

R&D-Report

Report from surveys of project participants of “Norway-Ukraine. Professional Adaptation. Integration into the State System” (NUPASS)

Project execution and results 2022

Olga Iermolenko
Bjørn Willy Åmo

Nord University
R&D-Report no. 94
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"Norway-Ukraine. Professional Adaptation.
Integration into the State System"
(NUPASS) project

REPORT

Surveys among project participants
- project execution and results
2022



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Nord University Business School
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Bodø - 2023

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1. INTRODUCTION

1.1 The aim of the report

The aim of this report is to evaluate the results of the third year of the “Norway-Ukraine. Professional Adaptation. Integration into the State System” project (hereafter, NUPASS) from the position of the main beneficiaries of the project – retired military officers, veterans of the Russian-Ukrainian war (including earlier ATO¹/JFO² participants), and their family members (spouses). NUPASS is financed by the Norwegian Ministry of Foreign Affairs (MFA). The program is managed by Nord University Business School (NUBS)³ in Norway and the International Foundation for Social Adaptation (IFSA)⁴ in Ukraine. For a more detailed description of the NUPASS project and its goals and results, please see Iermolenko & Åmo (2022; 2021; 2019), Kolvereid & Iermolenko (2020), Vakulenko et al. (2021; 2022), and the webpage of the project at Nord University – Nupass (nord.no).

Only one group of participants was surveyed in 2022 – participants of the autumn study semester. After the full-scale Russian invasion in Ukraine (February 2022), the project was paused but delivered later in several locations, although with a different focus – retraining, social adaptation, and employment assistance to Internally Displaced People (IDP). We have not surveyed these groups of participants. Initially, we had planned to survey participants of the 2021 NUPASS project in 2022 as well, in the form of a follow-up survey. However, the majority of those participants retrained in 2021 were mobilized from February 2022, and the surveying was not possible and inappropriate. We could not ask whether the lives of people who had received retraining in the frames of our project in 2021 and returned to the military in 2022, or the lives of their family members, have improved in this period.

As for the control group, in the fall semester of 2022, we had planned to survey participants of the retraining program financed by the Ministry of Veteran Affairs of Ukraine (our control groups). It was planned that there would be four such groups – two in Kyiv, one in Dnipro and one in Ivano-Frankivsk. The necessary number of participants was recruited in each city. However, due to the difficult situation with continuous bombings of the infrastructure, arranging the retraining program in Kyiv under blackout conditions was impossible. Therefore, the retraining and social adaptation programs financed by the Ukrainian ministry in Kyiv were postponed to 2023. Retraining and social adaptation programs in Dnipro and Ivano-Frankivsk were delivered as planned. We have received only nine valid answers from the participants of the control group. Although this number is too small for statistical analysis, we have analyzed all written comments under the last question of the questionnaire, and we observe that the participants of the control group are generally very satisfied with the program and make very similar comments to those of “ordinary” NUPASS project participants.

1 ATO – Anti-Terroristic Operation

2 JFO – Joint Forces Operation

3 NUPASS Project’s webpage at NUBS: <https://www.nord.no/nupass#&acd=153ad64b-15b4-6783-4407-4c8d495edb7d&acd=93fa10b0-b2c1-9430-a859-f2219>

4 NUPASS Project’s webpage at IFSA: <https://ifsa.kiev.ua/en/>

1.2 Previously planned project performance indicators for 2020-2022

The NUPASS project aimed that at least 95% of project participants should complete their training for each project year. Other important goals/indicators are: improved living conditions, reduced number of cases of domestic violence, reduced number of suicides, reduced number of cases of alcohol and drug abuse. These are then operationalized into some employment indicator goals:

- 70% employed or self-employed after one year
- 90% - after three years
- 99% - in five years
- Business establishments: the number of project participants opening their own (family) business to be at least 20%.

Furthermore, this is also operationalized as no cases of domestic violence among project participants; no cases of alcohol and drug abuse among project participants; and no cases of suicide among project participants. The final target is that graduates should report improvement in their living conditions, psychological well-being, and life satisfaction.

Under the conditions of the full-scale war, the questions about life satisfaction, psychological well-being, and improved living conditions were inappropriate; therefore, in 2022, they have been removed from the earlier prepared questionnaires. Therefore, this report focuses on indicators of course completion, employment, and business establishment, rather than on living conditions, psychological well-being, and life satisfaction. The course's impact on domestic violence, alcohol and drug abuse and suicides among project participants is only indirectly indicated (NGOs in the regions are involved in the process of assessment of these important indicators).

1.3 Survey composition and execution in 2022

Data were collected by means of electronic surveys (nettskjema.no):

- in September/October 2022 (entry survey, fall 2022 semester NUPASS participants)
- in December/January 2022 (exit survey, fall 2022 semester NUPASS participants)
- In November 2022-January 2023 (control groups' survey, fall 2022, hybrid format – i.e., entry/exit surveys merged)

The questionnaires were tailor-made for the needs of the NUPASS project by NUBS (see the detailed description in Vakulenko et al. (2022) and Iermolenko & Åmo (2022; 2021)). First, we asked our respondents to leave some information about their gender, year of birth, city of residence, status (e.g., officers, veterans, family members), education, etc. Later, we looked at their motivation for participating in the program, experience before and after the retraining program, future employment plans, etc. The link to the questionnaires (nettskjema.no) was distributed to all project participants, with the help of the universities and involved non-governmental organizations (NGOs).

2. DEMOGRAPHICS – THOSE WHO ATTENDED THE COURSES IN 2022

During 2022, the retraining and social adaptation program was offered in 13 different locations, and 414 project participants successfully passed the program requirements (see Table 1).

Table 2.1. Groups' composition – Fall semester 2022

No.	Specialization	City	University	Total number of participants	No. of males	No. of females	No of military officers	From them (8) combatants	No of family members
1	2	3	4	5	6	7	8	9	10
1	Entrepreneurial management in Ukraine	Kyiv	State University of Infrastructure and Technologies	25	13	12	16	3	9
2	Entrepreneurship and Leadership	Ivano-Frankivsk	King Danylo University	32	12	20	12	8	20
3	Entrepreneurship	Ternopil	West Ukrainian National University	30	11	19	21	17	9
4	Entrepreneurship	Berezhany	West Ukrainian National University	26	13	13	19	19	7
5	Strategic development of territorial communities	Lviv	Lviv Polytechnic National University	25	15	10	16	16	9
6	Technologies for starting and running business	Lviv	Lviv Polytechnic National University	27	22	5	26	26	1
7	Entrepreneurship and own business organization	Chernivtsi	Yuriy Fedkovych Chernivtsi National University	50	14	36	21	7	29
8	WEB technologies and English in business	Chernihiv	Chernihiv Polytechnic National University	25	13	12	17	12	8

9	Own business organization and startup projects' development	Vinnitsia	Vinnitsia National Technical University	26	16	10	12	12	14
10	The basics of entrepreneurship: starting own business	Uzhhorod	Uzhhorod National University	25	6	19	11	1	14
11	Technologies for opening and running business	Lutsk	Lesia Ukrainka Volyn National University	29	16	13	18	9	11
12	Technologies for opening and running business	Volodymyr	Lesia Ukrainka Volyn National University	29	16	13	17	10	12
13	Organization of own business in the agrarian sphere	Uman	Uman National University of Horticulture	65	49	16	53	53	12
	TOTAL			414	216	198	259	193	155

Of those 414 people, 52% were males (216 persons) and 48% were females (198 persons). Of project participants, 63% had the status of a veteran/military officer (259 persons) and 37% were family members (155 persons).

3. DEMOGRAPHICS – GRADUATES 2022 – THOSE WHO ANSWERED THE SURVEYS

At time of entry to the course, the respondents (graduates 2022) were aged between 18 and 60, with an average age of 36 years at the time of the survey. As many as 77.6% were in a relationship. Only 37.3% lived in a household with no children. The average number of members of the household in which our respondents lived was 3.0 persons. Among our respondents, 5.1% reported living in a city with fewer than 10,000 inhabitants, 36.0% in a city with fewer than 100,000 inhabitants, and 50.8.8% in a city with fewer than 100,000 inhabitants, while 8.1% reported living in a city with more than 1,000,000 inhabitants. The sample of 236 respondents comprised 49.2% males and 50.8% females.

Table 3.1 displays the number of respondents according to their rank at the time of course entry. From the table, we can see that there were 26 male and 6 female higher officers,

34 male and 4 female mid-ranked officers, 54 male and 27 female soldiers/sergeants, as well as 9 male and 83 females reporting belonging to the "Other" category on entering the program. We also see that the total of participants during 2022 who responded to our entry surveys was 236.

Table 3.1. Number of respondents according to rank at time of course entry

Military rank	Higher officer	Mid-rank officer	Soldier / sergeant	Other status	Total
Male	26	34	54	9	116
Female	6	4	27	83	120
Total	35	28	81	92	236

Table 3.2 details the status of the 236 participants entering the program and answering our entry survey during 2022. We see that there were 87 military personnel, of whom 65 were males and 22 were females. We also see that, among the 97 participants entering the program as family members, there were 87 females and 10 males.

Table 3.2. Number of respondents according to status at time of course entry in 2022

Entry status vs. Gender	Military personnel	ATO personnel	Family member	Other entry mode	Total
Male	65	40	10	1	116
Female	22	6	87	5	120
Total	87	46	97	6	236

We further asked about the educational background of the course participants. Table 3.3 demonstrates that 189 reported higher education (93 males and 96 females), while 167 reported a vocational education (78 males and 89 females). The total sample was 236. As many as 6 had both higher education and vocational education, while 126 reported no such education (58 males and 68 females).

Table 3.3. Number of respondents according to type of education at time of course entry

Education n=1046	Higher education	Vocational education
Male	93	78
Female	96	89
Total	189	167

In total, 223 respondents answered our exit surveys in 2022. Table 3.4 shows the total sample of responses and the area of retraining and the regions of Ukraine that they relate to. The table shows that, e.g., courses related to ICT for businesses were offered in the regions of Chernihiv, L'viv, and Lutsk, where 21, 15, and 12 course participants, respectively, responded to our exit survey.

Table 3.4. Regions and areas of retraining 2022

	Agrarian management	Entrepreneurship	ICT for business	Public sector	Total
Berezhany		17			17
Chernihiv			21	0	21
Chernivtsi		19			19
Ivano-Frankivsk		24			24
Kyiv		18			18
L'viv			15	15	30
Lutsk			12	0	12
Ternopil		17			17
Uman	40				40
Uzhhorod		12			12
Vinnytsia		17			17
Volodymyr			9		9
Total	40	124	57	15	236

4. COURSE RESULTS – GRADUATES 2022

4.1 Employment before and immediately after the retraining program

We asked course participants to state their employment status as it stood on both entering and leaving the course. This allows us to show the extent to which their employment status changed from before to after the course. Table 4.1 details this transition. Their status before the course is to be read horizontally, while their status at the end of the course is to be read vertically. Among the 129 who responded to both our entry and exit surveys, we see that 68 had a full-time position, 13 worked part-time (i.e., less than 37 hours a week on average), 12 were unemployed, 11 reported being a homemaker, 4 were students, 1 was disabled, 8 were retired, and 8 did not find any of these classifications suitable to describe their position at the time of entering the course. There seem to be fewer unemployed and more part-timers after the course than before it.

Table 4.1. Changes in employment status of course participants from before the course started to after the course ended

Employment status – before and after the retraining program	Full-time work (min. 35 hours / week)	Part-time work (under 35 hours / week)	Un-employed	Home-maker	Stud-ent	Re-tired	Other	Totals before the course
Full-time work (min. 35 hours/ week)	46	11	1	0	0	1	9	68
Part-time work (under 35 hours/week)	6	6	0	0	0	1	0	13
Unemployed	6	1	1	2	0	1	1	12
Homemaker	3	1	1	4	1	0	1	11
Student	1	1	0	0	2	0	0	4
Disabled	0	1	0	0	0	0	0	1
Retired	0	5	0	0	0	6	1	12
Other	3	2	0	0	0	0	3	8
Totals after the course	65	28	3	6	3	9	15	129

At the end of the course, as many as 65 had a full-time job to go to, 28 had a part-time job, 3 were still unemployed, 6 were homemakers, 3 reported being students, while none was disabled and 9 were retired. Meanwhile, 15 still did not find any of these classifications suitable for them.

Furthermore, we can see that 6 of the 13 who were employed part-time at the start of the course reported being employed full-time after the course. Among the 12 unemployed when starting the course, we see that 6 had obtained a full-time position, 1 had found a part-time position, two were now homemakers, one was retired, while only 1 remained unemployed. Similarly, we read that the disabled person who started the course now had found a full-time position. At the other end, one previously full-time employed person was now unemployed, 1 was retired, 11 were now part-time employed, and 9 placed themselves under the category of "Other".

Table 4.2 shows how the employment status changed for males and females. Among the 236 males that responded to our entry survey and the 223 who replied to our exit survey, 139 worked full-time before the course and 105 worked full-time after the course. Similarly, 25 were working part-time before the course, and 68 were working part-time after the course. Among the 116 men that answered our entry survey, 66% worked full-time, and 6% worked part-time. Among the 115 men that answered our exit survey, 48% now worked full-time and 30% worked part-time. Of the 120 female respondents to our entry survey, 53% worked full-time and 15% worked part-time. Among the 108 females that responded to our exit survey, 47% now worked full-time and 31% worked part-time. There were fewer changes in the number of course participants reporting being unemployed, homemakers, students, disabled, retired or Other.

Table 4.2. Employment status of course participants before and after the course, according to gender

	Full-time work (min. 35 hours/ week)	Part-time work (under 35 hours/ week)	Un-employed	Home-maker	Student	Dis-abled	Re-tired	Other	Total
Male % before	66 %	6 %	9 %	0 %	3 %	3 %	9 %	6 %	116
Male % after	48 %	30 %	2 %	0 %	3 %	0 %	9 %	9 %	115
Female % before	53 %	15 %	8 %	12 %	3 %	0 %	4 %	6 %	120
Female % after	47 %	31 %	2 %	6 %	2 %	0 %	1 %	10 %	108

Table 4.3 further details the change in employment experienced by the course participants, showing their hierarchical level before the course and at the time the course ended. Here, 69 course participants from 2022 answered our question regarding hierarchical level at both the time of entry and the time of exit. Their hierarchical position before the course is read horizontally, and their hierarchical position at the end of the course is read vertically.

Table 4.3 shows that 12 of the 69 respondents had a top position at the time of entering the course, 19 a mid-level position and 29 reported a position at the lower level, while 9 people were unclear as to how to categorize their position in this scheme.

At the time the course was about to end, 13 reported a top position, 25 a mid-level position, 27 a position at lower levels, while 4 replied "Other" to this question. Table 4.3 further details that, of the 12 who reported a top position when entering the course, 7 still held a top-level position, while 4 now regarded their position as mid-level and 1 classified their position at a lower level; none reported their current position as "Other".

Table 4.3. Employment status regarding hierarchical level of course participants, before the course started and after the course ended

The hierarchical level for their position - before and after the course	Top level (e.g., director of a company / higher officer)	Middle level (e.g., head of department / mid-ranked officer)	Lower level (e.g., worker / soldier)	Other	Totals before the course
Top level (e.g., director of a company / higher officer)	7	4	1	0	12
Middle level (e.g., head of department / mid-ranked officer)	2	15	2	0	19
Lower level (e.g., worker / soldier)	1	5	21	2	29
Other	3	1	3	2	9
Total after the course	13	25	27	4	69

Table 4.4 further details the developments in employment status regarding the hierarchical levels of course participants, before and after the course and then according to gender. Among the 83 males that informed us on this issue in the entry surveys, 22% reported a top-level job, 40% a mid-level job, and 36% a low-level job. Among the 89 males answering our question regarding job-level position for their main job after graduation (exit survey), 18% reported a top-level job. This is a 4% decrease in males with a top-level job. Similarly, there was a 9% decrease in males with a mid-level job and an increase of 13% in males with a low-level job. Similarly, 81 females reported their entry status and 85 their exit status. Table 4.4 reveals an 8% increase in females reporting a top-level job, up from 12%, a 1% decrease in females reporting a mid-level job, and a 2% increase in females reporting a low-level job, up from 42%.

Table 4.4. Employment status regarding hierarchical level of course participants, before the course started and after the course ended, according to gender

	Top level (e.g., director of a company / higher officer)	Middle level (e.g., chief of department / mid-ranked officer)	Lower level (e.g., worker / soldier)	Other	Total
Male % before	22 %	40 %	36 %	2 %	83
Male % after	18 %	31 %	49 %	1 %	89
Female % before	12 %	23 %	42 %	22 %	81
Female % after	20 %	22 %	44 %	14 %	85

4.2 Entrepreneurship – graduates 2022

Tables 4.1 and 4.2 show the employment status of the 2022 graduates before and after the course. This employment status could mean, among other things, being employed in their own firm or in a firm owned by someone in their family. Table 4.5 specifies the development in such entrepreneurial activity among the course participants. Among the 123 course participants answering our question at course entry about working part-time or full-time in their own firm, 0% reported working full-time in their own firm, while 36% reported working full-time in their own firm after the course. Similarly, 28% reported working part-time in their own firm before the course; this number increased to 43% among the 174 who answered "Yes" to the statement "I'm going to work in and manage my own firm" at the end of the course. The percentage of those who reported working part-time or full-time in their own firm before the course started (28%) increased to 79% by the end of the course.

Table 4.5. Percentage of respondents who reported working part-time or full-time in a firm owned by themselves, before and after the course

Percent	I worked in my own firm (before the course)	I'm going to work in and manage my own firm (after the course)
No	88 = (72%)	36 = (21%)
Yes, part-time	35 = (28%)	75 = (43%)
Yes, full-time	0 = (0%)	63 = (36%)
n	123	174

Table 4.6 similarly shows the development in the proportions of course participants reporting working in a firm owned by someone in their family, measured before and after the course. The proportion that reported working part-time in a firm owned by someone in their family increased from 13% before the course to 32% after the course, while the proportion reporting working full-time in a firm owned by someone in their family increased from 0% before the course to 13% after. Similarly, there was an increase from 123 responses on this item before the course to 174 responses after the course.

Table 4.6. Percentage of respondents who reported working part-time or full-time in a firm owned by someone in the family, before and after the course

Percent	I worked in a firm owned by someone in my family	I'm going to work in a firm owned by someone in my family
No	110 = (89%)	96 = (55%)
Yes, part-time	13 = (11%)	56 = (32%)
Yes, full-time	0 = (0%)	22 = (13%)
n	123	174

Table 4.7 reveals that 16% of the 223 course participants started a new firm during the course, and that only 13% have no plans to ever start a business. Among these 223 who answered the exit survey, 129 also answered our entry survey on the question of whether they had started a business - alone or together with someone - before they entered the course. Among these 129 people, 36 had such entrepreneurial experience prior to the course, while 93 had none. We see that 7% (n=4) of those who had no entrepreneurial experience prior to the course started a business during the course, and that 77% (n=30+45) of those planning to start a business in the near future lacked entrepreneurial experience prior to the course. Among the 36 who had started a firm before the course, there are now 19% (n=7) who have no plans to start a new firm.

Table 4.7. Respondents who started a business during the retraining program or will do so in the future

	Have started a business during the retraining program (alone or with others)?	Have ever started a business before entering this program (alone or with partners)? N=129	
		Yes	No
Yes	36 = (16%)	5	4
No, but I will start a business in the near future	78 = (35%)	9	30
No, but I might start a business later	81 = (36%)	15	45
No	28 = (13%)	7	14
Total	223	36	93

Male and female course participants are equally engaged in entrepreneurship. As evidenced by Table 4.7, 16% (n=36) of the 223 replying course participants had entrepreneurial experience prior to entering the course. Among the 53 males answering both our questions, 28% had such experience, similarly 28% among the 76 females also reported having started a firm prior to entering the course.

4.3 The transition to a civilian career – graduates 2022

It is also of interest to see the extent to which the course eases the transition from a military career (including ATO/JFO) to a civilian one. Table 4.8 shows the sector(s) (military or civilian) in which the respondent was employed before and after the course. The situation before the course is to be read horizontally, and the situation after the course is to be read vertically.

Among the 69 respondents who answered this item both before (entry) and at the end of the course (exit), we see that, at the start of the course, 14 were employed in the military alone, 22 had employment in both the military and the civilian sectors at the same time, while 30 had civilian employment; meanwhile, 3 respondents found it difficult to categorize their employment along these lines. After the course, only 6 remained in the military alone, while 25 had a mixed position in both the military and the civilian world, while 32 now felt they belonged to the civilian sector, and 1 felt unable to classify their employment along these lines. The table further reveals that 2 of the 14 previously in the military now had a civilian job alone, 8 of the 36 with a foot still in the military had left for a civilian job, while 1 of the 3 in the "Other" category now found themselves in a civilian job.

Table 4.8. Employment status regarding hierarchical level of course participants, before the course started and after the course ended

Employment sector – before and after the retraining program	The military ⁵ sector alone	The military sector as well as the civil sector	The civil sector only	Other	Total before the course
I was employed in the military sector/ ATO/ JFO only	3	8	2	1	14
I was employed in the military sector/ ATO/ JFO as well as in the civil sector	3	13	6	0	22
I was employed in the civil sector alone	0	3	23	4	30
Other	0	1	1	1	3
Total after the course	6	25	32	6	69

⁵ When we refer to the military sector, we mean people employed in the Ukrainian defence sector and military, as well as veterans of ATO and JFO.

4.4 Living conditions at time of course entry

The retraining program’s goal is for the transition to civilian life to improve the life of the individual and their family. We previously operationalized this as an improvement in their living conditions, their life satisfaction, and their overall well-being. After discussions with our partners, we decided to leave out measuring life satisfaction and overall well-being. The current situation means it is inappropriate to expose our respondents to such concepts. We chose to rely on measuring their living conditions alone.

We measured the improvement through a battery of items capturing different aspects of the concept. The item-battery is developed from previous research measuring the same topics, but in different contexts. As the consequences of participating in the retraining program have yet to be experienced, we are only able to report the status of these measures regarding how the respondent experienced their position before they entered the retraining program. The wordings of the items capturing living conditions are displayed in Table 4.9.

Each of these items was then presented to the respondent as a statement, with the question: “To what extent do you disagree or agree with the following statements?”, along with a 7-point Likert scale, where 1 equals strongly disagree, 4 equals neither disagree nor agree, and 7 equals completely agree. To achieve a single score for each of the three measures, we averaged the six responses on the living conditions measure, the five items on life satisfaction, and the five well-being items.

Table 4.9. Measures of course participants’: living conditions and the wording of the item-batteries capturing these conditions

Living conditions	Cronbach's Alpha = 0.903
I was satisfied with my average monthly income	
I was satisfied with our household income	
I was satisfied with our standard of living	
My household had an adequate material standard of living	
My household income met our everyday needs for such things as accommodation, food, clothing and other necessities	
In my household, we could afford to buy the things we need	

We then compared the mean score for different groupings of the respondents. These comparisons are then displayed in Table 4.10, which shows the average score on the six items measuring living conditions. These averages are then shown for different sub-groupings of the 236 course participants responding to our entry survey in 2022.

Table 4.10 shows that the overall average for living conditions is 4.47, somewhat over the middle-value of four on our one to seven scale.

Table 4.10. Living conditions, mean scores for different sub-groupings of the sample of 1046 respondents to the entry survey

Perceived personal situation prior to taking the course		Living conditions	n
Gender	Male	4.41	116
	Female	4.53	120
Educational level	78 = (35%)	9	30
	None	4.39	126
	Vocational	4.80	63
	Higher	4.12	41
	Both Higher education and vocational education	4.97	6
Entry status	Military personnel	4.63	87
	ATO personnel	4.15	46
	Family member	4.53	97
	Other	3.58	6
Employment sector before entering the retraining program	Employed in the military sector alone	4.70	41
	Employed in the military sector, as well as in the civil sector	4.61	54
	Employed in the civil sector alone	4.36	58
	Other	4.20	11
Employment status when entering the retraining program	Full-time work (min. 35 hours/week)	4.49	139
	Part-time work (under 35 hours/week)	4.68	25
	Unemployed	4.07	20
	Homemaker	4.40	14
	Student	5.75	6
	Retired	3.88	3
	Other	4.41	14
Job position before entering the course	Top level (e.g., director of a company / higher officer)	4.51	28
	Middle level (e.g., head of department / mid-ranked officer)	4.75	52
	Lower level (e.g., worker / soldier)	4.45	64
	Other	4.15	20
Where the course participant worked before the course	Working part-time in my own firm	5.00	88
	Working part-time in a firm owned by someone in my family	4.86	13
Total		4.47	236

The sub-group scoring lowest on living conditions is those reporting to be retired, at 3.88, while the highest score comes from students (5.75), those working part-time in a firm owned by themselves (5.00) or working part-time in a firm owned by someone in their family. The lowest scoring sub-group on the living conditions measure is those reporting the "Other" group in entry status (3.58), together with those with higher education (4.12) and the ATO personnel (4.15).

Table 4.10 indicates that people feel better when they perceive that they are in control of their destiny. Earning an income and gaining security for themselves and their family contribute to this. Being employed in the military secures an income, as does working full-time in a firm owned by themselves or someone in their family.

Each of these nine items was then presented to the respondent as a statement, with the question: "To what extent do you disagree or agree with the following statements?", along with a 7-point Likert scale, where 1 equals strongly disagree, 4 equals neither disagree nor agree, and 7 equals completely agree.

4.5 Motivation for participating

We asked the 236 respondents to the entry survey to provide feedback on their motivation for participating in the course. Table 4.11 displays the nine items used to measure the motivation for participation, as seen from the respondents' point of view just as the course was completed.

Each of these nine items was then presented to the respondent as a statement, with the question: "To what extent do you disagree or agree with the following statements?", along with a 7-point Likert scale, where 1 equals strongly disagree, 4 equals neither disagree nor agree, and 7 equals completely agree.

Table 4.11. Items measuring the usefulness of the course, just after course completion

f1.1:- Get new theoretical knowledge
f1.2:- Expand your knowledge base
f1.3:- Get new practical skills
f1.4:- Acquire new interesting profession
f1.5:- Understand your employment possibilities
f1.6:- Learn how to start a business
f1.7:- Get a useful diploma/certificate
f1.8:- Increase your chances in new better employment
f1.9:- Get new useful contacts

As many as 116 males and 120 females replied to our entry survey. Figure 4.1 shows what motivated males and females to participate in the course, with males and females evaluating the motivational factors similarly. The average score for males was 6.18, while the average score on the nine items for females was 6.30. The item "f1.2:- Expand your knowledge base" received the highest score, at 6.52, while the item "f1.7:- Get a useful diploma/certificate" received the lowest score, at 5.91 on our 7-point measurement scale.

Figure 4.1. Respondents' scores on the motivational factors for participating in the course, by males and females

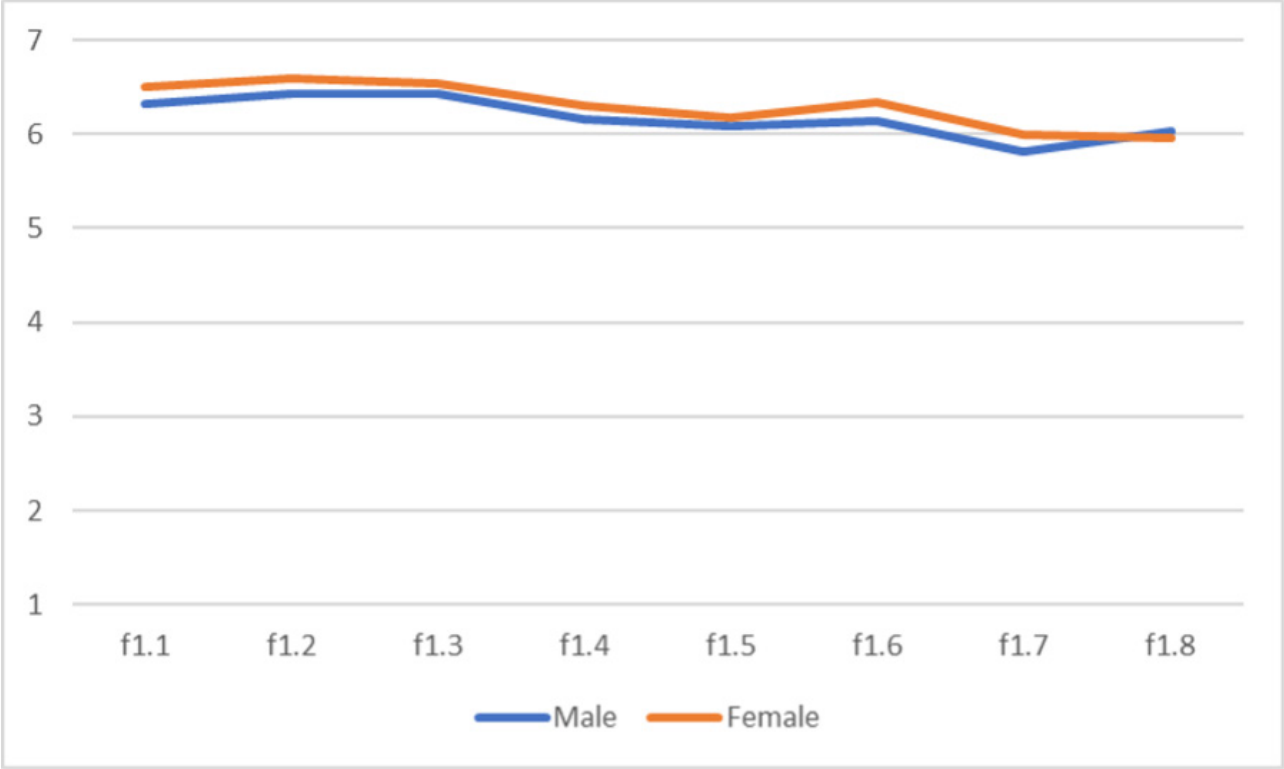


Figure 4.2 shows a similar pattern to that of Figure 4.1. We asked respondents about their military rank on entering the course. Of those who responded to our entry survey, 35 were higher officers, 28 were mid-ranked officers, 81 were soldier/sergeants and 92 classed themselves as "others". There are only small variations, due to differences in rank, in how the respondents viewed the motivational factors for participating in the course. The mid-rank officers' group scored highest, with an average of 6.46. The lowest score was for the soldiers, for item "f1.7:- Get a useful diploma/certificate", at 5.62. The highest score was for family members on "f1.2:- Expand your knowledge base", with a score of 6.64.

Figure 4.2. Respondents' scores on the motivational factors for participating in the course, according to military rank

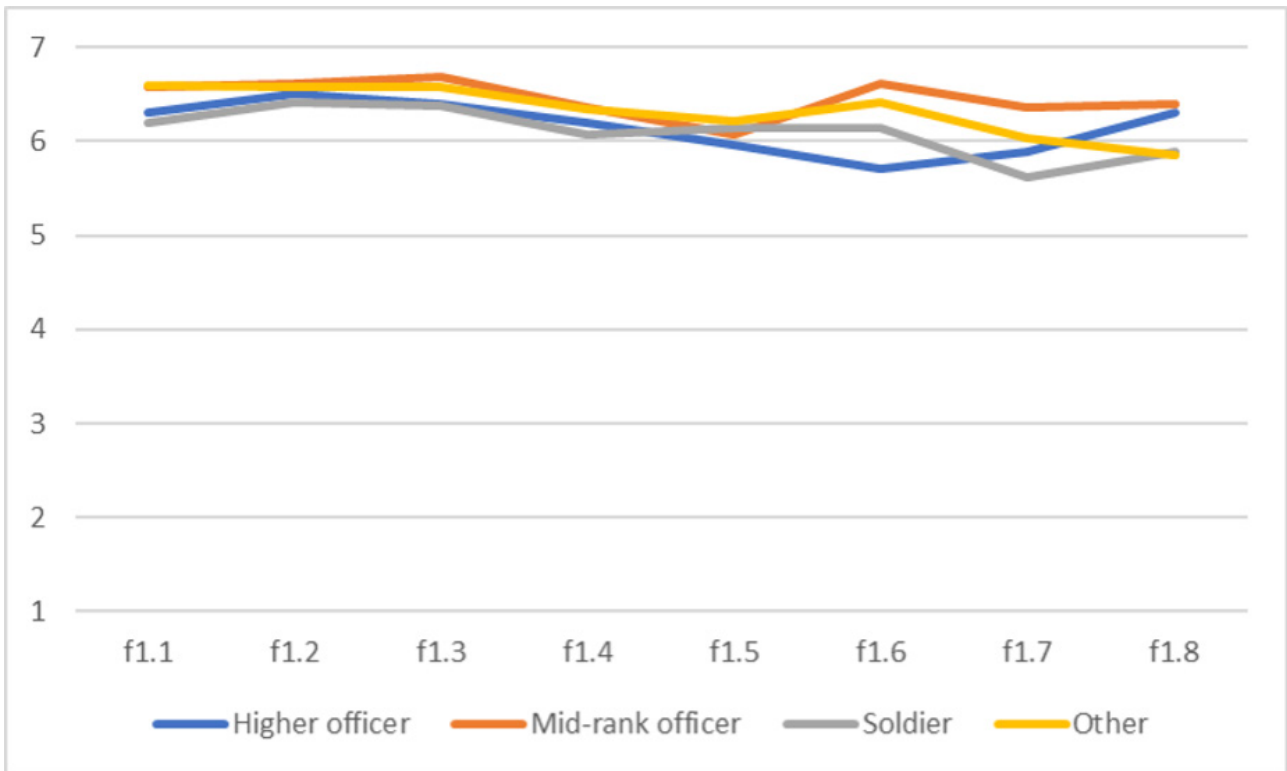
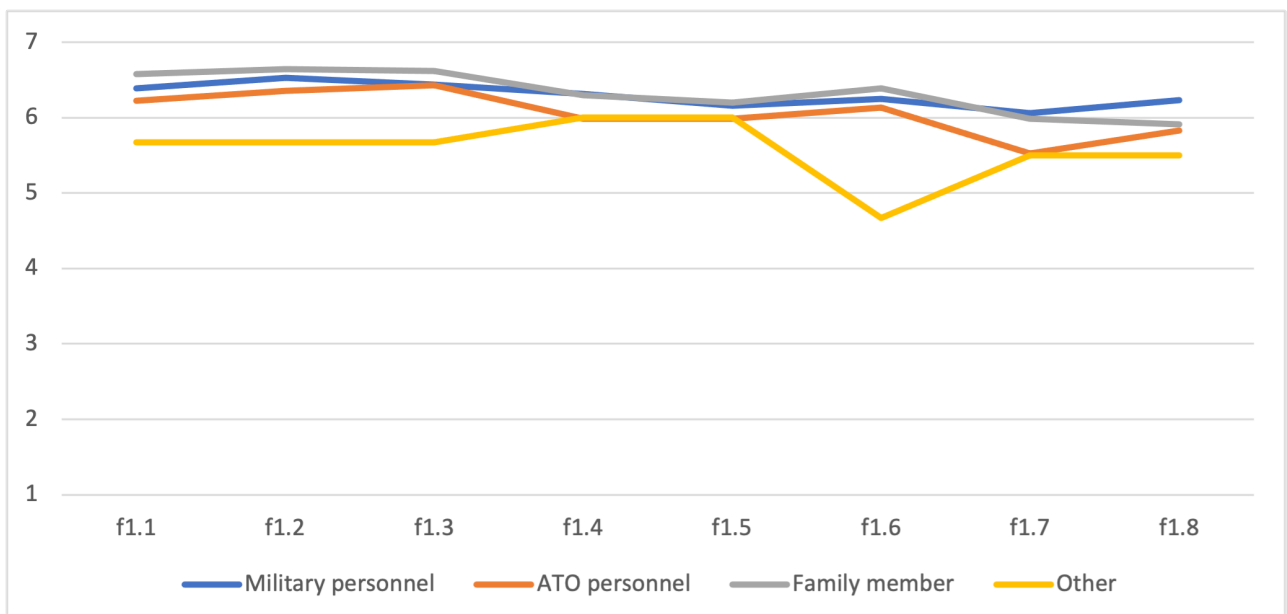


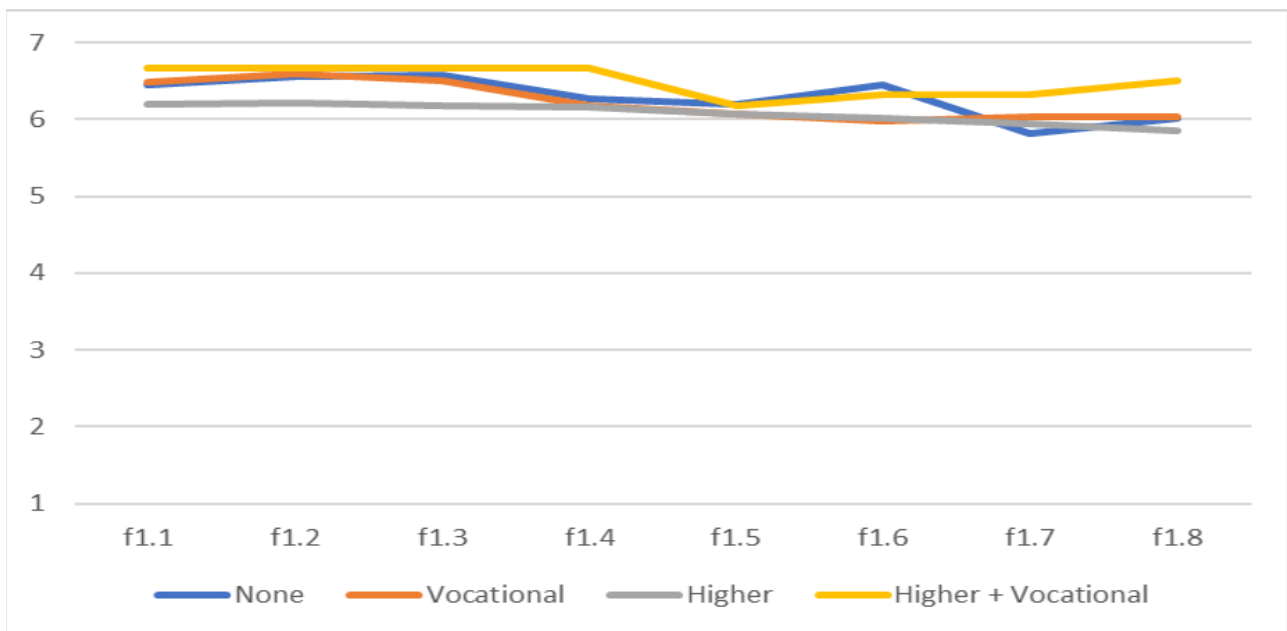
Figure 4.3 also shows a similar pattern to that of Figure 4.1. We asked respondents about their entry status upon entering the course. Responding to our follow-up survey were 87 military personnel, 46 ATO personnel, 97 family members and 6 others. There are only small variations, due to differences in entry status, in how respondents perceived the motivational factors for participating in the course. The family member group scored highest, with an average of 6.33. The lowest score was for the "Other" group, scoring 4.67 on the item "f1.6:- Learn how to start a business".

Figure 4.3. Respondents' scores on the motivational factors for participating in the course, according to entry status



Even Figure 4.4 shows a similar pattern to that of Figure 4.1. We asked respondents about their education on entering the course. There were 6 respondents with both higher education and vocational education, 41 respondents with higher education, 63 reporting vocational education and 126 with neither vocational nor higher education. Only small variations, due to differences in education, can be observed in how respondents report their motivation to enroll on the course. The group with both higher and vocational education scored highest, at 6.50 on average. The highest score was for the group with both higher and vocational education in f1.1, f1.2, f1.3, and f1.4, all scoring 6.67. The lowest score was for the group without either higher or vocational education on the item “f1.1:- Get new theoretical knowledge”, scoring 5.81.

Figure 4.4. Respondents' scores on the motivational factors for participating in the course, according to educational level



4.6 Retraining program organization and coordination

We asked the 223 respondents to the exit survey to provide feedback on their perception of the program's organization and coordination. Table 4.12 displays the 10 items used to measure the respondents' perception of the program's organization and coordination.

Each of these 10 items was then presented to the respondent as a statement, with the question: "To what extent do you disagree or agree with the following statements?", along with a 7-point Likert scale, where 1 equals strongly disagree, 4 equals neither disagree nor agree, and 7 equals completely agree.

Table 4.12. Items measuring retraining program organization and coordination, according to educational level

h01:- Information about the program, entry requirements and selection criteria was clear
h02:- The NGO conducted a transparent selection of candidates
h03:- Enrollment process was understandable and easy
h04:- The NGO and local university provided timely and relevant information about the retraining program
h05:- Teaching was organized in a good manner
h06:- I liked the combination of theoretical and practical training components
h07:- I have received relevant training about business and employment
h08:- Psychological training was organized in a timely and appropriate manner
h09:- The program's arrangements (room facilities, schedule, etc.) were as good as expected
h10:- The program's content and learning outcomes corresponded with my expectations

As many as 116 males and 120 females replied to our exit survey. Figure 4.5 shows the perception of males and females regarding the retraining program's organization and coordination. The average score for males was 6.41, and the highest score for males was 6.60 on item "h04:- The NGO and local university provided timely and relevant information about the retraining program". The lowest score (6.19) for males was on item "h07:- I have received relevant training about business and employment". The average score on the 10 items for females was 6.46. The highest score (6.70) was on item "h03:- Enrollment process was understandable and easy", while the lowest score (6.24) for females was on item "h09:- The program arrangements (room facilities, schedule, etc.) were as good as expected".

Figure 4.5. Respondents' scores on measurement of their perception of the retraining program's organization and coordination, according to gender

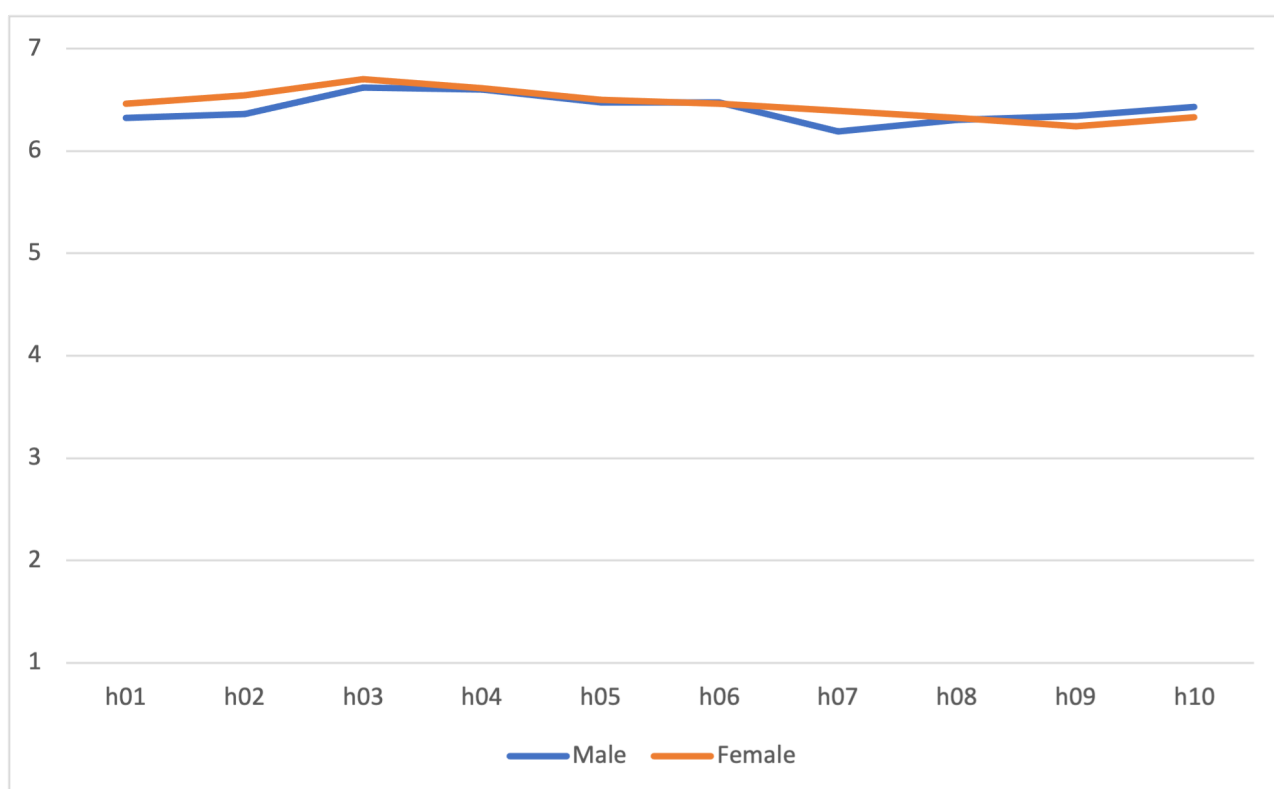
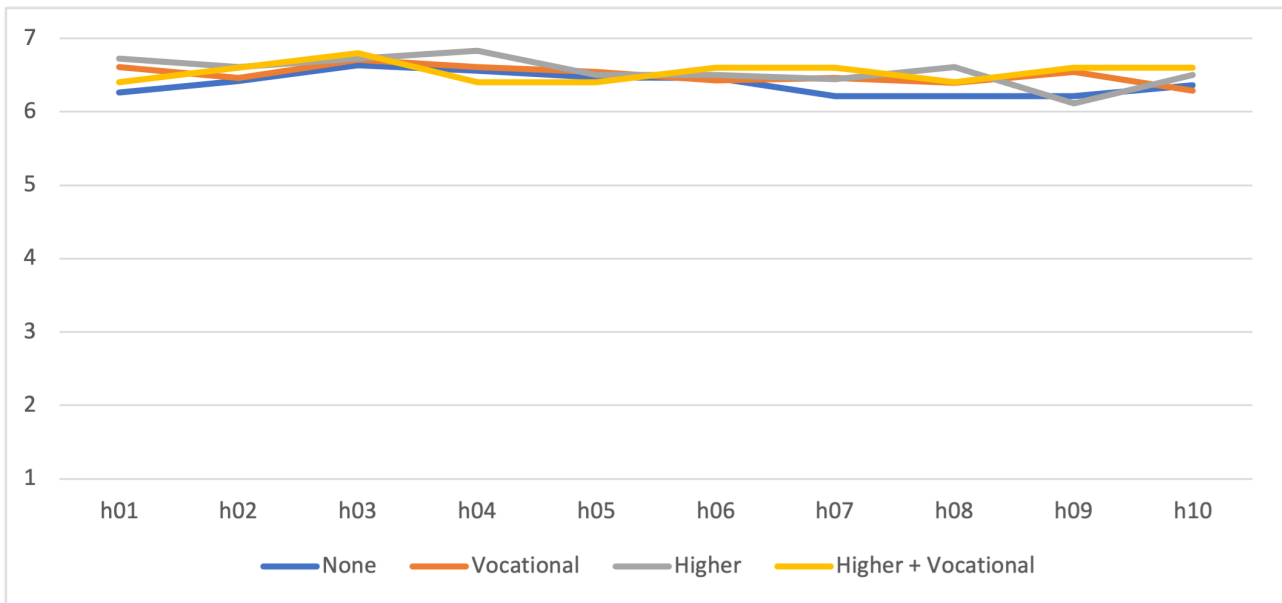


Figure 4.6 shows how respondents with different educational backgrounds evaluate the retraining program and coordination. Again, there are not many differences among the groups, and all groups seem fairly satisfied with the organization and coordination of the program; the average score for all 10 items is 6.44 on a 7-point Likert scale, where 1 equals strongly disagree, 4 equals neither disagree nor agree, and 7 equals completely agree. The 78 with neither vocational or higher education were less satisfied; their average score is 6.38 on the same scale. The 6 with both vocational and higher education were most satisfied, with an average score of 6.54.

Figure 4.6. Respondents' scores on measurement of their perception of the retraining program's organization and coordination, according to educational level



5. CONCLUSIONS

5.1 Those who answered the surveys

In general, during five study semesters (two semesters in both 2020 and in 2021 and one (fall) semester in 2022), 3125 people were retrained and socially adapted, in frames of the NUPASS project. Of these, in 2020-2021, approximately 65% were males and 35% were females, while in 2020 there was an almost equal number of males and females who completed the retraining and social adaptation program under the NUPASS project. This echoes the gender balance requirements of the project: that at least 30% of participants should be females.

In 2022, we collected 236 completed entry and exit questionnaires, which gives us a response rate of approx. 57%. This number is considerably lower than during previous years, when we had on average 75% answering surveys. Course participants (with a military backgrounds) are hesitant in answering any surveys and sharing their personal data because of the cyber security threats from the Russian Federation. We respect their rights and cannot force course participants to answer our surveys, as it is voluntary. The sample of 236 respondents comprised 49.2% males and 50.8% females. We consider this sample representative.

5.2 External validity

The retraining program has been arranged in many different locations throughout the whole of Ukraine. We do not find considerable differences between regions, in terms of the retraining program's organization and achieved results. This indicates that the program was run at a high-quality level across Ukraine in the studied period.

Unfortunately, we do not have access to the information/results of other retraining and social adaptation programs in Ukraine, and we cannot compare the results of the NUPASS project with other similar projects/programs in Ukraine. We were planning to compare the results of the NUPASS project with the results of IREX⁶'s Ukraine Veteran Reintegration Program, but the people possessing the data re-joined the Ukrainian military in February 2022, and the cooperation on this issue was postponed.

Another option was a comparison with state-funded groups, but the number of surveyed candidates was too low. However, analysis of written comments mirrors the overall tendency – project participants are satisfied with the project's organization and recommend it to their colleagues.

Based on the information exchange and cooperation with the relevant Ukrainian ministries (e.g., Ministry of Veterans, Ministry of Education, Ministry of Social Policy), under the NUPASS project, we obtained information that these ministries highly valued the results of the program and are now integrating it into the state system (starting with the white paper and later with the legislative part). The work on the integration of NUPASS has been considerably postponed, due to the Russian aggression.

⁶ IREX is a global development and education organization, working with retraining and social adaptation of Ukrainian soldiers in Kyiv, Ukraine (Ukraine | IREX).

5.3 Conclusions on the goals of the project

One goal for 2020-2022 was that at least 95% of project participants should complete their training for each project year. For the years 2020-2022, the program completion rates were approximately 95-96%. Data from the 2022 entry and exit surveys show how the employment status has changed for many participants. Among the 53 males that responded to our entry and exit surveys, 33 worked full-time before the course and 27 worked full-time after the course, which is a decrease of 18%. Three men worked part-time before the course and 10 men had part-time work after the course, which represents an increase of 333%. Unemployment among men went down from 4 to 0. Similarly, for the 76 women who answered both entry and exit surveys, the full-time employment numbers went up from 35 to 38 (9%), while the part-time employment went up by 80%, from 10 to 18 women. There was a large decrease in unemployment, from 8 women before the course to 0 after. There was an increase in the percentage of those who reported working part-time or full-time in their own firm from before the course started (28%) to the end of the course (79%).

Male and female course participants are equally engaged in entrepreneurship. Of the 223 replying course participants, 25% had entrepreneurial experience prior to entering the course. In response to our question probing whether they had started a business during the course, 28% of the males and 23% of the females claimed to have done so. As much as 37% of the males and 31% of the females envision themselves starting a business in the near future, while 31% of the males and 37% of the females might start a business in the future.

The proportion that report working part-time in a firm owned by someone in their family increased from 11% before the course to 32% after the course, while the proportion reporting working full-time in a firm owned by someone in their family increased from 0% before the course to 13% after. Similarly, there was an increase from 207 responses on this item before the course to 174 responses after the course.

Among the 69 respondents who answered this item both before the course (entry) and at the end of the course (exit), we see that, at the start of the course, 14 were employed in the military alone, 22 had employment in both the military and the civilian sector at the same time, while 30 had civilian employment, and 3 respondents found it difficult to categorize their employment along these lines. After the course, only 6 remained solely in the military, while 25 had positions with both military and civilian jobs, 32 now felt they belonged to the civilian sector, and 6 felt unable to classify their employment along these lines. The table further reveals that 2 of the 14 previously in the military now had a civilian job alone, 11 of the 14 with a foot still in the military had left for a civilian job, while 1 of the 3 in the "Other" category now found themselves in a civilian job.

For the graduates of 2022, the overall average for living conditions is 4.47, somewhat over the middle value of 4 on our 1 to 7 scale. Compared to the graduates of 2020, the overall score on the living conditions index has improved from the 3.90 it was then. The sub-group scoring lowest on living conditions is those reporting to be retired. The highest score on living conditions comes from those working full-time in a firm owned by themselves or in a firm owned by someone in the family.

5.4 Suggestions for improvements, expressed by project graduates

This year again, the majority of respondents were very satisfied with the offered retraining program, along with the participants of the control groups (in Dnipro and Ivano-Frankivsk). Essentially, they would like the program to provide more of everything it offers, for future colleagues. The most pressing issue is more practical classes in interacting with relevant firms and organizations (that is difficult to organize offline in the current security situation in Ukraine). Course participants express a wish to engage Norwegian professors in teaching and experience-sharing, as well as more groupwork. Many graduates report that they would like to have more classes in English, accounting, financial literacy and IT-literacy and programming, as well as more psychological training.

Some graduates propose that study hours should be increased or the duration of the course prolonged, as well as more frequent meetings with successful businessmen arranged. Among other things, graduates suggest that the following are included:

- more legal support and assistance;
- more propositions on employment for those who do not plan to become self-employed;
- possibilities to participate in international seminars in frames of the study program;
- more classes on self-presentation and CV-writing;
- more training on writing project proposals and searching for financing;
- and more information on how to build businesses abroad.

One more very common request for the improvement of the existing program is the provision of financing for the projects/business ideas of graduates (on a competition basis).

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