

R&D-Report

Report from surveys among project participants “Norway-Ukraine. Professional Adaptation. Integration into the State System” (NUPASS): Project execution and results 2021

Olga Iermolenko
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Nord University
R&D-Report no. 86
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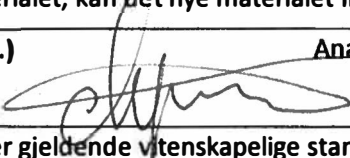
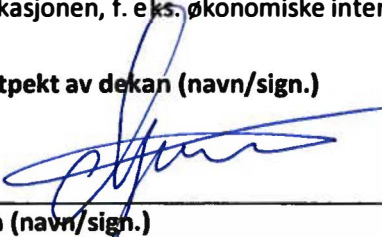
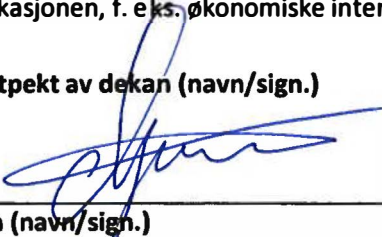

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“Norway-Ukraine. Professional Adaptation.
Integration into the State System”
(NUPASS) project

REPORT

Surveys among project participants
- project execution and results
2021



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Nord University Business School
High North Centre for Business and Governance

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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 second 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 military conflict in Eastern Ukraine (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 (2021; 2019), Kolvereid & Iermolenko (2020) Vakulenko et al. (2021), and the webpage of the project at Nord University – [Nupass \(nord.no\)](https://www.nord.no/nupass).

The four groups of project participants were surveyed in 2021 – participants of the spring and autumn study semesters 2020/2021. Participants of 2021 answered the entry and exit surveys, while participants from 2020 were asked to fill in the follow-up surveys to monitor the progress in their transition to civilian careers, employment, life satisfaction, etc. All data used for the analysis in this report were collected prior to the Russian-Ukrainian war, before February 2022.

1.2 Previously planned project performance indicators for 2020-2022

The NUPASS project aims that at least 95% of project participants 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. This is 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 report improvement in their living conditions, psychological well-being and life satisfaction.

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/>

This report focuses on indicators of course completion, employment, business establishment, 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 – and then through the measures of living conditions, psychological well-being and life satisfaction.

1.3 Survey composition and execution in 2021

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

- in February/March 2021 (entry survey, spring 2021 semester participants)
- in June 2021 (exit survey, spring 2021 graduates)
- in September 2021 (entry survey, autumn 2021 semester participants)
- in December 2021 (exit survey, autumn 2021 graduates)
- in June 2021 (follow-up survey, spring 2020 graduates, one year after graduation)
- in December 2021 (follow-up survey, autumn 2020 graduates, one year after graduation)

The questionnaires were tailor-made for the needs of the NUPASS project by NUBS. We use the following basic components to assess the improvements in quality of life: improvement in financial living conditions (Jensen et al., 2005; Hayo & Seifert, 2003), psychological well-being (Topp et al., 2015), and life satisfaction (Diener et al., 1985). Job search intensity was measured by five general effort items adopted from Blau (1993) and Saks and Ashforth (1999). Basic parts of the developed questionnaires are presented in Figure 1.1.

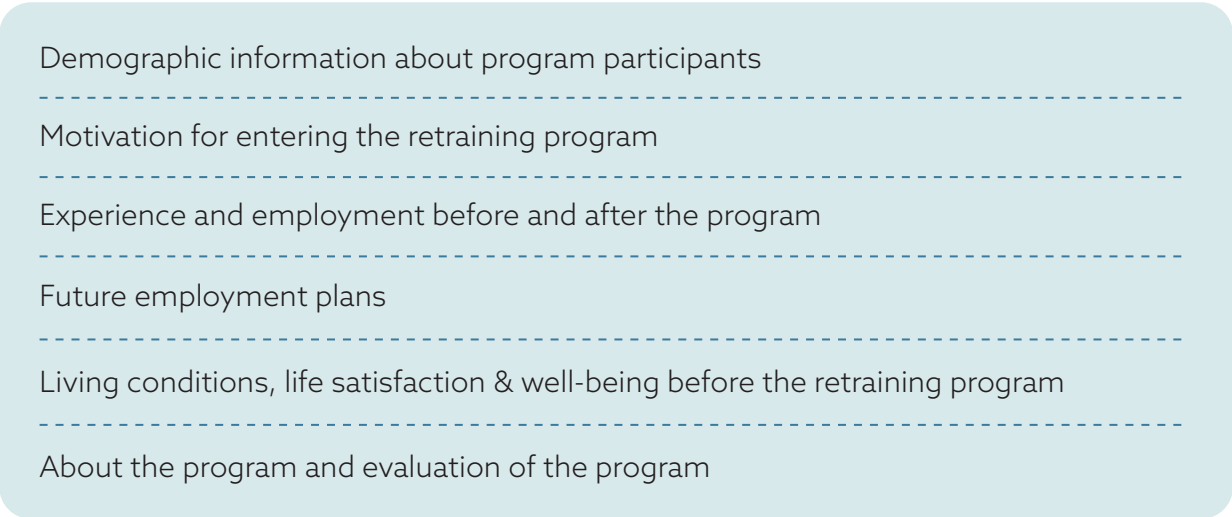


Figure 1.1. Basic parts of the developed questionnaires combined

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 2020-2021

During 2020, the retraining program was offered in 19 different regions in Ukraine, and 1074 project participants successfully passed the program requirements. In 2021, the retraining program was offered in 18 different regions in Ukraine in 26 different cities and towns (see Figure 2.1). The total number of retrained veterans and family members in 2021 was 1637 people.



Figure 2.1. Geography of the NUPASS project in 2021

The total number of retrained veterans and family members from January 2020 to December 2021 (four study semesters) is 2711 people, of whom 66% are males and 34% females (Table 2.1). In 2020-2021, 1959 people entered the course as former military officers or veterans, the rest (752 people) being family members (Table 2.2).

Table 2.1. Distribution of project participants according to their gender, 2020-2021

Gender	No of people	%
Male	1783	66%
Female	928	34%

Table 2.2. Distribution of project participants according to their status, 2020-2021

Status	No of people	%
Military officers/veterans ⁵	1959	72%
Family members	752	28%

⁵ Of them, ATO/ JFO participants: 1583 persons (58%).

Table 2.3 offers an overview of the regional parts of Ukraine, its regions, and the cities where the courses were offered during 2020-2021. We see that courses were offered in 28 different cities in Ukraine and in all regional parts of Ukraine.

Table 2.3. The geographical positioning of the retraining in 2020-2021

Regional parts of Ukraine	Regions	Cities
Southern Ukraine	1 Zaporizhzhia	<ul style="list-style-type: none"> • Berdyansk • Melitopol • Zaporizhzhia
	2 Kherson	<ul style="list-style-type: none"> • Kherson
	3 Mykolayiv	<ul style="list-style-type: none"> • Mykolayiv
	4 Odesa	<ul style="list-style-type: none"> • Odesa
Northern Ukraine	5 Kyiv	<ul style="list-style-type: none"> • Kyiv
	6 Chernihiv	<ul style="list-style-type: none"> • Chernihiv
	7 Zhytomyr	<ul style="list-style-type: none"> • Zhytomyr
Central Ukraine	8 Cherkasy	<ul style="list-style-type: none"> • Cherkasy • Uman
	9 Kropyvnytskyi	<ul style="list-style-type: none"> • Kropyvnytskyi
	10 Vinnytsya	<ul style="list-style-type: none"> • Vinnytsya
Western Ukraine	11 L'viv	<ul style="list-style-type: none"> • L'viv • Drohobych
	12 Ivano-Frankivsk	<ul style="list-style-type: none"> • Ivano-Frankivsk
	13 Chernivtsi	<ul style="list-style-type: none"> • Chernivtsi
	14 Uzhhorod	<ul style="list-style-type: none"> • Uzhhorod
	15 Volyn	<ul style="list-style-type: none"> • Lutsk • Volodymyr-Volynskiy
	16 Ternopil	<ul style="list-style-type: none"> • Berezhany • Kremenets • Ternopil • Pidhaitsi
	17 Khmelnytsky	<ul style="list-style-type: none"> • Kam'yanets'-Podil'skyi • Khmelnytsky
Eastern Ukraine	18 Luhansk	<ul style="list-style-type: none"> • Sievierodonetsk
	19 Dnipro	<ul style="list-style-type: none"> • Dnipro

The course portfolio included a variety of subject areas, including entrepreneurship, new business creation, small business management, project management, energy management, business administration, business English, Internet technology, IT technology, web design, etc.

Table 2.4 shows how we have grouped the course specializations into areas of retraining. The table shows that the area of retraining labeled "Entrepreneurship, small business, business management" offers 11 different specializations, while the area of retraining labeled "Public sector" offers only two specializations. The program completion rate in 2020-2021 was 96-97%.

Table 2.4. The grouping of course specializations in areas of retraining

Area of retraining	Specializations
Energy-saving, resource efficiency	<ul style="list-style-type: none"> • Energy-efficient technologies and engineering • Energy management • Energy management in the community, condominiums, and enterprises
Entrepreneurship, small business, business management	<ul style="list-style-type: none"> • Entrepreneurial management • Entrepreneurship and leadership • Entrepreneurship • Organization of small business • Project management • Organization and business administration • Creating a startup and organizing own business • Own business organization • Fundamentals of entrepreneurship: starting own business • Entrepreneurship in field of services • Organization and development of entrepreneurial activity
Business and cybersecurity	<ul style="list-style-type: none"> • Cybersecurity • Business security in Ukraine
Public sector	<ul style="list-style-type: none"> • Strategic development of territorial communities • Digitalization of public administration
Information technology, English language, and visual advertising	<ul style="list-style-type: none"> • Web design and creating own business using IT technologies • Software quality control • Internet technologies, web design and English in business • Information technology in small business • Technologies for starting and running business • System administration and information protection • Web technologies and English in business • Entrepreneurship and information technologies in business • Informational technologies in small business • Professional English and project management • Entrepreneurship and web technologies in business
Agrarian management	<ul style="list-style-type: none"> • Agrarian management • Organization of own business in horticulture and vegetable growing

For more detailed information about partner universities, cities, specializations, and participants' distribution in the spring and autumn semesters of 2021, see Tables 2.5 and 2.6. A detailed description of the groups' compositions, regional distribution, and program results in 2020 is provided in Iermolenko & Åmo (2021).

Table 2.5. Groups' composition – Spring study semester 2021

No.	Specialization	City	University	Total number of participants	No of males	No of females	No of military officers	Of them, (8) have been ATO/JFO	No of family members
1	2	3	4	5	6	7	8	9	10
1	Entrepreneurial management	Kyiv	State University of Infrastructure and Technologies	27	15	12	15	15	12
2	Entrepreneurship and leadership	Ivano-Frankivsk	Ivano-Frankivsk National Technical University of Oil and Gas	36	19	17	18	18	18
3	Entrepreneurship	Ternopil	West Ukrainian National University	26	15	11	19	14	7
4	Entrepreneurship	Berezhany	West Ukrainian National University	30	13	17	18	15	12
5	Entrepreneurship	Pidhaitsi	West Ukrainian National University	27	16	11	16	13	11
6	Organization of small business	Melitopol	Dmytro Motornyi Tavria State Agrotechnical University	31	20	11	25	18	6
7	Organization of small business	Berdiansk	Dmytro Motornyi Tavria State Agrotechnical University	35	22	13	29	22	6
8	Energy-efficient technologies and engineering	Zaporizhzhya	Zaporizhzhia National University	43	39	4	33	27	10
9	Entrepreneurial management	Odesa	South Ukrainian State Pedagogical University named after K.D. Ushynsky	28	17	11	17	7	11
10	Web design and creating own business using IT technologies	Mykolayiv	Petro Mohyla Black Sea National University	29	17	12	20	20	9
11	Project management	L'viv	National University "Lviv Polytechnic"	33	23	10	22	22	11
12	Software quality control	Drohobych	National University "Lviv Polytechnic"	31	24	7	23	23	8
13	Energy management	Dnipro	National Metallurgical Academy	25	16	9	17	13	8
14	Cybersecurity	Dnipro	University of Customs and Finance	27	27	0	27	27	0
15	Organization and business administration	Chernivtsi	Yuriy Fedkovych Chernivtsi National University	35	23	12	26	22	9

16	Internet technologies, web design and English in business	Chernihiv	Chernihiv National Technological University	30	15	15	15	16	7	14
17	Entrepreneurship and information technologies in business	Vinnytsia	Vinnytsia National Technical University	35	17	18	22	19	13	14
18	Information technology in small business	Uzhhorod	Uzhhorod National University	30	15	15	16	14	14	14
19	Creating a startup and organizing own business	Kropyvnytskyi	Flight Academy of NAU	34	24	10	28	28	6	6
20	Informational technologies in small business	Lutsk	Lesia Ukrainka Volyn National University	37	19	18	19	13	18	18
21	Informational technologies in small business	Volodymyr-Volynskyi	Lesia Ukrainka Volyn National University	30	14	16	18	12	12	12
22	Cybersecurity	Lutsk	Lesia Ukrainka Volyn National University	16	16	0	16	16	0	0
23	Own business organization	Zhytomyr	Zhytomyr Polytechnic State University	34	25	9	26	19	8	8
24	Agrarian management	Kam'yanets'-Podil'skyi	State Agrarian and Engineering University in Podillia	34	25	9	29	20	5	5
25	Digitalization of public administration	Sievierodonetsk	Volodymyr Dahl East Ukrainian National University	31	22	9	26	26	5	5
26	Organization of own business in horticulture and vegetable growing	Uman	Uman National University of Horticulture	25	21	4	22	22	3	3
27	Fundamentals of entrepreneurship: starting own business	Cherkasy	Cherkasy State Technological University	34	22	12	20	19	14	14
	TOTAL			833	541	292	583	491	250	

Table 2.6. Groups' composition - Autumn study semester 2021

No.	Specialization	City	University	Total number of participants	No of males	No of females	No of military officers	Of them, (8) have been ATO/JFO	No of family members
1	2	3	4	5	6	7	8	9	10
28	Entrepreneurial management	Kyiv	State University of Infrastructure and Technologies	25	16	9	18	14	7
29	Business security in Ukraine	Kyiv	University of Economics and Law "KROK"	34	22	12	24	23	10
30	Entrepreneurship and leadership	Ivano-Frankivsk	Ivano-Frankivsk National Technical University of Oil and Gas	34	22	12	25	23	9
31	Software quality control	Ivano-Frankivsk	Ivano-Frankivsk National Technical University of Oil and Gas	15	10	5	10	10	5
32	Entrepreneurship in field of services	Ternopil	West Ukrainian National University	36	25	11	29	25	7
33	Entrepreneurship in field of services	Berezhany	West Ukrainian National University	35	21	14	26	26	9
34	Entrepreneurship in field of services	Kremenets	West Ukrainian National University	31	16	15	22	24	9
35	Organization of small business	Melitopol	Dmytro Motornyi Tavria State Agrotechnological University	32	22	10	24	21	8
36	Organization of small business	Berdiansk	Dmytro Motornyi Tavria State Agrotechnological University	31	18	13	27	27	4
37	Energy-efficient technologies and engineering	Zaporizhzhia	Zaporizhzhia National University	34	20	14	26	16	8
38	Energy management in the community, condominiums, and enterprises	Mykolayiv	Petro Mohyla Black Sea National University	25	17	8	18	14	7
39	Strategic development of territorial communities	L'viv	L'viv Polytechnic National University	25	17	8	19	19	6
40	Technologies for starting and running business	L'viv	L'viv Polytechnic National University	26	12	14	14	13	12
41	Software quality control	L'viv	L'viv Polytechnic National University	30	27	3	30	30	0
42	System administration and information protection	Dnipro	University of Customs and Finance	25	17	8	17	14	8

43	Organization and business administration	Chernivtsi	Yuriy Fedkovych Chernivtsi National University	30	15	15	18	8	12
44	Web technologies and English in business	Chernihiv	Chernihiv Polytechnic National University	27	16	11	17	14	10
45	Entrepreneurship and information technologies in business	Vinnitsia	Vinnitsia National Technical University	30	19	11	19	18	11
46	Informational technologies in small business	Uzhhorod	Uzhhorod National University	27	20	7	20	15	7
47	Professional English and project management	Uzhhorod	Uzhhorod National University	13	11	2	11	11	2
48	Informational technologies in small business	Lutsk	Lesia Ukrainka Volyn National University	26	15	11	18	13	8
49	Informational technologies in small business	Volodymyr-Volynskyi	Lesia Ukrainka Volyn National University	28	11	17	12	8	16
50	Agrarian management	Kam'yanets'-Podil'skyi	State Agrarian and Engineering University in Podillia	34	22	12	25	16	9
51	Entrepreneurship and web technologies in business	Zhytomyr	Zhytomyr Polytechnic State University	34	20	14	21	21	13
52	Entrepreneurship and web technologies in business (co-financing)	Zhytomyr	Zhytomyr Polytechnic State University	30	25	5	27	27	3
53	Organization and development of entrepreneurial activity	Sievierodonetsk	Volodymyr Dahl East Ukrainian National University	27	14	13	22	22	5
54	Organization of own business in horticulture and vegetable growing	Uman	Uman National University of Horticulture	28	15	13	25	25	3
55	Fundamentals of entrepreneurship: starting own business	Cherkasy	Cherkasy State Technological University	32	22	10	26	24	6
TOTAL				804	507	297	590	521	214

3. DEMOGRAPHICS – GRADUATES 2021 – THOSE WHO ANSWERED THE SURVEYS

The respondents (graduates 2021) were aged between 18 and 66, with an average age of 38 years at the time of the survey. As many as 74.7% were in a relationship. Only 37.7% lived in a household with no children. The average number of members of the household in which our respondents lived was 3.2 persons. Among our respondents, 9.1% reported living in a city with fewer than 10,000 inhabitants, 32.0% in a city with fewer than 100,000 inhabitants, and 49.4% in a city with fewer than 1,000,000 inhabitants, while 9.5% reported living in a city with more than 1,000,000 inhabitants. The sample comprised 61.3% males and 38.7% 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 133 male and six female higher officers, 88 male and 24 female mid-ranked officers, 341 male and 76 female soldiers/sergeants, and 79 male and 299 females reporting to belong to the “Other” category entering the program. We also see that the total of participants during 2021 who responded to our entry surveys was 1046.

Table 3.1. The number of respondents according to rank at the time of course entry

Military rank	Higher officer	Mid-rank officer	Soldier / sergeant	Other status	Total
Male	133	88	341	79	641
Female	6	24	76	299	405
Total	139	112	417	378	1046

Table 3.2 details the status of the 1046 participants entering the program during 2021. We see that there were 122 military personnel, of whom 98 were males and 24 were females. We also see that, among the 309 participants entering the program as family members, there were 279 females and 30 males.

Table 3.2. The number of respondents according to status at the time of course entry in 2021

Entry status vs. Gender	Military personnel	ATO personnel	Family member	Other entry mode	Total
Male	98	491	30	22	641
Female	24	66	279	36	405
Total	122	557	309	58	1046

We further asked about the educational background of the course participants. Table 3.3 demonstrates that 762 reported higher education (459 males and 303 females), while 648

reported a vocational education (383 males and 365 females). The total sample was 1046. As many as 414 had both higher education and vocational education (236 males and 178 females), while 50 reported no such education (35 males and 15 females).

Table 3.3. The number of respondents according to type of education at the time of course entry

Education n=1046	Higher education	Vocational education
Male	459	383
Female	303	265
Total	762	648

In total, 1418 respondents answered our exit surveys in 2021. Table 3.4 shows the total sample of responses and which area of retraining and regions of Ukraine they relate to. The table shows that, e.g., "Business and cyber security" was offered in the regions of Kyiv and Volyn, where 30 and 12 course participants, respectively, responded to our exit survey.

Table 3.4. Regions and areas of retraining 2021

Region	Energy-saving, resource efficiency	Entrepreneurship, small business, business management	Business and cyber-security	Public sector	Information technology, English language, and visual advertising	Agrarian management	Total
Zaporizhzhia	74	83					157
Kherson		1					1
Mykolayiv	25				31		56
Odesa		24					24
Kyiv		39	30				69
Chernihiv					62		62
Zhytomyr		25			59		84
Cherkasy		52				43	95
Kropyvnytskyi		23					23
Vinnytsya		0			68		68
L'viv		35		20	70		125
Ivano-Frankivsk		60			1		61
Chernivtsi		52			0		52
Uzhhorod					78		78
Volyn			12		112		124
Ternopil		168			0		168
Khmelnysky		2				53	55
Luhansk		30		37			67
Dnipro	19		10		20		49
Total	118	594	52	57	501	96	1418

4. COURSE RESULTS – GRADUATES 2021

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 675 who responded to both our entry and exit surveys, we see that 353 had a full-time position, 68 worked part-time (i.e., less than 37 hours a week on average), 90 were unemployed, 39 reported being a homemaker, 16 were students, five were disabled, 54 were retired, and 50 did not find any of these classifications suitable to describe their position at the time of entering the course.

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)	Unemployed	Home-maker	Student	Dis-abled	Re-tired	Other before the course	Totals before the course
Full-time work (min. 35 hours/ week)	253	51	1	3	0	0	15	30	353
Part-time work (under 35 hours/ week)	38	19	0	4	1	0	1	5	68
Unemployed	50	20	9	0	2	0	2	7	90
Homemaker	16	9	1	4	2	0	2	5	39
Student	6	2	2	0	4	0	1	1	16
Disabled	4	0	0	0	1	0	0	0	5
Retired	26	9	2	2	1	0	12	2	54
Other	21	8	1	5	0	1	3	11	50
Totals after the course	414	118	16	18	11	1	36	61	675

At the end of the course, as many as 414 had a full-time job to go to, 118 had a part-time job, 16 were still unemployed, 18 were homemakers, 11 reported being students, while one was disabled and 36 were retired. Meanwhile, 61 still did not find any of these classifications suitable for them.

Furthermore, we can see that 38 of the 68 who were employed part-time at the start of the course reported to be employed full-time after the course. Among the 90 unemployed when starting the course, we see that 50 had got a full-time position, 20 had found a part-time

position, two were now students, one was retired while only nine remained unemployed. Similarly, we read that, among the five disabled who started the course, four had found a full-time position. At the other end, one previously full-time employed person was now unemployed, 15 were retired, and 30 placed themselves under the category of "Other".

Table 4.2 shows how the employment status changed for males and females. Among the 402 males that responded to our entry and exit surveys, 233 worked full-time before the course and 276 worked full-time after the course, which is an increase of 16%. Before the course, 34 men were working part-time, while 56 men had part-time work after the course, which is an increase of 39%. Unemployment went down from 69 to 10, which is a decrease of 590%. Similarly, for the 273 women who answered both entry and exit surveys, the employment numbers went up from 120 to 138 (13%), while the part-time employment went up by 45%: from 34 to 62 women. There was a large decrease in unemployment, from 21 women before the course to 6 afterwards (250%).

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

Status before the course (in numbers) and changes after (in %)	Full-time work (min. 35 hours / week)	Part-time work (under 35 hours / week)	Unemployed	Home-maker	Student	Disabled/Retired	Other before the course	Totals before the course
Males	233	34	69	3	4	45	14	402
Change in %	16%	39%	-590%	0%	-100%	-114%	59%	
Females	120	34	21	36	12	14	36	273
Change in %	13%	45%	-250%	-140%	-33%	13%	-33%	

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, 374 course participants from 2021 answered our questions 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 71 of the 374 respondents had a top position at the time of entering the course, 167 a mid-level position and 118 reported a position at the lower level, while 18 persons were unclear how to categorize their position in this scheme.

At the time the course was about to end, 72 reported a top position, 111 a mid-level position, 160 a position at lower levels, while 31 replied "Other" to this question. Table 4.3 further details that, of the 71 who reported a top position when entering the course, 41 still held a top-level position, while 14 now regarded their position as mid-level and 12 classified their position at a lower level; four 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)	41	28	1	2	72
Middle level (e.g., head of department / mid-ranked officer)	14	83	9	5	111
Lower level (e.g., worker / soldier)	12	43	98	7	160
Other	4	13	10	4	31
Total after the course	71	167	118	18	374

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 440 males that informed us on this issue in the entry surveys, 23% (100) reported a top-level job, 33% (144) a mid-level job, and 40% (176) a low-level job. Among the 525 males answering our question regarding job-level position for their main job after graduation (exit survey), 21% (111) reported a top-level job. This is a 2% decrease in males with a top-level job. Similarly, there was an 11% increase in males with a mid-level job and a decrease of 9% in males with a low-level job. Similarly, 238 females reported their entry status and 309 their exit status. Table 4.4 reveals a 1% increase in females reporting a top-level job, up from 14%, a 9% increase in females reporting a mid-level job, and a 10% decrease in females reporting a low-level job, down from 47%.

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

Status before the course (in numbers) and changes after (in %)	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
Males	Before	23%	33%	40%	5%
	After	21%	44%	31%	5%
Females	Before	14%	24%	47%	15%
	After	15%	35%	37%	13%

4.2 Entrepreneurship – graduates 2021

Tables 4.1 and 4.2 show the employment status of the 2021 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 537 course participants answering our question at course entry about working part-time or full-time in their own firm, 16.2% reported working full-time in their own firm, while 35.6% reported working full-time in their own firm after the course. Similarly, 10.4% reported working part-time in their own firm before the course; this number has decreased to 35.0% among the 834 who answered Yes to the question "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 (26.6%) increased to 70.6% 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	394 (73.4%)	245 (29.4%)
Yes, part-time	56 (10.4%)	292 (35.0%)
Yes, full-time	87 (16.2%)	297 (35.6%)
n	537	834

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 report working part-time in a firm owned by someone in their family increased from 5.6% before the course to 18.8% after the course, while the proportion reporting working full-time in a firm owned by someone in their family increased from 3.4% before the course to 7.7% after. Similarly, there was an increase from 537 responses on this item before the course to 834 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	489 (91.1%)	613 (83.5%)
Yes, part-time	30 (5.6%)	157 (18.8%)
Yes, full-time	18 (3.4%)	64 (7.7%)
n	537	834

Table 4.7 reveals that 13.8% of the 1046 course participants have stated a new firm during the course, and that only 18.8% have no plans to ever start a business. Among these 1046, who answered the exit survey, 675 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 675 people, 191 had such entrepreneurial experience prior to the course, while 484 had not. We see that 40% of those who had no entrepreneurial experience prior to the course started a business during the course, and that 67% of those planning to start a business in the near future lacked entrepreneurial experience prior to the course. Among the 29 who had started a firm before the course, and 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)?	
		Yes	No
Yes	144 (13.8%)	59	39
No, but I will start a business in the near future	294 (28.1%)	62	125
No, but I might start a business later	412 (39.4%)	41	215
No	197 (18.8%)	29	105
Total	1046	191	484

Male and female course participants are equally engaged in entrepreneurship. As evidenced by Table 4.7, 29.5% of the 1046 replying course participants had entrepreneurial experience prior to entering the course. Among the 641 males, 30.0% had such experience, while 28.9% among the 405 females also reported having started a firm prior to entering the course.

In response to our question probing whether course participants had started a firm during the course, 13.7% of the males and 13.8% of the females claimed to have done so. As much as 28.7% of the males and 27.2% of the females definitely envision themselves starting a firm in the near future, while 38.0% of the males and 41.5% of the females might start a firm in the future.

4.3 The transition to a civilian career – graduates 2021

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 (military or civilian) where 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 374 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, 81 were employed in the military alone, 114 had employment in both the military and the civilian sector at the same time, while 157 had civilian employment; meanwhile, 22 respondents found it difficult to categorize their employment along these lines. After the course, only 20 remained in the military alone, while 95 had a mixed position in both the military and a civilian job, while 239

now felt they belonged to the civilian sector, and 20 felt unable to classify their employment along these lines. The table further reveals that 23 of the 81 previously in the military now had a civilian job alone, 74 of the 114 with a foot still in the military had left for a civilian job, while 15 of the 20 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 ⁶ sector alone	The military sector as well as the civil sector	The civil sector only	Other	Totals before the course
I was employed in the military sector/ ATO/ JFO only	10	47	23	1	81
I was employed in the military sector/ ATO/ JFO as well as in the civil sector	8	30	74	2	114
I was employed in the civil sector alone	2	14	127	14	157
Other	0	4	15	3	22
Total after the course	20	95	239	20	374

4.4 Living conditions, life satisfaction, and well-being

The retraining program’s goal is for the transition to civilian life to improve the life of the individual and their family. We operationalized this as an improvement in their living conditions, their life satisfaction, and their overall well-being.

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, life satisfaction, and well-being 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.

⁶ 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.

Table 4.9. Measures of the course participants': Living conditions, life satisfaction and well-being, and the wording of the item-batteries capturing these conditions

Living conditions		Cronbach's Alpha = 0.899
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		
Life satisfaction		Cronbach's Alpha = 0.840
In most ways, my life was close to my ideal		
The conditions of my life were excellent		
I was satisfied with my life		
So far, I had achieved the important things I wanted in life		
If I could live my life over, I would change almost nothing		
Well-being		Cronbach's Alpha = 0.895
I was cheerful and in good spirits		
I felt calm and relaxed		
I felt active and vigorous		
I woke up feeling fresh and rested		
My daily life was filled with things that interested me		

We then compared the mean score on each of these three conditions 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, the five items measuring life satisfaction, and the five items measuring well-being. These averages are then shown for different sub-groupings of the 1047 course participants responding to our entry survey in 2021.

Table 4.10 shows that the overall average for living conditions is 3.92, somewhat under the middle-value of four on our one to seven scale. The overall score on life satisfaction is somewhat over the middle at 4.21, while the overall well-being is 5.04, on a scale from 1 to 7.

Table 4.10. Living conditions, life satisfaction, and well-being, 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	Life satisfaction	Well-being	n
Gender	Male	3.98	4.24	5.13	641
	Female	3.83	4.18	4.90	405
Higher education	Yes	3.94	4.25	5.07	762
	No	3.87	4.13	4.96	284
Vocational education	Yes	3.85	4.18	5.05	648
	No	4.03	4.27	5.02	398
Entry status	Military personnel	4.11	4.20	4.99	122
	ATO personnel	3.89	4.22	5.13	557
	Family member	3.92	4.22	4.87	309
	Other	3.80	4.14	5.20	58
Employment sector before entering the retraining program	Employed in the military sector alone	4.15	4.34	5.21	141
	Employed in the military sector, as well as in the civil sector	4.16	4.26	5.14	228
	Employed in the civil sector alone	4.09	4.19	4.98	270
	Other	3.92	4.17	4.80	39
Employment status when entering the retraining program	Full-time work (min. 35 hours/week)	4.15	4.34	5.21	571
	Part-time work (under 35 hours/week)	4.16	4.26	5.14	107
	Unemployed	4.09	4.19	4.98	131
	Homemaker	3.92	4.17	4.80	54
	Student	4.15	4.34	5.21	29
	Retired	3.54	4.19	4.96	82
	Other	3.77	4.29	5.19	72
Their job position before entering the course	Top level (e.g., director of a company / higher officer)	4.56	4.58	5.30	133
	Middle level (e.g., head of department / mid-ranked officer)	4.12	4.27	5.10	200
	Lower level (e.g., worker / soldier)	3.92	4.08	4.97	289
	Other	4.07	4.23	4.98	56
Where the course participant worked before the course	Working full-time in my own firm	4.50	4.51	5.29	87
	Working part-time in my own firm	4.17	4.33	5.33	56
	Working full-time in a firm owned by someone in my family	4.18	4.49	4.78	18
	Working full-time in a private firm owned by someone else	4.15	4.18	5.04	215
	Working full-time in the public sector, municipality level	3.99	4.28	5.16	153
	Working full-time in the public sector, state or county level	4.03	4.16	5.10	114
	Working full-time in a non-profit organization	4.32	4.18	5.19	33
Total		3.92	4.21	5.04	1046

The sub-group scoring lowest on living conditions is those reporting to be retired, on 3.54, while the highest score comes from those working full-time in a firm owned by themselves (4.50) and top-level personnel, scoring 4.56. The lowest scoring sub-group on the life satisfaction measure is those working on a lower level (4.08), together with those without higher education (4.13). The highest scoring sub-group on the life satisfaction measure is those working at the top level (4.58), those working full-time in a firm owned by themselves (4.51), and those working full-time in a firm owned by someone in their family (4.49). The lowest scoring sub-group on the well-being measure is those working full-time in a firm owned by someone in their family (4.78), together with the homemakers, scoring 4.80. The highest scoring sub-group is those working part-time in a firm owned by themselves (5.33), together with those placed at the top level (5.30).

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 contributes to this. Being employed in the military secures an income, working full-time in a firm owned by themselves or someone in their family secures an income, and working at the top level provides more income.



5. FINDINGS FROM THE FOLLOW-UP SURVEYS

The follow-up surveys were sent to the previous year’s course participants (graduates of spring and autumn semesters 2020), one year after completing the course. This is because we wanted to analyze data on the long-term effect of the course. The follow-up survey was sent to all the 1074 course participants who completed one of the offered courses during 2020. We received 117 useful responses among the 464 who undertook a course during spring 2020 and 163 useful responses among the 610 who participated in a course during autumn 2020.

5.1 The respondents compared – graduates of 2020 and 2021

Table 5.1 offers a demographical comparison between the 2021 cohort and the 2020 cohort, as well as a demographical comparison between the entry responders and the follow-up responders from the 2020 cohort. Table 5.1 shows that the 2021 cohort contained more females than the 2020 cohort. The 2021 cohort had more respondents with higher education and fewer higher and mid-ranked officers than the 2020 cohort. Furthermore, Table 5.1 shows that the 1046 entry responders are very similar to the 280 follow-up responders, all from the 2020 cohort.

Table 5.1. Comparing the 2020 cohort to the 2021 cohort and comparing the 2020 cohort’s entry and follow-up respondents on demographics, part 1

Group	% Males	% Higher educ.	Age mean	% Vocational education	% ATO & Military personnel	% Higher officer	% Mid-rank officer	% Soldier
Entry 2021	62.1	72.8	29	62.0	64.9	13.3	10.7	39.9
Entry 2020	67.4	82.1	29	54.6	67.6	21.2	16.2	32.7
Follow-up 2020	62.1	83.6	30	52.9	68.2	20.7	15.7	32.9

5.2 Employment one year after the course

Table 5.2 compares the 2020 cohort to the 2021 cohort, as well as the 2020 cohort’s entry and follow-up respondents, on demographics regarding their job situation. The table shows that the 2021 cohort and the 2020 cohort are very similar in their job situation at the time of starting the course. It reveals that the percentage of respondents working full-time has improved from about 50-55% to 70% in the period from before the course to one year after graduating from it. Fewer respondents report working in the public sector, and there are more respondents reporting that they work at the top level one year after the course, than did so before the course started.

Table 5.2. Comparing the 2020 to the 2021 cohort and comparing the 2020 cohort's entry and follow-up respondents on demographics, their job situation

Group	% Work full-time	% Work part-time	% Work in private firm, full- or part-time	% Work in public sector, municipality, full- or part-time	% Work in public sector, state or county, full- or part-time	% Main job at top level	% Main job at middle level
Entry 2021	53.1	14.5	58.8	28.6	25.4	16.2	37.1
Entry 2020	54.6	10.2	52.1	33.3	25.5	19.6	29.5
Follow-up 2020	70.4	10.0	40.4	21.8	17.9	23.6	34.6

As much as 54.3% of the respondents to the follow-up survey state that they have changed their current main employer since graduating from the course. In a similar question, we ask how many different jobs they have had since graduation. Here, 25 people of 280 report having had four or more jobs, 23 have had three jobs, and 66 have had two jobs in the period from graduation to the follow-up survey one year later.

On the statement, "I feel fairly well satisfied with my job", the respondents score 5.16 on a 7-point scale, where 1 equals strongly disagree, 4 equals neither disagree nor agree, and 7 equals completely agree. Likewise, on the question "To what extent do you disagree or agree with the following statement? - In the near future I will engage in very active job search", respondents scored 4.09 on average.

We managed to link 169 persons among the 280 who responded to our follow-up survey to their response on the entry survey. The link was based on the e-mail address they identified themselves with; we do not know their names or other identifying data elements. When comparing their responses from the entry survey with their responses from the follow-up survey, we can give some further indications of the dynamics among the course participants. Not all 169 answered all items in both surveys. Hence, the total number of replies might be less than 169 in some of the tables comparing individual responses in our entry and follow-up surveys.

Table 5.3 indicates that 21 persons were positioned at a top level before the course. Of them, only 12 remain in a top-level position. Among the 21 that were at a top level at the time the course started, six are now positioned at mid-level, one at lower level and two now indicate that "Other" is the best description of their position one year after graduation. Of 136 people 40 now regard their current position as at the top level.

Table 5.3. Course participants' employment status with regard to their hierarchical level, before the course started and one year after the course ended

The hierarchical level for their position - before and one year 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)	12	6	1	2	21
Middle level (e.g., head of department / mid-ranked officer)	15	22	5	5	47
Lower level (e.g., worker / soldier)	11	18	24	5	58
Other	2	1	3	4	10
Total one year after the course	40	47	33	16	136

We asked the course participants to state their employment status as it stood upon entering the course and one year after graduating from the course. This allows us to show the extent to which their employment status changed from before the course to sometime after the course. Table 5.4 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 169 who responded to both our entry and follow-up surveys, we see that 167 answered our question regarding employment status both at the time they entered the program and one year after graduating from the course. Among the 167 people, 84 had a full-time position, 29 worked part-time (i.e., less than 37 hours a week on average), 22 were unemployed, 12 reported being a homemaker, three were students, 12 were retired, and five did not find any of these classifications suitable to describe their position at the time of course entry.

Table 5.4. Employment status of course participants, changes from the course start to one year after the graduation

Employment status - before the course and one year after the retraining program	Full-time work (min. 35 hours / week)	Part-time work (under 35 hours / week)	Un-employed	Home-maker	Student	Re-tired	Other	Totals before the course
Full-time work (min. 35 hours/ week)	75	2	0	0	1	5	1	84
Part-time work (under 35 hours/ week)	20	5	1	0	1	1	1	29
Unemployed	11	4	3	1	0	0	3	22
Homemaker	6	1	0	2	0	0	3	12
Student	2	0	0	0	1	0	0	3
Retired	6	1	1	0	0	4	0	12
Other	3	1	0	0	0	0	1	5
Totals one year after the course	123	14	5	3	3	10	9	167

One year after graduating from the course, as many as 123 people had a full-time position to go to, 14 had a part-time job, five were still unemployed, three were homemakers, three reported being students, while 10 were retired, and nine still did not find any of these classifications suitable for them.

Furthermore, we can see that 20 of the 29 who were employed part-time at the start of the course are now employed full-time. Among the 22 unemployed when starting the course, we see that 11 have obtained a full-time position, four have found a part-time position, one is now a homemaker, while only three are still unemployed. Similarly, we read that, among the 12 retired who started the course, six have found a full-time position. At the other end, five previous full-time employed are now retired, two work part-time, and one places him/herself under the category of "Other".

5.3 Entrepreneurship one year after the course

The respondents are interested in starting their own firm and becoming self-employed. On the question "Imagine that you can choose between being employed by someone or being self-employed. What would you prefer?", where the options were "1-prefer to be employed", "4-undecided" and "7-prefer to be self-employed", the 2021 cohort at course entry on average scored 6.16, the 2020 cohort at entry scored 6.14, and the 2020 cohort one year after graduation scored 5.94. Table 5.5 shows that about 25% of the respondents work in and manage their own firm, part-time or full-time, while about 10% of the respondents work in and manage their family firm, part-time or full-time.

Table 5.5. Comparing the 2020 to the 2021 cohort and comparing the 2020 cohort's entry and follow-up respondents on demographics regarding entrepreneurship

Group	% Work & manage own firm, full- or part-time	% Work & manage family firm, full- or part-time
Entry 2021	26.6	9.0
Entry 2020	25.2	10.1
Follow-up 2020	25.9	9.6

We measured the respondents' self-employment plans with a battery of items, the wordings of which are displayed in Table 5.4. 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 statement?", along with a 7-point Likert scale, where 1 equals strongly disagree, 4 equals neither disagree nor agree, and 7 equals completely agree. Table 5.6 further reveals only minor differences both between the cohorts and between before the 2021 course and one year after graduation. The table confirms the finding that the respondents will realize their plans to become self-employed.

Table 5.6. Measure of self-employment plans

	2020 cohort at course start	2021 cohort at course start	2020 cohort one year after graduation
I'm likely to start a business within the next 3 years	5.36	5.37	5.19
I'm likely to become self-employed within the next 3 years	5.44	5.42	5.34
I'm likely to have my own business within the next 3 years	5.43	5.43	5.31
I'm likely to become a business owner within the next 3 years	5.4	5.47	5.29

5.4 Estimation of life situation one year after the course

Here, we focus on how the respondents report changes in their living conditions one year after the completion of the course, compared with the situation before entering the course. Table 5.7 shows that living conditions before entering the course are very similar for the 2020 and the 2021 cohort. By the follow-up survey administered to the 2020 cohort, we were able to monitor their present living conditions as experienced one year after the courses were completed. Table 5.5 shows an improvement in all three measures: living conditions, life satisfaction and well-being. Living conditions went up from 3.90 to 4.61 on an averaged scale from 1 to 7, where 1 is strongly disagree, 4 is neither disagree or agree, and 7 is completely agree with the items displayed in Table 5.7 Life satisfaction went up from 4.13 to 4.81, while well-being went up from 4.91 to 5.32. All differences are significant (a one-sample t-test shows p-values less than 0.01 for all three measures).

Table 5.7. Living conditions, life satisfaction, and well-being, mean scores for different year cohorts, and the change from before to a time after the course

	Living conditions	Life satisfaction	Well-being
2021 cohort, before course	3.92	4.21	5.04
2020 cohort, before course	3.90	4.13	4.91
2020 cohort, after course	4.61	4.81	5.32

Table 5.8 relates to Table 4.10 in the report for the 2020 cohorts (Iermolenko & Åmo, 2021). Table 5.8 links data from the 2020 cohort and the follow-up survey. Males in the 2020 cohort scored 3.89 on the averaged living conditions’ measurement in the entry survey for 2020. The average score on the same item for males in the follow-up survey addressing the same set of respondents was 4.71. This is an increase of 0.82, which is an increase of 21% from before the course to one year after the course. Likewise, the score for females was 3.94 before the course, rising to 4.44 after the course. The increase for females was 13% (0.50).

The largest increase in living conditions’ score is for the seven respondents working full-time in a non-profit organization (35%) and the 28 respondents working full-time in their own firm (26%). We see a decrease in the score for living conditions for the three respondents now reporting to be students (-21%) and the 73 respondents now working in lower hierarchical levels (-15%). Life satisfaction has increased most for the 23 persons for whom employment now fits into the “Other” category (31%) and for the seven now working full-time in a non-profit organization. The nine people claiming to be currently unemployed report decreasing scores of life satisfaction (-8%). The 66 people that report their job position to be at top level and the 97 now positioned at the middle level report the highest increases in well-being (35% and 33%). The three students and the nine unemployed report a decrease in well-being (-11% and -8%) from before the course to one year after the course.

Table 5.8 compares the respondents’ present living conditions, life satisfaction, and well-being scores to those of their situation at the point in time when they entered the course. Table 5.8 does not control for changes in employment, job position, and employer. As indicated in Tables 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6, in the report for the 2020 cohort (Iermolenko & Åmo, 2021) and Tables 5.3 and 5.4 in the current report, there were massive changes in the work situation of the respondents from before the course to the point of graduation from the course. Similarly, there were also such changes in their engagement in entrepreneurship. Although not reported here, we expect there equally to be such changes between the period one year from graduation until the data captured by the follow-up survey.

Table 5.8. Living conditions, life satisfaction, and well-being, percentage change in mean scores for different sub-groupings of the sample of 280 respondents to the follow-up survey

Perceived personal situation AFTER taking the course, change in % from BEFORE taking the course		Living conditions	Life satisfaction	Well-being	n
Gender	Male	21%	16%	8%	174
	Female	13%	18%	10%	106
Higher education	Yes	17%	16%	10%	234
	No	21%	22%	1%	46
Vocational education	Yes	20%	15%	5%	148
	No	15%	18%	13%	132
Entry status	Military personnel	18%	17%	12%	49
	ATO personnel	21%	17%	9%	142
	Family member	13%	18%	8%	82
	Other	4%	2%	0%	9
Employment sector at the time of the follow-up survey	Employed in the military sector alone	11%	11%	7%	35
	Employed in the military sector, as well as in the civil sector	14%	12%	1%	13
	Employed in the civil sector alone	22%	15%	10%	112
	Other	11%	9%	6%	31
Employment status at the time of the follow-up survey	Full-time work (min. 35 hours/week)	17%	15%	7%	197
	Part-time work (under 35 hours/week)	14%	21%	10%	28
	Unemployed	-12%	-8%	-8%	9
	Homemaker	24%	12%	18%	6
	Student	-21%	10%	-11%	3
	Retired	21%	14%	10%	23
	Other	17%	31%	16%	14
Their job position at the time of the follow-up survey	Top level (e.g., director of a company / higher officer)	-4%	20%	35%	66
	Middle level (e.g., head of department / mid-ranked officer)	-3%	17%	33%	97
	Lower level (e.g., worker / soldier)	-15%	12%	28%	73
	Other	-10%	7%	35%	44

Where the course participant worked at the time of the follow-up survey	Working full-time in my own firm	26%	22%	15%	28
	Working part-time in my own firm	8%	5%	-1%	25
	Working full-time in a firm owned by someone in my family	-3%	4%	4%	11
	Working full-time in a private firm owned by someone else	14%	15%	7%	16
	Working full-time in the public sector, municipality level	12%	10%	9%	24
	Working full-time in the public sector, state or county level	1%	9%	8%	22
	Working full-time in a non-profit organization	35%	25%	27%	7
	Total	18%	17%	8%	280

We added three items to the follow-up survey, to ensure that there is a real change from the course; see Table 5.9. In these three items, we asked the respondents to report the extent to which their overall financial living conditions, their overall life-satisfaction, and their overall well-being had become much worse (1), worse (2), slightly worse (3), were the same as before (4), were slightly improved (5), improved (6) or were much improved (7). The respondents were asked to indicate for each of the statements the extent to which they had experienced change, regarding how it was at the time of the follow-up survey compared to how it was before they entered the retraining program. As indicated in Table 5.6, regarding the data for the 2020 cohort's change in conditions, all measures were more than slightly improved (5.04 to 5.24). This further ensures that the respondents report real improvements in their lives during the time span from before the course to one year after graduating from the course.

Table 5.9. Living conditions, life satisfaction, and well-being, mean scores for the 2020 cohort, the change from before to the time after the course

	Living conditions	Life Satisfaction	Well-being
2020 cohort, change in condition	5.04	5.24	5.10

5.5 Feedback from the participants

We asked the respondents to the follow-up survey to provide feedback on the usefulness of the course. Table 5.10 displays the 10 items used to measure the usefulness of the course, as seen from the respondents' point of view six months after graduation.

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 5.10. Items measuring the usefulness of the course, one year after the course

e1.1 The retraining program helped me to adapt to living in civil society
e1.2 The program made it easier for me to get an income
e1.3 My current work is related to the specialization acquired at the retraining program
e1.4 I became more interested in becoming self-employed
e1.5 My knowledge base was improved in general
e1.6 I acquired new useful skills needed for work
e1.7 I acquired new networks and extended previously existing networks
e1.8 The program helped me to get relevant employment offers
e1.9 The program improved my chances to meet the requirements from employers
e1.10 Participating in the program made me feel more secure and safe

As many as 174 males and 106 females replied to our follow-up survey. Figure 5.1 shows how males and females rated the usefulness of the course, with males and females evaluating the course similarly. The average score for males was 5.35, while the average score on the 10 items for females was 5.52. The item "e1.5 My knowledge base was improved in general" received the highest scored, at 6.11, while the item "e1.3 My current work is related to the specialization acquired at the retraining program" received the lowest score, at 4.45 on our 7-point measurement scale.

Figure 5.1. The respondents' score on the usefulness of the course, by males and females

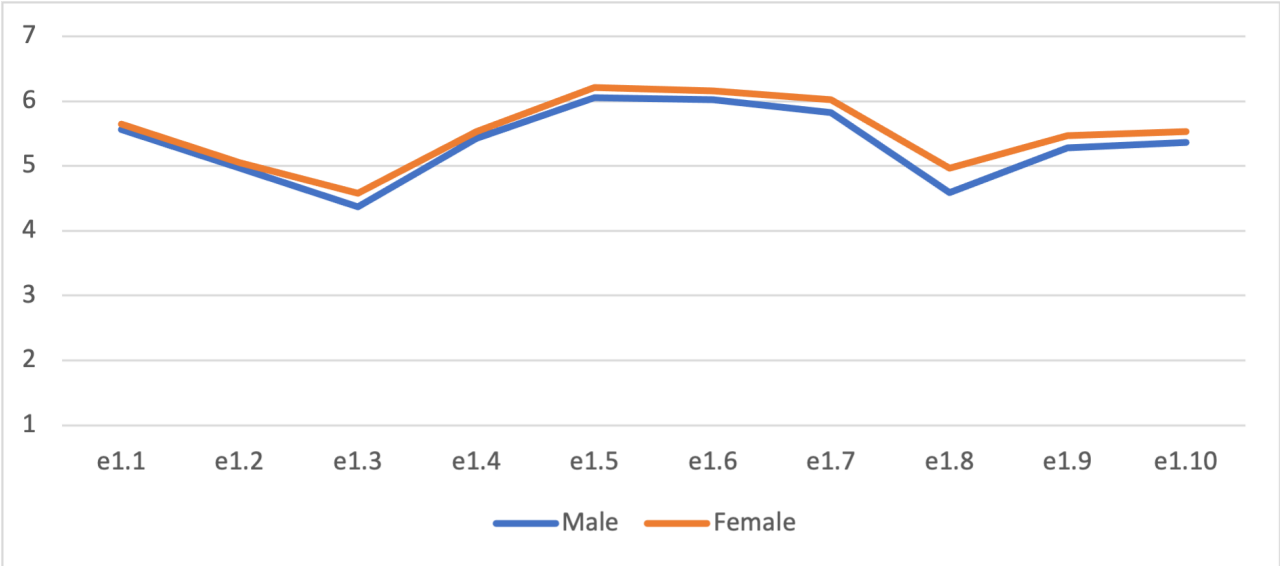
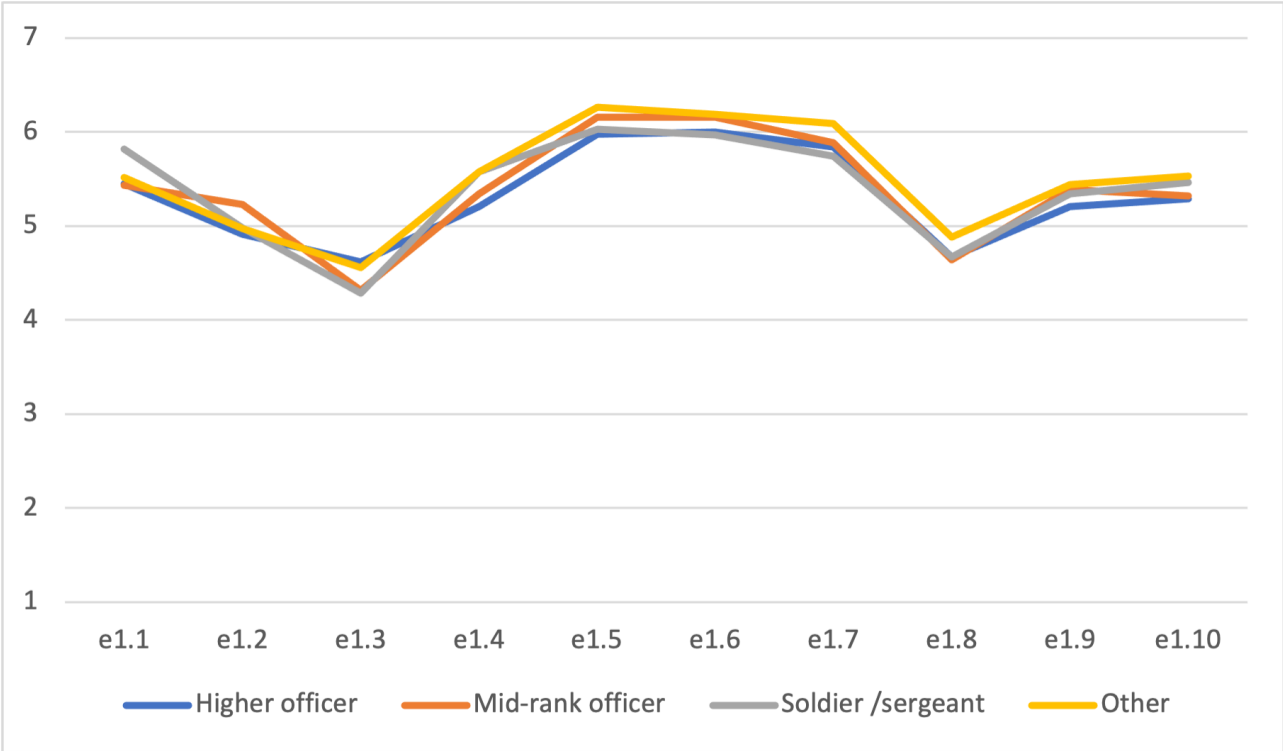


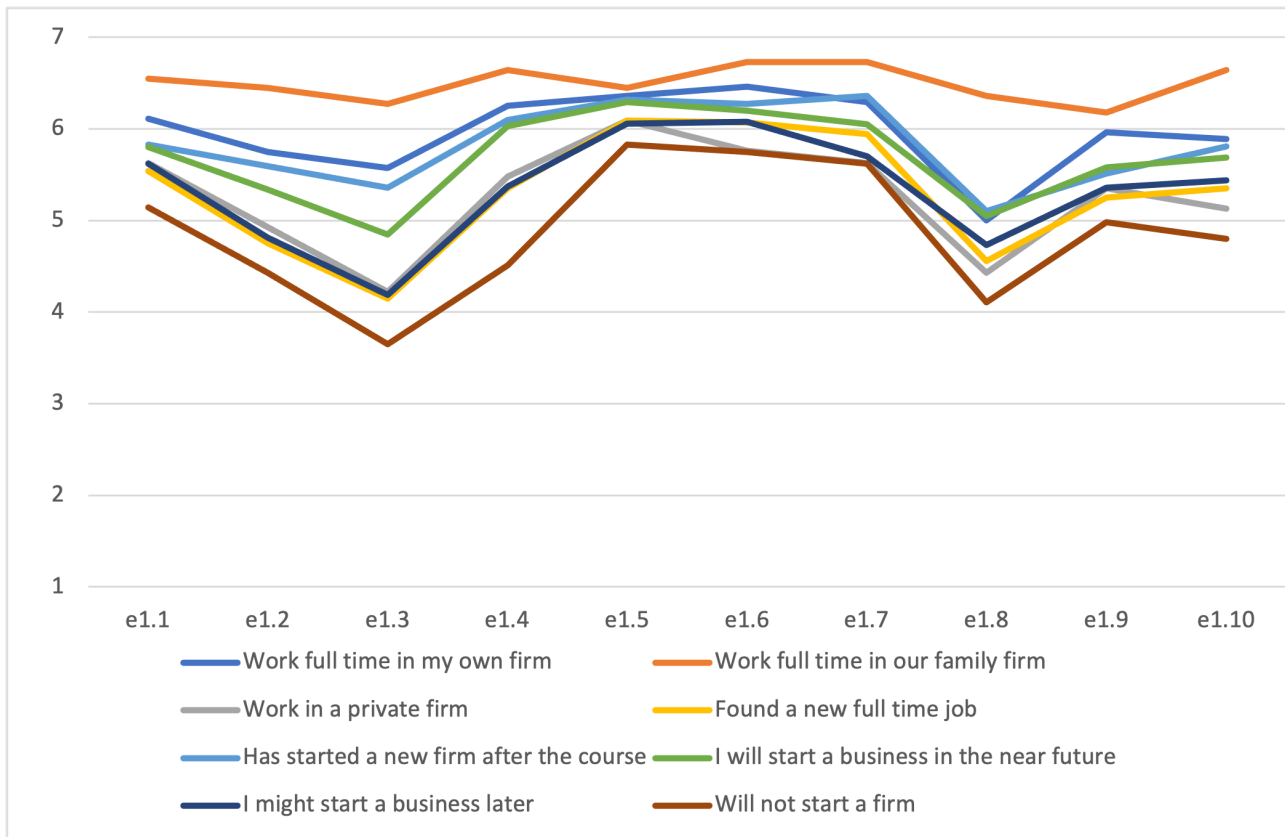
Figure 5.2 shows a similar pattern to that of Figure 5.1. We asked respondents about their military rank on entering the course. There were 58 higher officers, 44 mid-ranked officers, 92 soldier/sergeants and 86 others who responded to our follow-up survey. There are only small differences due to differences in rank, in how the respondents perceived the usefulness of the course. The "Other" group scored highest, at 6.26, on the item "e1.5 My knowledge base was improved in general". The soldier/sergeant group scored lowest on the item "e1.3 My current work is related to the specialization acquired at the retraining program", with a score of 4.29.

Figure 5.2. The respondents' score on the usefulness of the course, according to military rank



We asked some questions on their entrepreneurship at the time of completing the follow-up survey, i.e., one year after graduation. There were 28 who reported working full-time in their own firm, 11 who worked full-time in their family firm, 46 who worked full-time in a firm owned by someone else, and 114 who had found a new full-time job after graduating from the course. As many as 59 reported having started a new business in the time between graduating from the course and completing our follow-up survey. Another 59 expected to start a new business in the near future, while 97 considered starting a business later. Meanwhile, 65 reported that they will never start a business. Figure 5.3 then shows how these sub-groups relate to the 10 items measuring the usefulness of the course. We see that the 65 people who reported that they never intended starting a business scored lowest on these items. Their average score was 4.88. The highest scoring group was the 11 working full-time in their family firm, whose average score was 6.50.

Figure 5.3. The respondents' score on the usefulness of the course, comparing different job positions one year after graduation





6. CONCLUSIONS

6.1 Those who answered the surveys

In general, during four semesters (two semesters in both 2020 and in 2021), 2711 people were retrained and socially adapted, in frames of the NUPASS project. Of these, 66% were males and 34% were females. We collected 1046 completed entry and 1418 completed exit questionnaires in 2021, which gives us a response rate of approx. 75%. Among those who answered our entry and exit surveys in 2021, 62% were males and 38% females.

Regarding the follow-up survey, we collected 117 completed questionnaires from graduates of the 2020 spring semester and 163 from the graduates of the 2020 fall semester. This gives us a response rate of approx. 30%. We consider these samples representative.

6.2 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 IREX'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.

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 were considering integrating it into the state system, before 24 February 2022.

6.3 Conclusions on the goals of the project

One goal for 2020-2022 was that at least 95% of project participants complete their training for each project year. For the years 2020 and 2021, the program completion rates were 96% and 97%, respectively. Among those project participants who answered our surveys, 32-35% were females. This echoes the gender balance requirements of the project: that at least 30% of participants should be females.

Data from the 2021 entry and exit surveys show how the employment status has changed for all participants, males and females. Among the 402 males that responded to our entry and exit surveys, 233 worked full-time before the course and 276 worked full-time after the course, which is an increase of 16%. Thirty-four men worked part-time before the course and 56 men had part-time work after the course, which represents an increase of 39%. Unemployment among men went down from 69 to 10, which is a decrease of 590%. Similarly, for the 273 women who answered both entry and exit surveys, the employment

numbers went up from 120 to 138 (13%), while the part-time employment went up by 45%, from 34 to 62 women. There was a large decrease in unemployment, from 21 women before the course to six after (250%). 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 (26.6%) to the end of the course (70.6%).

Male and female course participants are equally engaged in entrepreneurship. Of the 1046 replying course participants, 29.5% had entrepreneurial experience prior to entering the course. In response to our question probing whether they had started a business during the course, 13.7% of the males and 13.8% of the females claimed to have done so. As much as 28.7% of the males and 27.2% of the females envision themselves starting a business in the near future, while 38.0% of the males and 41.5% 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 5.6% before the course to 18.8% after the course, while the proportion reporting working full-time in a firm owned by someone in their family increased from 3.4% before the course to 7.7% after. Similarly, there was an increase from 537 responses on this item before the course to 834 responses after the course.

Among the 374 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, 81 were employed in the military alone, 114 had employment in both the military and the civilian sector at the same time, while 157 had civilian employment, and 22 respondents found it difficult to categorize their employment along these lines. After the course, only 20 remained solely in the military, while 95 had positions with both military and civilian jobs, 239 now felt they belonged to the civilian sector, and 20 felt unable to classify their employment along these lines.

For the graduates of 2021, the overall average for living conditions is 3.92, somewhat under the middle-value of 4 on our 1 to 7 scale. The overall score on life satisfaction is somewhat over the middle at 4.21, while the overall well-being is 5.04 on a scale from 1 to 7. Compared to the graduates of 2020, the overall score on life satisfaction of graduates of 2020 was somewhat above the middle score, at 4.13, while the overall well-being was 4.91, on a scale from 1 to 7. The living conditions index was 3.90, somewhat under the middle-value of 4 on our 1 to 7 scale. 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 and the top-level personnel.

Major findings from the follow-up surveys are as follows. Analysis shows that the percentage of respondents working full-time has improved from about 50-55% to 70% in the period from before the course to one year after graduating from the course. Fewer respondents report working in the public sector, and there are more respondents reporting work at the top level one year after the course, than before the course.

As much as 54.3% of the respondents to the follow-up survey state that they have changed their current main employer since graduating from the course. About 25% of the respondents work in and manage their own firm, part-time or full-time, while about 10% of the respondents work in and manage their family firm, part-time or full-time.

From the follow-up survey administered to the 2020 cohort, we were able to monitor their

living conditions as experienced one year after the course was completed. Analysis showed an improvement in all three measures: living conditions, life satisfaction, and well-being. Living conditions went up from 3.90 to 4.61 on an averaged scale from 1 to 7, where 1 is strongly disagree, 4 is neither disagree or agree, and 7 is. Life satisfaction went up from 4.13 to 4.81, while well-being went up from 4.91 to 5.32. All differences are significant (a one-sample t-test shows p-values less than 0.01 for all three measures).

As for the evaluation of the offered program one year after graduation, both male and female participants evaluated the program similarly and were fairly satisfied with the results. From this, we might claim that the program, as given, seems to achieve the desired results.

6.4 Suggestions for improvements, expressed by project graduates

Despite the COVID-19 restrictions in 2020-2021 and the fact that some NUPASS project activities were performed online or in a hybrid form, the majority of respondents were very satisfied with the offered retraining program. 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, and they want Norwegian teachers to be engaged in teaching and experience-sharing, as well as more groupwork. Many graduates report that they would like to have more English classes, more accounting classes, and 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: classes on financial literacy; 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; 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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