially on the local level. It would be also interesting to examine certain initiatives like twinning endeavours, city to city partnerships between municipalities where migrants reside overseas and migrants' cities or towns of origin.

- Adopting a mixed approach has proven to a pretty good choice to reach more credible and reliable information. Therefore, future studies could also use this approach to focus on other aspects of the engagement of skilled diasporas.

8.6. RECOMMENDED MODEL FOR THE ENGAGEMENT OF SKILLED DIASPORA BACK HOME

Developing this model comes as a response to the need for improving the relationship between Palestinian diasporas and their home country. The suggested model of governance of expatriation profile is formulated and designed taking into account the peculiarity of the Palestinian status, lessons learned and the experience of other countries in this field. This model adopts the principle of good governance as the best and short way towards the institutionalization of the diaspora-associate institutions. It is based on the fact that skilled Palestinian diasporas have the willingness and potential to contribute part of their knowledge and experience to their home country, at the same time Palestinian institutions need such a vital contribution. This model includes a set of components namely: building the capacities of diaspora-associate institutions is a cornerstone in this regard. The main task of these institutions is to formulate a diaspora's engagement strategy and to prepare a database about Palestinian communities abroad. Building a national strategy is a key step for the engagement of skilled diasporas in development and knowledge transfer. This strategy needs to identify goals, interventions, tools and mechanisms of engagement. The main goal should be actually how to mobilize these people in an efficient way. Furthermore, the involvement of all actors in this field and the creation of an environment of cooperation and inter-institutional coordination are essential to support sustainability in this profile. However, it is interesting to note that involving diasporas leaders in building the diaspora profile is an essential step towards re-built trust with them. Frankly speaking, it seems rather difficult to convince skilled diasporas to be part of any strategy if they do not participate in formulating it or at

least consulting their organization about its contents. As a point of fact, knowing diasporas is another critical step in this engagement model. Therefore, the need for a database on diasporas is a crucial step towards their active and effective engagement. Hence, building trust with diasporas is a prerequisite towards wide and unlimited contributions of highly skilled migrants in knowledge transfer. Indeed, educating diaspora about the local context and providing them with incentives and facilities are crucial in making engagement smoother and more valuable. Engagement of skilled diaspora is a two-way process it must stand on a vigorous platform of mutual trust, transparency, and effective communication. Finally, monitoring and evaluation come out as the last component in this model. It is necessary to monitor the overall performance and evaluate the extent to which the objectives are achieved and the level of success as a consequence. Not surprisingly, the results revealed that Palestinian institutions rarely evaluate the impact of skilled diaspora knowledge transfer programs or assignments. Thus, adopting a monitoring and evaluation approach is important in providing critical measures about the performance and the degree of achievement to be used later in order not to repeat the same mistakes. Figure (8.1) illustrates the major elements of the recommended model.

Figure: 8.1. Recommended model for the engagement of skilled diasporas in knowledge transfer to their home country.

-Cooperation and coordination

-Restructuring

-Build strategy

-Need Assessment

Institutional Preparedness

Private Sector & NGO's

Involvement of All

Diaspora Organizations

Skills inventory

Know Diaspora (Prepare database)

Diaspora mapping

Educate diaspora about local context

Building Trust

Provide incentives

Evaluate expert

Monitoring & Evaluation

Evaluate institution

Effective engagement of skilled diasporas in development and knowledge transfer to their home country

Source: author's own compilation

8.7. FINAL COMMENTS

An increase in the dependence of contemporary institutions on knowledge-based services and products has inspired many countries to increasingly looking at knowledge as a factor that leads to development, economic growth, and social welfare. Distinctly, one of the sources of this knowledge and experience is the diaspora where there are many highly skilled expatriates who gained their knowledge and skills over the years while studying and working in the host countries. In short, accessing skilled diaspora and engage them with development back home has become a vital strategy for many countries. Thus, home countries have demonstrated a growing interest in strengthening the relationships with their diaspora in order to reap benefits from their expertise and talents living abroad. It is worth mentioning that globalization has facilitated the movement of people and contributed to the ease of flow of information across the world through modern Internet applications and social media platforms. The transfer of knowledge is no longer difficult; however, the abilities to link their nationals and communities abroad have not reached the anticipated level in many countries. There is no doubt that the success of some countries in reaching their diasporas and engaging them through return and circular migration raises a number of questions about the policies and methods they used to make them entitled to reap skilled diaspora benefits. The answer is obviously due to the presence of factors that shaping the relationship between highly skilled migrants and their home countries.

On the highly skilled migrants' side, a key and foremost factor is readiness and preparedness. They should possess the willingness to develop their cognitive entity and acquire new skills and knowledge which enables them to participate in circularity and knowledge transfer. Motivation is another significant factor in the engagement of diaspora. Immigrants should possess the motivation to devote part of their time and effort to participate in programs of knowledge transfer including traveling and possibly staying away from their families for a long period of time. Additionally, the ability to transfer knowledge and deliver it to the recipient apart from the complications and superiority is crucial in this regard. Interestingly, it is not enough to possess the knowledge and the well to transfer it, indeed, the method used is a key factor for the recipient to understanding this knowledge and assimilating it. Furthermore, building trust with colleagues at work is remarkably effective in facilitating highly skilled migrants' mission at home and makes it smoother.

On the other hand, the ability of home countries to attach their communities abroad and engage them in knowledge transfer and development back home depends on a combination of factors which collapses to the following:

- A comprehensive perception and framework of the relationship between the home country and their diasporas is another key factor in engaging communities abroad in knowledge transfer and development. This framework should include policies, plans, and programs to show what the needs are؟ And what kind of knowledge needs to be transferred by highly skilled migrants back home to fulfil these needs? To be effective and efficient, diasporas must play a key role in shaping and formulation of these policies and programs. It is interesting to note that, Ireland is one of the best in the world in diaspora engagement, as its policy is based on five main pillars: Support, connect, facilitate, recognize, and evolve. So, the way the government approaches its diaspora is a matter. The Irish policy is very soft and easy to be understood and absorb by the diaspora.

- In general terms, the role of the home country government is a big question in this regard. The government role should be clarified to show whether the government prefers to play the role of implementer or facilitator. I can claim that the best and powerful role of the government in diaspora engagement is to act as a facilitator rather than an implementer. Providing a convenient environment and formulating promising policies. By doing this, the government can play the role of the owner of diaspora engagement. Notwithstanding the foregoing, the home country governments must be realistic that the myth of return may not be realized in many cases. If there are successful people abroad and they have their works and families, they would not engage easily. Therefore, the home country governments should adapt to such reality and look for creative and alternative forms of engagement to tape their diaspora like coming for a few months or helping while they are staying abroad. Notably, a need to re-conceptualize the notion of return is crucial, as migration becomes a flexible process and it is not that people return to settle forever.

- Knowledge transfer as a development strategy is not enough per se if not implemented and shared all over the organization. Effective mechanisms must be applied to keep this knowledge and disseminate it within the institution so that everyone can benefit from it.

- The need for modern technologies to facilitate the transfer of knowledge back home, which absolutely could mobilize more highly skilled expatriates to participate in the relevant programs. It is not easy for governments or institutions to attract and recruit their scattered expertise and talents, while they are suffering from weakness in technology, education, healthcare, and other services. Most highly-skilled expatriates are concentrated in developed countries where they have high standards of living, and so it becomes difficult for them to relinquish it easily.

- It is also unsurprising to note that one of the main barriers to diaspora engagement is the lack of trust. The relationship between the home country and the communities abroad must rely on mutual trust and common interests. The experiences of some countries have shown that they were able to mobilize and recruit their skilled diasporas by building such a balanced relationship. For example, India started many years ago to take a set of procedures and reforms to enhance bilateral relations with their diaspora. Thus, the Indian Government created a committee which spent a couple of years talking with their diaspora in order to know their interest and needs. Consequently, India now is among the best in diaspora engagement. Strictly speaking, the process of engaging expatriates cannot succeed effectively unless it is demonstrated on the basis of mutual trust between the two sides. If the expatriates feel that their country is full of corruption and the political system there is rife with nepotism and embezzlement, they will be more reluctant to return or engage in any knowledge transfer and other transnational activities back home, because they do not want to work in such corrupted socio-political context. Many expatriates do not want their efforts to be part of a process that could strengthen corruption in their home country. Hence, the presence of democratic political systems that promote transparency and good governance, and that fight corruption, are crucial in enhancing the relationship with diasporas and increasing their trust in their home country governments, which may significantly impact the engagement of knowledge transfer by highly skilled migrants to their home country.

Undoubtedly, Readiness of diaspora-associated institutions, smart policies, building trust with diaspora, and providing facilities are indispensable components for any cohesion strategy to induce return and circular migration as the best and efficient way to engage the skilled diaspora in knowledge transfer and development back home. There is no question that diaspora can be a key driver of knowledge transfer and development in the home country. Inspiring them, realizing the importance of their role in the development back home and building a constructive relationship with them is a matter in this regard and it will prosper over time.

Appendices

Appendix A

Percentage of International Migrants in Selected Age Groups, by Development Group over a certain period (1990, 2000, 2010 and 2013)

Development group	Year	0-14	15-24	25-34
World	1990	14.3	15.1	19.6
	2000	11.9	13.6	19.7
	2010	10.0	12.7	20.4
	2013	10.1	12.2	20.6
Developed countries	1990	9.6	13.6	19.5
	2000	7.7	12.5	19.1
	2010	5.7	10.6	18.7
	2013	5.9	10.2	18.9
Developing countries	1990	19.6	16.7	19.8
	2000	17.9	15.1	20.4
	2010	16.3	15.6	22.9
	2013	16.2	14.9	23.0
Least developed countries	1990	8.2	22.6	19.7
	2000	24.8	21.7	21.2
	2010	23.9	21.3	20.6
	2013	23.1	20.9	20.8
Other developing countries	1990	18.1	15.7	19.8
	2000	16.7	14.0	20.3
	2010	15.3	14.9	23.2
	2013	15.3	14.2	23.2

Source: United Nations, Department of Economic and Social Affairs, Population Division, 2013, Trends in International Migrant Stock: Migrants by Age and Sex (United Nations database, POP/DB/MIG/Stock/Rev.2013).

Appendix B

Engagement of highly skilled migrants in knowledge transfer to their home country

(Case of Palestine).

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Questionnaire for highly skilled migrants

Engagement of highly skilled migrants in knowledge transfer to their home country

Case of Palestine

Dear Sir/Madam

You are invited to participate in a research project on the engagement of highly skilled migrants in knowledge transfer to Palestine. This questionnaire is part of a Ph.D. research project at the Doctoral School of Public Administration Science, National University of Public Service in Hungary. The purpose of this in-depth research is to investigate the extent to which highly skilled Palestinian migrants are transferring their knowledge and skills to their home country, Palestine, through circular migration.

This questionnaire consists of six parts and needs about 15 minutes to be completed. Your accurate answers will contribute to the success of the study. Be assured that your information will be kept confidential and used for the research topic. I confirm that respondent anonymity is fully assured and that your participation in the research is entirely voluntary.

Thank you for your time.

Contact
If you have any questions about this project, please contact me at saqersul@yahoo.com.

Saqer Sulaiman

National University of Public Service

Hungary- Budapest

* Section 1: Socio-demographic data

1. 1. Gender   a. Male   b. Female

2. Marital status   a. Married   b. divorced   c. Single

3. Level of your qualification

 A. First university degree (Bachelors)   B. Master   C. Ph.D.   D. Post-doctorate

4. What is your field of study……………………………………………………………

5. Do you have a Palestinian identity card (national number)? A. yes   B. no

6. Duration of your assignment (work) in Palestine

A. few weeks   B. 3 month   C. 6 month   D. one year   E. more than one year

7. Name of the host country…………………………………………………………………

8. How long have you been living there? ....

9. Do you have the citizenship of the host country? _____yes _____No

10. If your answer is yes after how many years did you get it? _____

Section 2: Involvement in knowledge transfer by highly skilled migrants

11. How did you get involved in knowledge transfers to Palestine? Was it through? (You can choose more than one)

☐ Personal initiative.

☐ Diaspora associations.

☐ International organizations.

☐ Family members/relatives.

☐ Invited by friends or colleagues.

☐ I found the information in an advertisement.

☐ Other. Please specify_____

12. Your involvement in knowledge transfer to Palestine is.

 1. Voluntary work   2. Paid job   3. Both of them

13. In what field do you transfer knowledge? Please choose one at least.

☐ Education

☐ Health

☐ Technology and engineering

☐ Management

☐ Other, Please specify_____

_____

Section 3: Usefulness of knowledge transfer

14. Please specify to what degree you transferred the following types of knowledge to your home country (5= to a very great extent, 4= to a great extent, 3= neutral, 2= to a small extent, 1= to no extent).

No	Forms of knowledge transferred	5	4	3	2	1
1	sharing documents, & information					
2	Policies formulation					
3	Provide formal training					
4	Learning by doing					
5	Organize or contribute to a workshop and lectures					
6	Assist colleagues in problem-solving					
7	Share new ideas, tools, and methods for a work task in informal discussion					
8	Provide one-on-one guidance, mentoring and coaching to colleagues/ staff (expert consultation)					
9	Challenge the status quo (suggest new ways of working)					
10	Clarify roles and responsibilities with staff					

15. To what extent do you consider yourself a contributor to the development of the institutional capacities in Palestine with respect to the following areas (5= to a very great extent, 4= to a great extent, 3= neutral, 2= to a small extent, 1= to no extent).

No	impacts on institutional capacities	5	4	3	2	1
1	I brought new tools and devices to Palestinian institutions					
2	I contributed to reducing the cost needed to accomplish tasks					
3	I contributed to reducing the time needed to accomplish tasks					
4	I have helped Palestinian institutions to get scholarships					
5	I contributed to an increase in the number of Palestinians visiting international institutions					
6	I contributed to inter-institutional networks between institutions of the home country and the host country					

16. To what extent do you think your contributions in knowledge transfer has affected people you worked with, with respect to the following areas ((5= to a very great extent, 4= to a great extent, 3= neutral, 2= to a small extent, 1= to no extent).

NO	effect on Palestinian human capital	5	4	3	2	1
1	They learned new skills					
2	They acquired new ideas					
3	They gained or modified attitudes					
4	Ability to deal with challenges and stressful situations					
5	They learned new approaches to work					
6	Ability to work as a team					
7	Maturity and personal development					

17. How do you think your experience in knowledge transfer in Palestine has benefited you, in the following areas (5= to a very great extent, 4= to a great extent, 3= neutral, 2= to a small extent, 1= to no extent).

NO	impacts on immigrants	5	4	3	2	1
1	I have learned from people I met in Palestine					
2	I acquired new knowledge about my home country					
3	I acquired new ideas					
4	I gained new norms					
5	I gained new friends and built new relations with people in Palestine					
6	I initiated a new business in Palestine					
7	I am satisfied with this experience					
8	I see myself being involved in knowledge transfers to my home country on a regular basis					
9	If I got a chance to stay in Palestine, I would accept it					

Section 4: Factors that affect the engagement of highly skilled migrants to knowledge transfer to the home country.

- **Home country factors**

18. To what extent do the following home country factors facilitate the transfer of knowledge by highly skilled migrants to Palestine (5= to a very great extent, 4= to a great extent, 3= neutral, 2= to a small extent, 1= to no extent).

NO	home country absorptive capacity	5	4	3	2	1
1	The willingness of the Palestinian institutions to utilize and share knowledge					
2	Administrative procedures and Bureaucracy					
3	prevailing organizational culture in Palestine					
4	incentive and innovation systems in Palestine					
5	Level of technological infrastructure in Palestine					

6	Transparency of roles and responsibilities in the Palestinian institutions					
7	level of trust between you and local Palestinian colleagues					
8	Quality of higher education and training					
9	Availability of equipment and apparatus required to accomplish tasks					
10	The investment environment and business opportunities in Palestine					
11	The condition of the role of law					
12	Political situation and level of stability					
13	Level of corruption and nepotism					

- **Host country factors**

19. According to your own experience to what extent are the following host country factors support and facilitate knowledge transfer by highly skilled migrants to Palestine (5= to a very great extent, 4= to a great extent, 3= neutral, 2= to a small extent, 1= to no extent).

NO	Host country factors	5	4	3	2	1
1	Getting citizenship in the host country (dual citizenship)					
2	Gain new knowledge, skills, and experience					
3	Presence of bilateral Programs for knowledge transfer between the host country and home country					
4	The host country provides facilities to assist knowledge transfer to the home country					

- **Diaspora social Factors**

20. To what extent are the following diaspora factors available and facilitate the transfer of knowledge by highly skilled migrants to Palestine (5= to a very great extent, 4= to a great extent, 3= neutral, 2= to a small extent, 1= to no extent).

NO	Diaspora factors	5	4	3	2	1
1	Diaspora associations and networks play a role to mobilize highly skilled migrants to transfer knowledge to Palestine					
2	Availability of diaspora website to communicate with immigrants					
3	The Palestinian diaspora help highly skilled Palestinian migrants to find a job in the host country					
4	The embassies work to identify and mobilize highly skilled migrants to transfer knowledge to Palestine					
5	Availability of database about immigrants' skills, qualifications, experience, places of residence, etc. in embassies and diasporas associations					
6	Presence of facilitators to induce knowledge transfer					

| | between the host country and home country | | | | | |

- **Individual motivations**

21. What was your motivation for engaging in these knowledge transfers? (Please choose one or more from the following choices)

- ☐ Obtain a financial return and economic interest

- ☐ Having family ties in Palestine

- ☐ Social (e.g., gain friends, contacts, connections)

- ☐ Philanthropic (feeling of social responsibility to help home country)

- ☐ Emotional and cultural attachment with the home country

- ☐ Professional orientation as a scientist or academics

- ☐ Other, Please specify_____

Section 4: Occupation obstacles to knowledge transfer

22. To what extent the following occupation procedures restrict the engagement of highly skilled migrants in knowledge transfer to Palestine (5= to a very great extent, 4= to a great extent, 3= neutral, 2= to a small extent, 1= to no extent).

NO	Occupation procedures and practices	5	4	3	2	1
1	The time required to get a visa from Israeli authorities					
2	Difficulty in renewing a visa (residence permit)because of Israeli restrictions					
3	The time required at the border because of Israeli procedures					
4	Preventing work in certain areas by Israeli authorities					
5	Difficulty in transferring some tools or materials into Palestine because of occupation procedure					
6	Fear of deportation or detention					

Appendix c

<h1 style="text-align:center">Interview questions for highly skilled migrants</h1>

Engagement of highly skilled migrants in knowledge transfer to their home country

Section 1: involvement in knowledge transfer

1. To what extent do you think the transfer of knowledge by highly skilled migrants is important and viable in the case of Palestine?
2. How did you get involved in knowledge transfers to Palestine?

Section 2: Usefulness of knowledge transferred by highly skilled migrants.

1. What are the benefits of your contribution to institutions and human capital?
2. What types of knowledge have you transferred? Please describe or explain your experience in knowledge transfer to Palestine.
3. What are the new things you have learned or benefited from other people or from your previous experience in Palestine?
4. Could you tell us about a success story you experienced during your mission in Palestine?
5. Are you satisfied with your experience? If you get another opportunity to work in Palestine would you accept it again?

Section 3: Factors affecting highly skilled migrants' knowledge transfer to their home country.

6. Would you tell us briefly about your experience in the host country, and how it affects your engagement in the transfer of knowledge to Palestine?
7. Do you have the possibility to become an entrepreneur in your host country? if yes, Who would you employ? Would you prefer Palestinians? How would you select your employees?
8. Do you transfer part of your income back to Palestine? If yes, what is your objective?
9. Do you support a social objective related to knowledge transfer? Do you invest your money there? Please, give reasons for yes and no answers too.
10. To what extent do you consider the capacities of the Palestinian institutions are ready to assist you to accomplish your assignment (work) in Palestine?
11. To your own experience, are there any government policies or incentives provided by the Palestinian Authority to encourage knowledge transfer by highly skilled migrants? If yes, what are these incentives?

12. Are there any roles for Diasporas' associations and networks in knowledge transfer to Palestine by highly skilled migrants?

13. What are your motivations to engage in knowledge transfer and how does it affects your engagement?

Section 4: Challenges and obstacles

14. According to your own experience, are there any obstacles restricting the contributions of highly skilled migrants' knowledge transfer to Palestine? How does Israeli occupation affect the knowledge transfer of highly skilled migrants to Palestine?

Section 5: Suggestion for improvement and institutionalization

15. If you are asked to make a suggestion to improve and institutionalize the contribution of highly skilled migrants' knowledge transfer to Palestine, what would you recommend?

Appendix D

Interview questions for Palestinian policymakers

Engagement of highly skilled migrants in knowledge transfer to their home country

Section 1: Individual data

- Name…………………………………………………………………………….
- Current job ……………………………………………………………………
- What type of organizations are you working in?

  Academic institution_____

  Government institution_____

  Non-governmental organization_____

  Private sector organization_____

  Other (please specify)_____

Section 2: Involvement in knowledge transfer

1. To what extent do you think the transfer of knowledge by highly skilled migrants is important and viable in the case of Palestine?

Section 3: factors affect the engagement of highly skilled migrants in transfer knowledge to their home country.

2. To your own experience, are there any incentives provided by the Palestinian Authority to encourage knowledge transfer by highly skilled migrants? If yes, what are these incentives?
3. Do you think the capacities of the Palestinian institutions are well prepared and ready enough to support knowledge transfer by highly skilled migrants?
4. Is there any cooperation between your organization and Palestinian embassies about the engagement of highly skilled migrants in KT to Palestine?
5. Did Palestinian embassies or any diaspora association provide information about highly skilled migrants & their potential contribution in development to their home country?
6. As a director/policy-maker can you turn to the embassy for information on highly qualified (potential) migrants? How could you help their activity?
7. According to your own experience, do occupation practices and procedures affect knowledge transfer? If the answer is yes how it affects?
- **Section 3: Impacts of knowledge transferred by highly skilled migrants.**

8. Did this engagement fit in well with the needs of the Palestinian institutions? If yes, can you mention some examples?

9. What are the impacts of the engagement of highly skilled migrants in knowledge transfer to their home country?

- **Section 4: institutionalization and suggestion for improvement**

10. Do you have policies and plans to engage highly skilled migrants in knowledge transfer and development in Palestine? Do you involve diaspora in the formulation of these policies and plans? If the answer is yes, how?

11. Are there any monitoring and evaluation of contributions and activities carried out by highly skilled migrants? If yes how?

12. If you are asked to make a suggestion to improve the contribution of highly skilled migrants to knowledge transfer to Palestine, what you would recommend?

Appendix E

Consent Letter

Interviews for highly skilled migrants

Engagement of highly skilled migrants in knowledge transfer to their home country

Case of Palestine

Researcher: Saqer Sulaiman

The National University of Public Service.

You are invited to participate in a research project about the engagement of highly skilled migrants in knowledge transfer to Palestine. The study investigates to what extent highly skilled migrants contributed to knowledge transfer to their home country through circular migration in the case of Palestine.

The study will be carried out through a questionnaire and interviews. The questionnaire and interviews will focus on your engagement in knowledge transfer including the fields and types of knowledge transferred; factors affect your decision to engage in knowledge transfer, the obstacles and challenges to knowledge transfer, the impacts of knowledge transferred on Palestinian institutions, Palestinian human capital and immigrant himself; finally, the study aims to provide suggestions and recommendations on how to improve and institutionalize the engagement of highly skilled migrants in knowledge transfer to their home country.

The interviews will be held in English and they are expected to take about 40-60 minutes. If you agree, the interview will be recorded on a voice recorder. Information from these interviews will be used to help in writing the outcome of this thesis. Information will be kept confidential and data will be stored securely. I confirm that respondent anonymity is fully assured and that your participation in the research is entirely voluntary. Moreover, you may withdraw from the study at any time, if so, your data will be removed from the study.

Contact
If you have any questions about this interview, please contact me at saqersul@yahoo.com.

I agree to be audiotaped.   Yes, ___   No ___

Signature

Date:

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List of Publications

- 2018: Knowledge Management in the Palestinian National Authority Institutions. International Humanities Studies 5.1 (2018).
- 2018: Brain Drain in the Arab Countries. Chapter in a book, Ajövő Közigazgztás Tudmoány, 2018.
- 2018: Network Governance of Migration Profile in Palestine**.** *International Humanities Studies* 5.3 (2018).
- 2019: Public Administration in Palestine. AARMS Journal/ 2019/ vol 18, Issue 1.
- 2019: Risk Management in Palestinian institutions. Aeronautical Science Bullettins (RTK), 2019/2.

My Resume

My Resume

Personal Information   Skills   Experience   Education Research   Training

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Ph.D. Thesis: "Engagement of Highly Skilled Migrants in Knowledge Transfer to their Home country"

Ph.D. Student 2016-2020	The National University of Public Service- Faculty of Public Administration	Supervisor- Prof. Dr. Pásztor Scabolcs
2013	GIZ & General for training & consultant, Amman, Jordan	Risk Management and its Implementation in Public Institution
2011	Olefpalme center	Strategic Planning & Administration by Result
2010	AMIDEAST	English Language
2009	al- Quds open university	Train of Trainers (T.O.T)
2007	Al-Quds University	Master in Human Development and Institutional Building
1992	Al-Quds University	B.A in Biology and Technology

Work Experience

1994-1998	Ministry of Education	Teacher of Science & Technology
1998 up to date	Ministry of Interior	• Director of associations in Bethlehem directorate- MOI (1998- 2007). • Director of Development department– MOI (2007 – 2010). • Director of projects department in the planning & development MOI (2010- up to date). • National focal points of Euromed migration project

Training Experience

2012 up to date	General Staff Bureau and the Palestinian Anti-Corruption Commission	Code of conduct and ethics of a profession
2006 up to date	Non-Governmental Organizations	Conflict resolution - violence & non- violence.

Languages

Arabic	Native
English	Advanced/ writing, reading, listening, speaking
Hebrew	Moderate/ / writing, reading, listening, speaking

Publications in English Language

Year	Name of Journal	Title of the Publication
2018	International Humanities Studies, the USA	Knowledge Management in the Palestinian National Authority Institutions
2018	Chapter in a book, Ajövő Közigazgztás Tudmoány, Hungary	Brain Drain in the Arab Countries
2018	International Humanities Studies, the USA	Network Governance of Migration Profile in Palestine
2019	AARMS, Hungary	Public Administration in Palestine
2019	Aeronautical Science Bullettins (RTK), Hungary	Risk Management in Palestinian institutions

Lectures and Presentations in English

Date/Year	Title	Conference	City/ Country
2-4/11/2017	Migration from Arab countries and its implication on government policies.	International conference in public administration	Cluj-Napoca/Romania
22/11/2017	Public administration in Palestine	At Home Service	Budapest/Hungary
22/4/2018	Arab immigrants in Europe	Nation-building and minority rights in	Budapest/Hungary

		the world	
10/10/2018	Network governance of migration profile in Palestine	International doctoral workshop	Budapest/Hungary
21/11/2018	Arab Youth Migration to OECD countries	In service of the nation	Budapest/Hungary
15/5/2019	Risk management in Palestinian institutions	Critical thinking of public administration	Budapest/Hungary