

R&D-REPORT

Report from a survey among participants of the project

“Retraining and Social Adaptation of
Military Officers and their Family
Members in Ukraine”

Bjørn Willy Åmo
Olga Iermolenko

Nord University
R&D-Report no. 38
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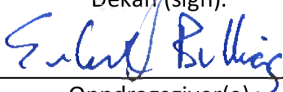
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Summary: The aim of this report was to evaluate both the impact of the Norwegian "Ukraine-Norway" project, "Retraining and Social Adaptation of Military Officers and their Family Members in Ukraine" in 2015-2018 and the participants' perception of this project.	Keywords: Retraining; Social Adaptation; Military Officers; Impact; Results; Norwegian Project; Nord University Business School; Ukraine	

Report from a survey among participants of the project

“Retraining and Social Adaptation of Military Officers and their Family Members in Ukraine”

Bjørn Willy Åmo, Associate Professor, PhD

Olga Iermolenko, Researcher, PhD

Nord University Business School

High North Centre for Business and Governance

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Introduction

The aim of the report

The aim of this analysis was to evaluate both the impact of the Norwegian “Ukraine-Norway” project, “Retraining and Social Adaptation of Military Officers and their Family Members in Ukraine” in 2015-2018 and the participants’ perception of this project.

The project

The “Ukraine-Norway” project (hereafter, the project) is financed by the Ministry of Foreign Affairs of Norway. It is coordinated by Nord University Business School / High North Centre for Business and Governance¹ on the part of Norway and by the International Foundation for Social Adaptation (IFSA) on the part of Ukraine. The main aim of the project is to reduce the negative social consequences of military and economic reforms in Ukraine for retired military personnel and their family members, and to promote cooperation between Norway and Ukraine. Participants in the project are: members of the Ukrainian armed forces and other law enforcement agencies, retired or those who will be released within a year, participants of anti-terroristic operations (ATO), and their family members.

The goals of the project

The project consists of the professional retraining of the participants to the tune of 500 academic hours (3-4 months, depending on the syllabus), psychological and legal adaptation, and assistance in employment and starting their own businesses. The following are the tasks of the project:

¹ Later High North Centre

- To retrain military personnel and their family members in civil specialties that are in demand in the employment market in Ukraine, in order to increase their professional competitiveness;
- To provide participants with psychological adaptation, in order to increase their motivation for active social adaptation to civilian society;
- To provide participants with legal adaptation, in order to improve their social protection in the conditions of life in a civilian society;
- To provide participants with employment assistance, in order to improve the living conditions of their families;
- To provide participants with assistance in the creation of their own (family) businesses in conditions of unemployment in Ukraine;
- To promote further cooperation between educational and business institutions in Ukraine and Norway.

The participating organizations

Since the project's inception in 2003, it has to date enrolled and re-trained 9341 people. Thirty-nine Ukrainian cities and towns and more than 20 higher education institutions participated in the project between 2003 and 2018. In the period from January 2015 to June 2018 (during seven study semesters), 3538 people were enrolled and re-trained in 20 different cities in Ukraine – in the north (Kyiv, Chernihiv), centre (Vinnytsya, Kropyvnytsky), east (Dnipro, Zaporizhzhya), south (Mykolayiv, Odesa, Melitopol), and west (L'viv, Lutsk, Ternopil, Chortkiv, Ivano-Frankivsk, Chernivtsi, Volodymyr-Volynskyi and Uzhhorod). In particular, 20 universities cooperated with the International Foundation for Social Adaptation and Nord University in the retraining process, and 12 NGOs took part in the process of psychological adaptation and employment assistance in the period from 2015 to June 2018.

This analysis was performed by Nord University Business School / High North Centre, based on the interview guides and questionnaire developed by Associate Professor Bjørn Willy Åmo, researcher Olga Iermolenko and project coordinator Torstein Vik Århus. Data was collected by Olga Iermolenko and Torstein Vik Århus, in cooperation with Ukrainian partners in Ukraine in the period from February to June 2018.

Method

Table 1 evidences that, in the period from 2015 to 2018, a total of 5341 people applied for 3679 positions, and 3538 people graduated. This implies that 96% of those selected for retraining and social adaptation managed to complete and graduate from the course. Table 1 further details at which location, which Ukrainian university provided which course in what time period, along with how many applicants there were, and how many of them graduated from the course. The data used in this report stems from a survey among the participants who graduated from a course in the timespan 2015, 2016, 2017 and the first semester in 2018. The total graduates in this period numbered 3538.

Table 1. University partners, specialties and project participants in 2015-2018

No	City	University partner	Specialties / Semesters	Applied 2015-2017	Admitted 2015-2017	Graduated 2015-2017	Applied I sem. 2018	Admitted I sem. 2018	Graduated I sem. 2018	Sum Graduates 2015-2018
1	Kyiv	University of Economics and Law "KROK"	- Securing business entities in Ukraine (Spring 2015 – Autumn 2017)	345	264	250	57	33	32	282
			- Construction and administration of modern IP-based networks (Autumn 2015)							
			- Securing business entities in Ukraine (Spring 2018)							
		National Technical University of Ukraine "Kyiv Polytechnic Institute"	- Energy and resource efficiency (Autumn 2015 – Autumn 2016)	143	100	96				96
			- Information technologies in business (Spring 2015, Autumn 2016 – Autumn 2017)							
			- Energy-efficient management (Autumn 2015) - Entrepreneurship and information technologies in business (Spring 2018)							
2	Vinnytsya	Donetsk National University Certified Training Center ICSA ICF "EuroAsia"	- Specialist in business efficiency (Spring 2015) - Organizational management (Autumn 2015)	81	68	65				65
			- Social work (Spring 2015)							
			- Information technologies in business (Spring 2015, Autumn 2016 – Autumn 2017) - Energy-efficient management (Autumn 2015) - Entrepreneurship and information technologies in business (Spring 2018)							
				216	171	166	49	34	34	200
				72	61	60				60

No	City	University partner	Specialties / Semesters	Applied 2015-2017	Admitted 2015-2017	Graduated 2015-2017	Applied I sem. 2018	Admitted I sem. 2018	Graduated I sem. 2018	Sum Graduates 2015-2018
3	Chernihiv	Chernihiv National Technological University	<ul style="list-style-type: none"> - Organization of business activities (Spring 2016) - Internet technologies in business and web design (Autumn 2016 – Autumn 2017) - Entrepreneurship in the field of travel and restaurant business (Spring 2017 – Spring 2018) - Entrepreneurship in the field of recreational activities (Spring 2018) - Business management (Spring 2015) - Organization of search and rescue operations (Spring 2015) - Information technologies in business activities (Autumn 2015) - Management and information technologies in business activities (Spring 2016) - Entrepreneurial management (Autumn 2016) - Business security (Spring 2018) 	266	200	192	134	72	71	263
4	Kropyvnytsky	Flight Academy of NAU	<ul style="list-style-type: none"> - Energy management (Autumn 2017 - Spring 2018) - Small business organization (Autumn 2016) - Organization of small business in the field of architectural and graphic design (Spring 2017) - Organization of small business: IT in the field of design (Autumn 2017) - IT in the field of design (Spring 2018) 	228	166	161	59	31	31	192
5	Dnipro	National Metallurgical Academy		56	41	39	62	39	39	78
6	Zaporizhzhya	Zaporizhzhya State Engineering Academy		124	95	90	53	30	30	120

No	City	University partner	Specialties / Semesters	Applied 2015-2017	Admitted 2015-2017	Graduated 2015-2017	Applied I sem. 2018	Admitted I sem. 2018	Graduated I sem. 2018	Sum Graduates 2015-2018
		Classic Private University	– Small business organization (Spring 2016)	41	33	30				30
7	Melitopol	Melitopol Institute of State and Municipal Administration KPI	– Municipal administration (Spring 2016 – Spring 2018)	225	166	159	78	40	40	199
8	Mykolayiv	Petro Mohyla Black Sea National University	– Web design and English language in the informational technologies (Spring 2015 – Autumn 2015) – Practical web design: website design, creation and maintenance (Spring 2016 – Spring 2017) – Entrepreneurship in the field of psychical rehabilitation and fitness (Spring 2016) – Organization of entrepreneurial activities and information technologies in the sphere of small and medium business (Autumn 2017) – Practical web design: website design, creation and maintenance (Spring 2018)	299	279	264	66	36	36	300
9	Odesa	South Ukrainian State Pedagogical University named after K.D. Ushynsky	– Business management (Spring 2015) (Izmayil) – Administration of business activities (Autumn 2015) – Business management (Spring 2016) – Entrepreneurial management (Autumn 2016 – Spring 2018)	395	276	262	55	33	33	295

No	City	University partner	Specialties / Semesters	Applied 2015-2017	Admitted 2015-2017	Graduated 2015-2017	Applied I sem. 2018	Admitted I sem. 2018	Graduated I sem. 2018	Sum Graduates 2015-2018
10	L'viv	National University "Lviv Polytechnic"	– Internet marketing: the development of online business (Autumn 2015) – English and visual communication in business (visual advertising) (Spring 2016) – English and digital communications (Autumn 2016 – Spring 2018)	312	209	201	94	44	43	244
		Ukrainian Catholic University	– Running your own business (Autumn 2016 – Spring 2017)	82	61	60				60
11	Lutsk	Lesya Ukrainka Eastern European National University	– Organizational management (Spring 2015) – Economics of energy efficiency (Autumn 2015 – Spring 2016) – Entrepreneurial management (Autumn 2016)	203	144	137				137
			– Accounting and audit in the field of services (Spring 2015) – Private enterprise: organization, accounting and control (Autumn 2015) – Entrepreneurship (Spring 2016 – Spring 2018)	540	330	315	64	32	32	347
13	Chortkiv	Ternopil National Economic University	– Accounting and audit in the field of services (Spring 2015) – Private enterprise: organization, accounting and control (Autumn 2015) – Entrepreneurship (Spring 2016 – Autumn 2016)	232	157	151				151
		Ivano-Frankivsk National Technical	– Energy management (Autumn 2015, Spring 2017 – Autumn 2017) – Financial and economic security of an enterprise (Spring 2016)	204	126	120	58	30	30	150

No	City	University partner	Specialties / Semesters	Applied 2015-2017	Admitted 2015-2017	Graduated 2015-2017	Applied I sem. 2018	Admitted I sem. 2018	Graduated I sem. 2018	Sum Graduates 2015-2018
		University of Oil and Gas	– Entrepreneurship for sustainable development (Spring 2018)							
15	Chernivtsi	Chernivtsi National Fedkovych University	– Business security (Spring 2015 – Autumn 2015) – Organization and business administration (Spring 2016 – Spring 2018)	298	185	176	51	30	30	206
16	Volodymyr-Volynskyy	National University "L'viv Polytechnic"	– Small and medium business management (Spring 2018)				42	33	33	33
17	Uzhhorod	Uzhhorod National University	– Management of the tourist and hotel-restaurant sphere (Spring 2018)				57	30	30	30
			Total	4362	3132	2994	979	547	544	3538

Table 2 shows the 17 cities where the courses were offered, along with the number of respondents in each city. In total, 1077 graduates responded to our survey, giving a response rate of 30.4%. Figure 1 shows the location of the cities in Ukraine where courses were held.

Table 2. The 17 cities where the courses were offered, along with the number of respondents in each city.

City	n
Chernihiv	76
Chernivtsi	78
Chortkiv	17
Dnipro	46
Ivano-Frankivsk	52
Kropyvnytskyi	56
Kyiv	53
Lutsk	23
L'viv	88
Melitopol'	133
Mykolaiv	76
Odesa	116
Ternopil'	136
Uzhhorod	30
Vinnytsia	37
Volodymyr-Volynskyi	16
Zaporizhzhia	44
Total	1077



Figure 1. The position of the cities where the courses were offered

As indicated by Table 2, the courses were offered in 17 cities. As shown in Table 3, as many as 19 Ukrainian universities were involved. Table 3 also details which Ukrainian universities took part in the project, as well as the number of respondents among our sample of 1077 that graduated from a particular university.

Table 3. The Ukrainian universities taking part in the project, along with the number of respondents graduating from each one.

Ukrainian university arranging course(s)	n
Chernihiv National Technological University	76
Chernivtsi National Fedkovych University	78
Classic Private University	5
Ivano-Frankivsk National Technical University of Oil and Gas	52
Kirovograd Flight Academy of NAU	56
Lesya Ukrainka Eastern European National University	23
Melitopol' Institute of State and Municipal Administration KPI	133
National Metallurgical Academy	46
National Technical University of Ukraine "Kyiv Polytechnic Institute"	7
National University "L'viv Polytechnic"	88
Petro Mohyla Black Sea National University	76
South Ukrainian State Pedagogical University named after K.D. Ushynsky	116
Ternopil' National Economic University	136
Ternopil' National Economic University (Chortkiv)	17
Ukrainian Catholic University	16
University of Economics and Law "KROK"	46
Uzhhorod National University	30
Vinnitsa National Technical University	37
Zaporizhzhya State Engineering Academy	39
Total	1077

The data was collected by representatives of Nord University visiting all these 17 locations, except for Uzhhorod and Volodymyr-Volynskyi. There, they had only one semester in 2018 and, at the time when we collected data, participants were still taking the course. They later completed their questionnaires at the graduation ceremony. The local university or NGO who was responsible for the course had called each participant and asked them to attend the data collection event. The local university/NGO ensured that only graduates attended. The survey was then handed

out in paper format to each of the participators. The responses were then transferred from paper to electronic format and validated. The descriptive reports from the survey are then based on this validated data. The respondents answered the survey anonymously. Hence, no names or other identifying information link a person to any data.

In order to evaluate the respondent's perception of the project's contribution to specific objectives, a 7-point Likert scale was applied. The items were then stated as: To what extent do you disagree or agree with the following statements regarding yourself: 1=strongly disagree, 4=neither disagree nor agree, 7=completely agree? The responses were then graded from 1 to 7, where 4 is neutral.

Not all the respondents handed in a completed survey. This indicated that the totals reported in each of the tables and figures might vary, due to missing data elements.

Figure 2 shows the number of responses relating to a course held in a given year. The response rate for 2018 is 60.3%, as the students were addressed at the very end of the course. The response rate for earlier years is lower (2017: 35.1%, 2016: 23.6%, 2015: 8.6%). The local NGO might not have reached all former participants, as people changed mobile phone numbers, e-mail addresses and moved to other cities, regions and even abroad. Attendance at the data collection event was voluntary but highly expected. Still, some might have been absent due to other appointments, job requirements or travel-cost issues. We suggest that these are some of the reasons for the lower response rates for earlier years. Despite this, the overall response rate was as high as 30.4%.

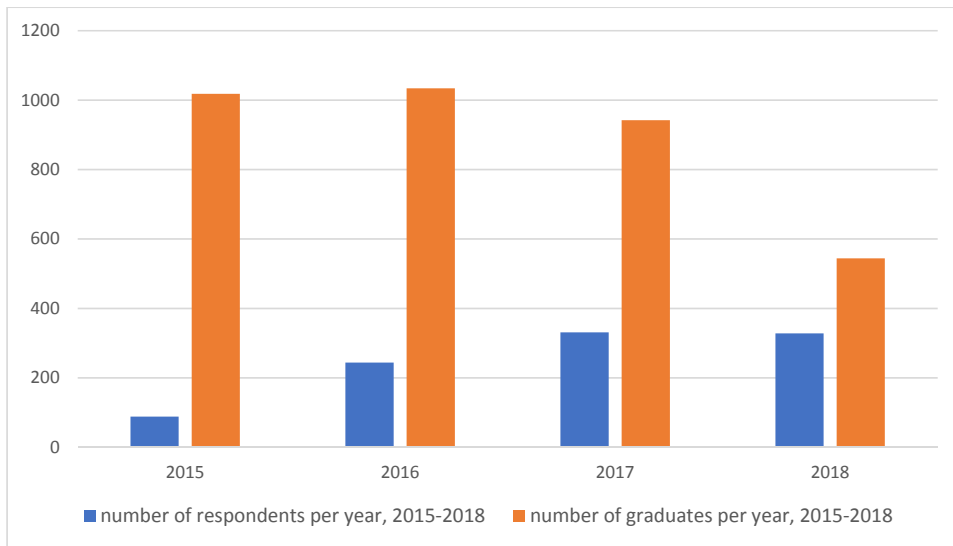


Figure 2. The number of respondents and of graduates in a given year.
NB! the numbers for 2018 relate to only one semester.

Table 4 details the titles of all 40 courses offered in the programme, as well as the number of respondents who were enrolled on each of them. A summary shows that 44% of the respondents' courses relate to entrepreneurship or business management, while ICT-related courses total 22%.

Table 4. The titles of all 40 courses offered in the project, along with the number of respondents who enrolled on each course.

Name of the course	n
Municipal administration	133
Entrepreneurship	92
Practical web design: website design, creation and maintenance	78
Entrepreneurial management	76
Energy management	55
Business management	44
Accounting and audit in the field of services	41
Securing business entities in Ukraine	39
Organization and business administration	38
English and digital communications	32
Entrepreneurship in the field of travel and restaurant business	32

Name of the course	n
Management of the tourist and hotel-restaurant sphere	30
Information technologies in business	26
Entrepreneurship for sustainable development	25
Entrepreneurship in the field of recreational activities	24
Internet marketing: the development of online business	22
Internet technologies in business and web design	20
Organization of small business: IT in the field of design	18
Small and medium business management	16
Private enterprise: organization, accounting and control	14
Running you own business	13
Entrepreneurship in the field of hotel and restaurant business	13
Economics of energy efficiency	10
Small business organization	10
Business security	9
Management and information technologies in business activities	9
Web design and the English language in information technologies	9
Financial and economic security of enterprise	8
Organization of search and rescue operations	8
Organization of small business in the field of architectural and graphic design	8
English and visual communication in business (visual advertising)	7
Entrepreneurship and information technologies in business	7
Organization of business activities	6
Organization of entrepreneurial activities and information technologies in the sphere of small and medium business	6
Administrator of business activities	4
Construction and administration of modern IP-based networks	4
Energy and resource efficiency	4
Fundamentals of business communication. English language.	4
Entrepreneurship in the field of physical rehabilitation and fitness	3
Energy-efficient management	1
Course name not provided by the respondent	79
Total	1077

Descriptive statistics

The respondents were aged between 19 and 62, with the average age being 41 at the time of the survey. As many as 73.5% of respondents reported being in a relationship, while only 34.1% live in a household with no children. The average number of members of our respondents' households is 3.8 people. Among our respondents, 11.6% reported living in a city with fewer than 10,000 inhabitants, 26.8% living in a city with fewer than 100,000 inhabitants and 61.6% living in a city with more than 100,000 inhabitants. As Table 5 shows, the sample consisted of 63.5% males and 36.5% females.

As Table 5 furthermore displays, there were 161 senior officers among the respondents; this figure represented 15.6% of the respondents, and among these 7.5% were females. Hence, the respondents represented military officers/soldiers (60.7 %) or their family members (32.6 %). The females entered the programme primarily as family members, and the females who entered the programme as military tended to have lower ranks than those of the project's male military participants. The "Other" group consists of volunteers, medical personnel, personnel related to back office or support systems associated with the military, and people who have not clearly identified their status.

Table 5 The gender and military rank/military relationship of the 1063 respondents

Military rank	% of Males in group	% of Females in group	Group % of total	Total #
Senior officer	92.5%	7.5%	15.6%	161
Junior officer	88.4%	11.6%	14.3%	147
Under-officer	84.1%	15.9%	6.1%	63
Sergeant	87.4%	12.6%	10.8%	111
Soldier	86.8%	13.2%	14.0%	144
Family member	16.7%	83.3%	32.6%	336
Other	60.9%	39.1%	6.7%	69
Total	675	388	100%	1063

Figure 3 shows how the participants became aware of the project. It seems as if neighbours, colleagues, Internet and social media were the main source of attention for the project. Females became aware of the project more often through neighbours and colleagues and mass media than males did. Males, on the other hand, more often became aware of the project via representatives of non-profit organizations and organizations of veterans of the armed forces, commanding officers in the military unit and by flyers distributed in the military unit, than did females.

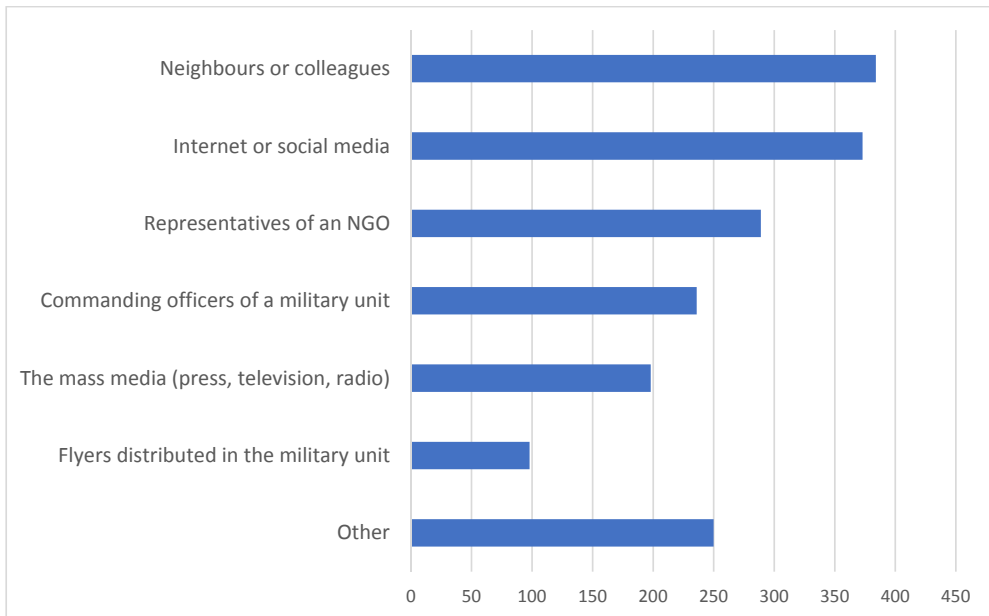


Figure 3. How the respondents became aware of the project

The results

Here, we summarize the results related to what the graduates do now, the impact of the course, the evaluation of the project's input, the contribution to Ukraine-Norway relations and future cooperation, as well as the respondents' suggestions of ways to improve the project for their colleagues taking similar courses in the future.

What the graduates do now

The main bulk of the respondents (80%) report that they are currently employed full-time or part-time. Most of them are employed full-time (66.3%), with males (67.5%) tending to be employed full-time more often than females (60.7%). Only 6.4% are currently unemployed, with the unemployment rate being higher for males (8.3%) than among females (4.6%). Some of the respondents reporting themselves to be unemployed were taking maternity/paternity leave. As many as 10.3% of the females reported being homemakers at the present time. The unemployment rate is higher for the respondents who graduated in 2018 (9.5%) than for those who graduated in 2015 (2.3%). Similarly, the proportion of the respondents reporting to currently have full-time work increases with time since graduation. The project participants are not only more likely to be employed full-time as time goes on, they are also increasingly less likely to seek new or other employment, as evidenced in Table 6.

From the data, we could read that unemployment reduces as time passes since graduation. Some in the 2018 cohort were measured as they graduated, and others in the 2018 cohort had graduated three months before being measured. The 2017 cohort consists of two semesters; hence, between 6 and 12 months have passed since graduation. We see a falling trend in unemployment in time since graduation.

Table 6 Current employment status among the respondents, per graduation year and per gender.

What is your current employment status?	Graduation year				Gender		Total
	2015	2016	2017	2018	Male	Female	
Full-time work (min. 35 hours/week) with only one employer	75.0%	63.2%	61.8%	53.2%	61.7%	54.5%	60.5%
Full-time work (min. 35 hours/week) with more than one employer	6.8%	5.0%	6.1%	5.8%	5.8%	6.2%	5.8%
Part-time work (under 35 hours/week) with only one employer	6.8%	8.3%	6.7%	13.2%	8.3%	11.3%	9.3%
Part-time work (under 35 hours/week) with more than one employer	2.3%	6.6%	4.9%	5.2%	6.1%	3.1%	5.2%
Unemployed	2.3%	4.1%	6.1%	9.5%	8.3%	4.6%	6.4%
Homemaker	2.3%	1.2%	5.8%	4.3%	0.6%	10.3%	3.9%
Student	1.1%	3.7%	1.5%	2.8%	2.1%	3.6%	2.4%
Disabled		0.4%	0.9%	0.6%	0.9%	0.5%	0.6%
Retired	3.4%	7.4%	6.1%	5.2%	6.2%	5.9%	5.9%
Currently seeking new/other employment	16.3%	26.1%	33.3%	54.3%	38.5%	36.6%	37.1%
Number of observations	88	242	327	325	673	389	982

The transition to a civilian life

Table 7 shows the different graduation cohort, in their civilian job experience and their aspiration regarding entering a civilian career. We see that the proportion of the cohort currently working full-time in their own firm increases as time passes since graduation, as 7% of those who graduated in 2018 are occupied full-time in their own firm, while the corresponding figure for the 2015 cohort is 19%.

We see the same tendency as regards working in a business owned by someone in their own family. The proportion who work in a firm owned by themselves or by someone in their family increases by the year. We also see a small increase in the

proportion of the cohort working in the state and county sector as time passes since graduation.

The proportion of the respondents working in the private sector within a firm not owned by a former military person seems to decrease as time passes since graduation. A small proportion of the respondents has a part-time relationship with the military while working part-time in a civilian job (1%). Some work part-time in the military while pursuing an entrepreneurial career, which is still not able to support them financially (3%). We also see that the proportion of graduates that have had a civilian job outside the military after graduating, but now work in the military, is about 2%. A similar number of those currently employed by the military are now actively seeking new job positions as civilians. As many as 5% of the respondents expect to start their own firm within the next five years. Only 4% of the respondents still work in the military, do not currently enjoy a civilian job or an entrepreneurial career, have had a civilian job or pursue a civilian career.

Table 7 furthermore shows the current situation of the respondents: some still report to have an association with the military, but the bulk are currently working in their own firm or for an employer totally unrelated to the military. There is an equal proportion working in the public sector outside the military as those who started their own business and work there. A small fraction is working in a business owned by a former military person.

While collecting data for this report, the representative from Nord University took notice of the respondents reporting a lasting relationship with the military and talked to them about this issue. These discussions revealed that some were tempted to re-join the military forces, due to the current situation and higher salaries. On the other hand, the talks revealed that not all respondents had a clearly defined employer and

reported “military” as this linked to their identity; others worked in organizations or structures serving military and civilian functions through back office or support and their work experience allowed them to focus on the military customers or they worked with services that could be outsourced to the civilian sector. The borderline between military and civilian life is not as clear as we thought when we prepared the questionnaire. We urge future studies to operationalize items measuring these concerns more properly.

Table 7. Current work position, work experience and work aspirations, per graduation year.

Current work position, work experience and work aspirations	Graduation year				Total	n
	2015	2016	2017	2018		
Private sector - Work and manage my own firm	19%	12%	15%	7%	12%	111
Private sector - Work in a firm owned by someone in my family	6%	4%	3%	4%	4%	33
Private sector - Employee in a private firm – firm owned by another former military service member	5%	1%	1%	5%	3%	24
Private sector - Employee in a private firm – firm owned by someone NOT a former military service member	13%	17%	19%	18%	18%	161
Public sector, municipal level	7%	12%	10%	6%	9%	83
Public sector, state or county sector	18%	13%	12%	13%	13%	121
I work in a not for profit organization	8%	15%	10%	10%	11%	98
Occupation in the military sector – and also a civilian job	0%	2%	2%	1%	1%	13
Occupation in the military sector and self-employment as entrepreneur	2%	3%	4%	2%	3%	29
Occupation in the military sector – have had civilian job since graduation	4%	2%	1%	1%	2%	16
Occupation in the military sector – seeking a new job now	1%	1%	1%	5%	2%	18
Occupation in the military sector – expect to start a business within the next 5 years	5%	1%	6%	8%	5%	48
Occupation in the military sector – no other work experience or plans	4%	5%	2%	5%	4%	35
Other	9%	11%	15%	13%	13%	116
Total	85	233	306	282	906	

The “Other” group consists of people working full-time in sectors not listed here (33), working part-time with several employers for several sectors (12), unemployed (22), homemakers (14), students (3), disabled (3) and retired (29).

Entrepreneurship and business ownership

There is a great interest in entrepreneurship and self-employment among the course participants. As shown in Figure 4, by far the majority of the respondents prefer to be self-employed.

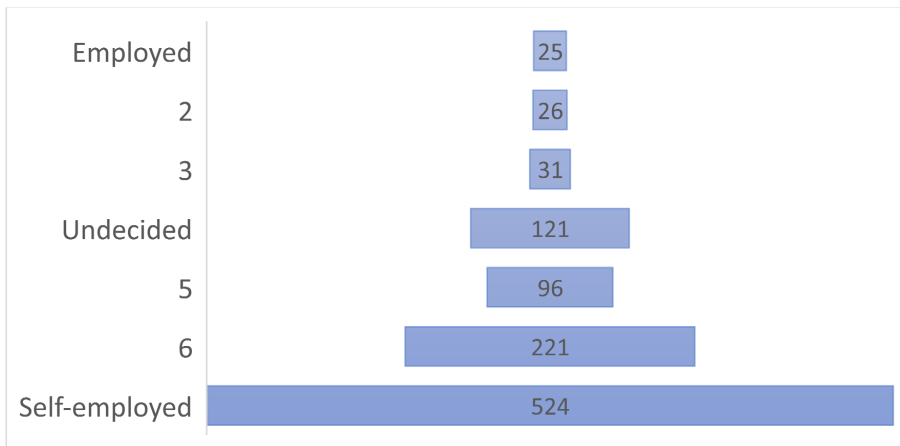


Figure 4. The extent to which the respondents prefer to be employed or self-employed

The participants turn this interest in self-employment into real action. We asked whether they have tried to start one or more businesses. As many as 37.1% reported having tried to start one or more businesses, 24.9% reported actually having started a business, and as many as 23.5% still owned one or more businesses at the time of the survey. Among those who graduated in 2018, 24% reported owning one or more businesses, while, of those who graduated in 2015, 44% reported having one or more businesses at the present time. The data provides us with the opportunity to describe further who has tried to start a firm. Table 8a reveals that as many as 37% of the total

graduates now own a business: females and males equally so. There is not much variation among persons differing in military rank and mode of entry onto the programme in relation to their propensity to start a new business, except under-officers and sergeants, who seem to be more reluctant to try to start their own business. It also seems that it takes some time from graduation before the graduates start on their entrepreneurial career.

Table 8a. The level of entrepreneurship among cohorts, military rank, mode of entry into the programme and gender. Have started one or more businesses.

Group	Yes, one business	Yes, two or more businesses	n
2015	33%	11%	87
2016	35%	7%	235
2017	38%	7%	325
2018	20%	4%	322
Senior officer	30%	10%	159
Junior officer	35%	6%	144
Under-officer	23%	3%	62
Sergeant	23%	7%	110
Soldier	32%	7%	137
Family member	32%	4%	324
Other	32%	10%	68
Male	29%	8%	665
Female	33%	3%	378
Total	30%	7%	1004

Table 8b further details the entrepreneurial landscape among the graduates. The table shows that many work full-time or part-time. Some work these hours fully in their own firm, some work parts of these hours in their own firm and the rest in employment elsewhere. We did not ask specifically how many hours they work in their own firm(s), compared to how many hours they worked in other places, nor did we ask about the industry of their firm, we asked for the industry of their main occupation.

We further see that the unemployed, homemakers, students, disabled and retired are all engaged in entrepreneurship. Those owning a business mainly work there or in a firm belonging to someone in their family. Basically, the graduates work and spend time as entrepreneurs in all industries and in many formats.

Table 8b. The level of entrepreneurship and position. Have started one or more businesses.

Group	Yes, one business	Yes, two or more businesses	n
Full-time work (min. 35 hours/week) with only one employer	21%	3%	535
Full-time work (min. 35 hours/week) with more than one employer	43%	7%	58
Part-time work (under 35 hours/week) with only one employer	30%	2%	87
Part-time work (under 35 hours/week) with more than one employer	25%	9%	44
Unemployed	15%	0%	60
Homemaker	17%	0%	36
Student	9%	0%	22
Disabled	17%	0%	6
Retired	50%	5%	58

The impact of the course

There is an impact on employment in their society as a result of the entrepreneurial efforts of the students from the course. We asked those respondents who currently own one or more businesses if their firms employ more than themselves. As many as 383 respondents who have one or more firms responded to this set of questions. Only 70 reported that no one other than themselves worked in their firm; 94 responded that they sometimes engage others as part-time employees (81 part-time employees in total) and as full-time employees (60 full-time employees in sum), and these 383 entrepreneurs were expecting to have 81 full-time employees in total in five years' time. The 219 respondents reporting always employing other people than themselves reported having 142 part-time employees and 170 full-time employees in total.

Equally, taking part in the course has had an impact on the participants' living conditions. We asked participants to respond to statements regarding their own situation now, on a Likert scale ranging from 1 = strongly disagree to 4 = neither disagree nor agree and 7 = completely agree. A score of 4 is then neutral. Table 9a then reveals how they consider their situation following their graduation from the course. Among the 1077 respondents, between 618 and 662 chose to respond to these statements. We see from the table that the respondents feel better off from taking the course than not doing so, as they regard themselves as being in a better position than those of their colleagues not taking part in the project. Even so, this does not imply that the respondents are fully satisfied with their present level of income.

Table 9a shows the score on our items measuring their present living condition, in relation to when they graduated. When we compare the average score for these items for the different yearly cohorts, we see that those who have just graduated from the course in 2018 tend to be optimistic about their situation, while the scores of those graduating in 2017 are a bit lower than those of the 2018 cohort; the 2016 cohort scores more highly than the 2017 cohort and the 2015 cohort scores more highly than all the others. It seems that their optimistic stand realizes itself as time passes and they adjust to their new situation.

Table 9a. The extent to which the respondents agree with the following statements regarding their living conditions, per year of graduation.

The extent to which the respondents agree with the following statements	Graduated year				
	2015	2016	2017	2018	Total
My living conditions have improved	4.99	4.74	4.47	4.71	4.65
I'm better off, compared to my dismissed colleagues who did not participate in this retraining programme	5.38	5.11	5.09	5.30	5.14
My income now is better than my income during my service in the military (before I took the course)	5.11	4.83	4.61	5.00	4.77
I'm satisfied with my current average monthly income	4.44	4.05	3.84	4.03	4.00
I feel self-sustained and secure about the future	4.86	4.75	4.58	4.39	4.67
My family feels self-sustained and secure about the future	4.75	4.63	4.36	4.22	4.50
Our family income is higher than before I took the course	5.05	4.71	4.44	4.69	4.63
My family is satisfied with our average monthly income	4.36	4.20	3.98	4.03	4.11
Our family expenses are higher now, compared to expenses 5 years ago	5.10	5.14	4.96	5.06	5.05
Despite the big growth in our expenses for fuel, food, utilities, etc., our family has good living conditions now	4.67	4.39	4.27	4.16	4.36

(1=strongly disagree, 4=neither disagree nor agree, 7=strongly agree)

Table 9b explores the same items but displays them according to gender and level of self-employment. We see that females tend to be more satisfied than men do. The largest difference between the scores among males and females relates to the item measuring the extent to which they are satisfied with their average monthly income. Females score 5.6% higher on this item.

Similarly, Table 9b indicates that those currently owning one or more businesses are more satisfied with their living conditions than are those who do not own a business. The self-employed are also more satisfied with their income than those who do not own a business.

Table 9b. The extent to which the respondents agree with the following statements regarding their living conditions, per gender and level of self-employment.

The extent to which the respondents agree with the following statements	Gender		Business ownership		
	Male	Female	Own one business	Own two or more businesses	Do not own a business
My living conditions have improved	4.62	4.65	5.14	4.94	4.45
I'm better off, compared to my dismissed colleagues who did not participate in this retraining programme	5.06	5.21	5.43	4.93	4.97
My income now is better than my income during my service in the military (before I took the course)	4.68	4.90	5.69	5.63	4.33
I'm satisfied with my current average monthly income	3.91	4.13	4.58	4.69	3.75
I feel self-sustained and secure about the future	4.63	4.73	5.18	5.18	4.44
My family feels self-sustained and secure about the future	4.45	4.53	4.90	4.94	4.32
Our family income is higher than before I took the course	4.53	4.72	5.38	4.94	4.23
My family is satisfied with our average monthly income	4.04	4.21	4.66	4.88	3.86
Our family expenses are higher now, compared to expenses 5 years ago	4.96	5.14	5.48	4.89	4.75
Despite the big growth in our expenses for fuel, food, utilities, etc., our family has good living conditions now	4.31	4.43	5.04	4.50	4.09

(1=strongly disagree, 4=neither disagree nor agree, 7=strongly agree)

Table 9c explores differences in life satisfaction further by comparing scores on these items according to military rank and the respondent's entry mode onto the programme. Those with a military rank entered as military, family members entered as members of a family where another family member was military personnel, the "Other" group consists of volunteers, medical personnel, and people who have not clearly identified their status.

Table 9c indicate that those who entered the programme as family members tend to be more satisfied than the other groups. Furthermore, junior officers seem to be more satisfied than the other military groups. The item scoring lowest on average is their satisfaction with their average monthly income.

Table 9c. The extent to which the respondents agree with the following statements regarding their living conditions, per military rank and mode of entry onto the programme.

The extent to which the respondents agree with the following statements	Joined as military personnel					Joined as family member	Joined as other
	Senior officer	Junior officer	Under-officer	Sergeant	Soldier		
My living conditions have improved	4.35	4.65	4.29	4.47	4.59	4.79	4.72
I'm better off, compared to my dismissed colleagues who did not participate in this retraining programme	5.12	5.14	5.23	5.08	4.89	5.18	5.20
My income now is better than my income during my service in the military (before I took the course)	4.50	4.97	4.06	4.48	4.49	5.08	4.89
I'm satisfied with my current average monthly income	3.78	4.11	4.16	3.55	3.93	4.12	4.06
I feel self-sustained and secure about the future	4.63	4.60	4.88	4.44	4.51	4.74	4.88
My family feels self-sustained and secure about the future	4.47	4.49	4.63	4.16	4.21	4.57	4.69
Our family income is higher than before I took the course	4.31	4.63	4.25	4.17	4.50	4.88	4.79
My family is satisfied with our average monthly income	4.05	4.14	4.13	3.77	3.81	4.25	4.15
Our family expenses are higher now, compared to expenses 5 years ago	4.57	5.26	5.13	4.46	5.05	5.29	5.11
Despite the big growth in our expenses for fuel, food, utilities, etc., our family has good living conditions now	4.14	4.48	4.16	3.98	4.32	4.47	4.43

(1=strongly disagree, 4=neither disagree nor agree, 7=strongly agree)

The project's input

We asked the respondents to what extent they agreed on some statements regarding the efforts of the local universities and NGOs arranging the programme. As indicated in Figure 5, to a great extent the respondents agree that the course delivered what was promised, the local arrangements were satisfactory, and the necessary practical information was timely and relevant.

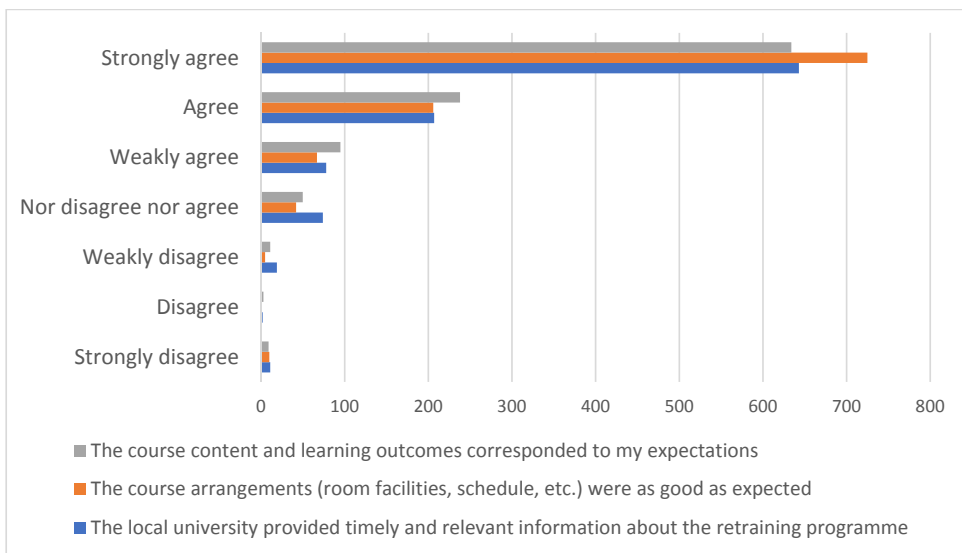


Figure 5. The extent to which the respondents were satisfied with the coordination of the local universities and NGO teams

We also set forth a set of statements regarding how helpful the course was in respect of coping with the transfer to a civilian life; see Table 10a. Here, it also seems that the recently graduated are more positive than the less recently graduated, but, as time passes, the respondents then become more and more positive regarding how the content of the course assisted them in adapting to civilian life.

The overall average on all these items for all respondents was 5.7 on the 1-7 scale, indicating that the respondents were satisfied with the content of the course in general. The item scoring highest on average is “My knowledge base has improved in general”; here, the respondents scored on average 6.5 on a 1-7 scale. Similarly, it was important that the course was free (6.4). We included an item with reverse order, to ensure that the respondents actually read the items they were scoring on. The low score (1.7 on a 1-7 scale) on the item, “For me, the programme had absolutely no positive effect”, ensured the validity of both the programme and the survey.

The respondents scored on average 6.2 on the item, “For me, it was important that the diploma was issued by a Western university”, and 3.8 on the item, “I think it would not have made any difference for me if the diploma was issued by a local university”, indicating that the prestige or attention associated with a diploma from a foreign university was of some help in their quest for a job or position.

Table 10a. The extent to which the respondents agree with the following statements regarding the retraining programme per year of graduation, and grand total

Year of graduation	2015	2016	2017	2018	Total
The retraining programme helped me to adapt to living in civilian society	5.64	5.68	5.56	6.03	5.71
The programme made it easier for me to get an income	5.18	5.00	4.96	5.97	5.31
My current work is related to the specialization acquired at the retraining programme	5.02	4.67	4.35	5.70	4.92
I became more interested in becoming self-employed due to the networks and knowledge acquired during the programme	5.94	5.56	5.94	5.67	5.74
My knowledge base was improved in general	6.42	6.33	6.53	6.61	6.48
I acquired new useful knowledge regarding civilian society	6.14	6.09	6.27	6.35	6.21
I acquired new useful skills needed for work	6.05	6.14	6.21	6.45	6.24
I acquired a new and interesting profession	5.64	5.53	5.52	5.84	5.60
I acquired new networks and extended previously existing networks	5.93	6.22	6.22	6.41	6.23
For me, it was important that the diploma was issued by a Western university	6.24	6.11	6.04	6.39	6.17

I think it would not have made any difference for me if the diploma was issued by a local university	4.10	3.55	3.71	3.95	3.76
For me, it was important that the programme was free	6.42	6.28	6.32	6.49	6.35
The programme helped me to get relevant employment offers	4.91	4.75	4.52	5.84	5.05
The programme improved my chances to meet employers' requirements	5.34	5.38	5.31	6.07	5.56
For me, the programme had absolutely no positive effect	1.67	1.87	1.58	1.64	1.69
Participating in the programme made me feel safer and more secure	6.08	6.01	6.01	6.26	6.08

(1=strongly disagree, 4=neither disagree or agree, 7=strongly agree)

Table 10b further details the respondents' opinions on how suited the programme was to assist them in their adjustment to civilian life, then looks more deeply into the differences between the genders and the level of entrepreneurship. Here again, it seems that the females rate the course as being better than do the males. The average score for females is 5.53, while the male average is 5.39. The item, "I acquired new useful skills needed for work", was among the items with the highest scores: 6.18 for males and 6.32 for females. Similar high scores are given for the items, "I acquired new useful knowledge regarding civilian society", "I acquired new networks and extended previously existing networks" and "Participating in the programme made me feel safer and more secure".

On average, the entrepreneurs scored more highly on the item, "My current work is related to the specialization acquired at the retraining programme", than did those respondents without their own business, indicating that the course was helpful in that direction. The score for the non-business-owners is still high on the positive side.

Table 10b. The extent to which the respondents agree with the following statements regarding the retraining programme, per gender and level of entrepreneurship.

Gender and level of entrepreneurship	Male	Female	Owns one business	Owns two or more businesses	Owns no business
	The retraining programme helped me to adapt to living in civilian society	5.65	5.81	5.78	5.77
The programme made it easier for me to get an income	5.27	5.39	5.71	5.72	5.07
My current work is related to the specialization acquired at the retraining programme	4.91	4.99	5.18	5.28	4.71
I became more interested in becoming self-employed due to the networks and knowledge acquired during the programme	5.65	5.91	6.14	6.08	5.57
My knowledge base was improved in general	6.45	6.51	6.47	6.62	6.45
I acquired new useful knowledge regarding civilian society	6.10	6.36	6.21	5.92	6.16
I acquired new useful skills needed for work	6.18	6.32	6.32	6.28	6.16
I acquired a new and interesting profession	5.51	5.74	5.64	5.18	5.58
I acquired new networks and extended previously existing networks	6.17	6.32	6.25	6.16	6.19
For me, it was important that the diploma was issued by a Western university	6.08	6.32	6.14	6.17	6.14
I think it would not have made any difference for me if the diploma was issued by a local university	3.70	3.93	3.97	4.24	3.67
For me, it was important that the programme was free	6.33	6.36	6.32	6.32	6.31
The programme helped me to get relevant employment offers	5.05	5.05	4.95	4.50	4.96
The programme improved my chances to meet employers' requirements	5.52	5.63	5.42	5.04	5.52
For me, the programme had absolutely no positive effect	1.71	1.68	1.56	2.20	1.78
Participating in the programme made me feel safer and more secure	6.01	6.19	6.13	6.22	5.98

(1=strongly disagree, 4=neither disagree nor agree, 7=strongly agree)

Table 10c provides even more detail on how the respondents appreciated the content of the course. This table shows the same items but detailed according to military rank and mode of entry onto the programme. On average, the under-officers scored 5.67

and the soldiers scored 5.56, while the “Other” group scored 5.25. This indicated that there are no big differences in how the different groups evaluated the usefulness of the course. It seems that it was of greater importance for the under-officers than for the other groups that the diploma was issued by a foreign university.

Table 10c. The extent to which the respondents agree with the following statements regarding the retraining programme, per military rank and mode of entry onto the programme.

Military rank	Senior officer	Junior officer	Under-officer	Sergeant	Soldier	Family member	Other
The retraining programme helped me to adapt to living in civilian society	5.58	5.60	6.13	5.58	5.77	5.78	5.55
The programme made it easier for me to get an income	5.05	5.28	5.89	5.17	5.30	5.46	5.09
My current work is related to the specialization acquired at the retraining programme	4.88	4.71	5.85	4.68	5.01	4.96	4.67
I became more interested in becoming self-employed due to the networks and knowledge acquired during the programme	5.68	5.22	5.00	5.68	6.13	6.00	5.71
My knowledge base was improved in general	6.43	6.45	6.42	6.43	6.56	6.53	6.40
I acquired new useful knowledge regarding civilian society	6.14	6.13	6.48	6.03	6.24	6.35	5.88
I acquired new useful skills needed for work	6.17	6.25	6.52	6.17	6.22	6.31	5.89
I acquired a new and interesting profession	5.45	5.57	6.27	5.45	5.61	5.69	5.15
I acquired new networks and extended previously existing networks	6.18	6.16	6.30	6.19	6.33	6.29	6.03
For me, it was important that the diploma was issued by a Western university	5.99	6.12	6.60	6.12	6.18	6.30	5.74
I think it would not have made any difference for me if the diploma was issued by a local university	3.79	3.63	2.71	3.60	4.07	3.92	3.86
For me, it was important that the programme was free	6.44	6.29	6.61	6.31	6.48	6.25	6.31
The programme helped me to get relevant employment offers	4.86	4.83	5.90	4.90	5.32	5.12	4.52

Military rank	Senior officer	Junior officer	Under-officer	Sergeant	Soldier	Family member	Other
The programme improved my chances to meet employers' requirements	5.43	5.51	5.98	5.38	5.69	5.62	5.38
For me, the programme had absolutely no positive effect	1.68	1.66	1.57	1.67	1.82	1.65	1.82
Participating in the programme made me feel safer and more secure	6.02	5.95	6.40	5.87	6.15	6.16	6.02

(1=strongly disagree, 4=neither disagree nor agree, 7=strongly agree)

We also asked the respondents who had tried to start a business the extent to which the course elements were suitable for their educational needs. As indicated in Table 11, those who did not succeed in their attempt to start a new business were not as satisfied as were those who succeeded. The course elements pointing to business opportunities were particularly valued by the respondents.

Table 11. The extent to which respondents who have tried to start a firm felt that the course was helpful for their start-up.

Do you still have some of these businesses?	Yes, one business	Yes, two or more businesses	No
New theoretical knowledge I received through classroom lessons was helpful for my start-up	6.04	5.91	5.83
New practical knowledge I received through practical training was helpful for my start-up	6.07	6.13	5.71
New networks and friends I gained through participating in the course were helpful for my start-up	5.59	5.52	5.55
The confidence I gained through learning was helpful for my start-up	6.08	6.08	5.76
The new insight into potential business opportunities I gained through doing the course was helpful for my start-up	6.26	6.36	5.95
	<i>n</i>	198	25
		185	

(1=strongly disagree, 4=neither disagree nor agree, 7=strongly agree)

Contribution to Ukraine-Norway relations and future cooperation

One aim of the project was to improve understanding of the Ukraine-Norway relationship and promote cooperation between Ukrainian and Norwegian institutions. We then asked the respondents to take a stand on some items regarding the Ukraine-Norway relationship. These items engaged the respondents, as evidenced by the high response rate: between 1026 and 1049 of the 1077 respondents answered on these items.

The respondents feel that Norway is an important partner for Ukraine; they understand the reason for Norway's engagement in the retraining programme; they feel more informed about Norwegian culture and society through interesting and useful lectures by Norwegian teachers and have received useful information on Norwegian-Ukrainian business cooperation. See Table 12.

Table 12. The extent to which the respondents agree with the statements on the project's contribution to Ukrainian-Norwegian relations.

Awareness of Norway and the Ukraine-Norway cooperation	<i>n</i>	Mean
I think that Norway is an important partner of Ukraine	1049	6.58
Norwegian teachers' lectures were interesting and useful	1028	6.55
I understand why the Norwegian government finances the programme	1037	6.16
The programme provided information about Norwegian society and culture	1041	6.10
I have gained information about Norwegian business life	1038	5.82
I have gained information about Norwegian companies successfully operating in Ukraine	1030	5.43
I have gained information about Ukrainian companies successfully operating in Norway	1026	5.06

(1=strongly disagree, 4=neither disagree nor agree, 7=strongly agree)

What to improve

We also took the opportunity to question the respondents on issues related to how to improve the course. Figure 6 shows their response on didactical issues, where they

were asked whether they wanted less or more of a given teaching approach for their colleagues in future courses. Basically, the graduates want more of everything for their former colleagues. The most pressing issue is more practical classes in interacting with relevant firms and organizations, and they want more Norwegian teachers to give classes, together with groupwork; some even want more theoretical issues discussed in class. The engagement among the respondents was great: approximately 1010 of the 1077 respondents provided advice on how to improve the courses.

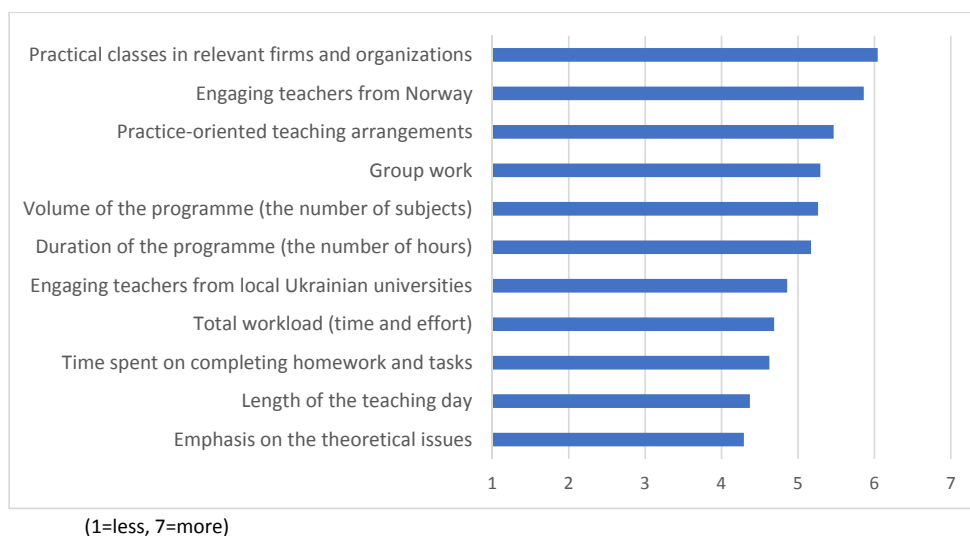


Figure 6. Didactical elements the graduates suggested should be decreased or increased for future courses

We also asked the respondents whether adjusting how the course was offered timewise would improve their possibilities for enrolling on and completing the programme. Among the 1033 who responded to his question, 58% claimed that the current arrangement was the best arrangement, while 42% suggested that the course should be a part-time course. Among these 42%, the option of arranging the course every second day was the most supported.

Table 13. Suggestions for how to adjust the course timewise.

The course should be arranged as part-time education, taking twice as long to complete		
No	Yes	
58.1%	41.9%	Among the YES answers:
	26.7%	Before lunch each day
	51.8%	Every second day
	31.2%	Every second week
	13.1%	Every second month

Conclusions

The goals

From 2015 to 2018 – during seven study semesters – 3538 officers and their family members graduated from the programme. This then constitutes 84% of the scheduled number of retrained people during the full project period, 2015-2019 (10 study semesters). As many as 96% of the project participants graduated, and only 3.86% (35 of 906 valid answers) of the graduates were unaffected by the course and were not or had not been employed/self-employed or seeking employment/self-employment in the civil sector. As many as 37.1% reported having tried to start one or more businesses, 24.9% reported actually having started a business, while 23.5% still owned one or more businesses at the time of the survey. The unemployment rate fell from 9.5% among the 2018 cohort to 2.3% among the 2015 cohort. Project “Ukraine-Norway” increased respondents’ awareness about Norway and relations between Norway and Ukraine.

The educational offerings

Between 2015 and 2018, 5341 candidates applied for 3679 positions within the programme, 3538 graduated, with a completion rate of 96%. The 40 different courses were offered by 19 Ukrainian universities in 17 cities.

Who responded

The data was collected by representatives of Nord University Business School / High North Centre. As many as 1077 graduates provided information on their current living conditions, their work situation, their reflections on the usefulness of the course, as well as suggestions for future improvements. The overall response rate was 30.4%. The average age for the respondents was 41, and there were 39% females among the

responders. Neighbours, colleagues, Internet and social media are the main sources for attracting attention to the project.

Employment

The main bulk of respondents report that they are currently employed, with 80% reporting that they are currently in part-time or full-time employment. Most of them are employed full-time (66.3%), with males (67.5%) tending to be employed full-time more often than females (60.7%). About 6.4% are currently unemployed. The proportion of the respondents reporting currently having full-time work increases with time since graduation.

Entrepreneurs

There is a great interest in entrepreneurship and self-employment among the course participants. The participants turn this interest in self-employment into real action. As many as 37.1% reported having tried to start one or more businesses, 24.9% reported actually having started a business, and 23.5% still owned one or more businesses at the time of the survey. Males and females engaged equally in starting their own business. The graduates combined starting one or more firms with working full-time or part-time in their own, their family members' or other person's firms. They are engaged in all industries.

Their living conditions

As entrepreneurs, the graduates create jobs for themselves, their family and others, as both full-time and part-time employees. The graduates report that their living conditions are better than those of their former military colleagues who did not participate in the "Ukraine-Norway" project. Graduates who start their own firm report higher levels of life satisfaction than those employed; this is true for all military

ranks. Their living conditions improve as time passes since graduation and they grow secure in their new life situation.

The project's input

The graduates are very pleased with the arrangements made by the local universities and NGOs. The overall average on all items measuring their evaluation of course aspects for all respondents was 5.7 on a 1-7 scale, indicating that the respondents were very satisfied with the content of the course in general. The respondents scored on average 6.2 on the item, "For me, it was important that the diploma was issued by a Western university", and 3.8 on the item, "I think it would not have made any difference for me if the diploma was issued by a local university", indicating that the prestige or attention associated with a diploma from a foreign university was of some help in their quest for a job or position. Females rated the course slightly better than did the males, with those who graduated some years ago also grading the course on average more highly than more recent graduates. Those who started their own businesses also rated the course as better than those who did not start their own business.

The respondents feel that Norway is an important partner for Ukraine; they understand the reason for Norway's engagement in the retraining programme; they feel more informed about Norwegian culture and society through interesting and useful lectures by Norwegian teachers and have received useful information on Norwegian-Ukrainian business cooperation.

What the alumni participants want for their colleagues

Essentially, the graduates want more of everything for their former colleagues. The most pressing issue is more practical classes in interacting with relevant firms and

organizations, and they want more Norwegian teachers to give classes, as well as more groupwork. The majority of the graduates wanted the structure of the course to continue as now.

Main lessons learned

The retraining and social adaptation programme in frames of the “Ukraine-Norway” project is developed in close cooperation between Nord University Business School / High North Centre, IFSA, university partners in Ukraine and NGOs. The candidates feel that the programme assists them in finding new jobs, while many create their own job and add jobs for others. They feel that taking the course has improved their living conditions, compared to those of their former colleagues, and they grow more secure in their new life situation as time goes by. Females are even more satisfied than are men with the opportunities the project offers them. Former military rank does not influence their evaluation of the usefulness of the retraining and social adaptation programme in major ways. The graduates want more of the same for their colleagues who will be leaving the military.

Appendix

Local partner organizations of the project in Ukraine:

NGO "Bureau for Development, Innovation and Technology" (Ivano-Frankivsk)

NGO "Educational and Social Innovation" (Ternopil)

NGO "Soldiers Union Leader" (Zaporizhzhya, Melitopol)

NGO "Odesa Black Sea Center for Conversion of Military Personnel" (Odesa)

NGO "Conversion of Military Personnel" (Mykolayiv)

NGO "New Society of Ukraine" (Lviv)

Volyn Regional Public Organization "Center for Public Education" (Lutsk, Volodymyr-Volynskiy)

NGO "Center for Economic Development and Social Adaptation" (Chernivtsi)

NGO "Chernihiv European" (Chernihiv)

NGO "Center for Social Adaptation and Development of the 'European Initiative'" (Vinnytsia)

NGO "Our Native Transcarpathia" (Uzhhorod)

NGO "European Way 4.0" (Kropyvnytskyi)



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