

R&D-Report

Report from surveys among project participants «Norway-Ukraine. Professional Adaptation. Integration into the State System» (NUPASS)

Project execution and results 2020

Olga Iermolenko
Bjørn Willy Åmo

Nord University
R&D-Report no. 74
Bodø 2021

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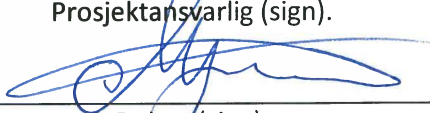
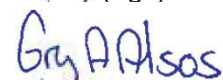
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Prosjekt: UKR-20/0002 "Norway-Ukraine. Professional Adaptation. Integration into the State System" (NUPASS)	Oppdragsgiver(e)
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Sammendrag: Målet med denne rapporten er å evaluere resultatene av NUPASS-prosjektet for 2020 med utgangspunkt i hovedmottakerne av prosjektet - pensjonerte militære offiserer, veteraner fra den militære konflikten i Øst-Ukraina og deres familiemedlemmer (ektefeller).	Emneord: Omskolering, profesjonell og sosial tilpasning, offiserer, veteraner, Norge, Ukraina
Summary: The aim of this report is to evaluate the results of the NUPASS project for 2020 from the position of the main beneficiaries of the project – retired military officers, veterans of the military conflict in Eastern Ukraine and their family members (spouses).	Keywords: Retraining, professional and social adaptation, officers, veterans, Norway, Ukraine

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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 “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). The two groups of project participants were surveyed – participants of the spring and autumn study semesters 2020.

1.2 ABOUT THE PROJECT

Due to the conflict with Russia in the eastern part of Ukraine, the military sector in Ukraine has grown. Hence, the number of retired military officers and veterans who need professional retraining, as well as psychological and social adaptation, has also grown significantly. According to the Ministry of Veterans of Ukraine, the number of Ukrainian combatants totaled 403,148 persons in November 2020. Up to 30,000 military officers leave the Armed Forces of Ukraine annually.

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. NUPASS is a continuation of a project, “Retraining and social adaptation of military officers and their family members in Ukraine” (2003-2019) (hereafter, the “Ukraine-Norway” project). Unlike the major goal of the Ukraine-Norway project, the NUPASS project’s major goal was to integrate the developed model of professional and social adaptation in the period 2003-2019 into the state system. However, NUPASS remains one of a few retraining programs that, alone with other goals, covers the demand for retraining of military veterans in Ukraine.

NUBS, Ukrainian universities and several non-governmental organizations (NGOs) cooperate by providing different aspects of the retraining program. The aims of the project include: assistance in employment and establishing a business, and improvements in the living conditions, psychological well-being and life satisfaction of project graduates. The program emphasizes practical knowledge and the development of specific work-related skills. Career planning and development are important elements of the program. Consequently, the program includes a diversity of training activities, such as curriculum vitae composition workshops, job search trainings, consultations on business planning and employment, meetings with potential employers, and active participation in business practice projects in enterprises.

1 ATO – Anti-Terroristic Operation

2 JFO – Joint Forces Operation

3 NUPASS Project’s web-page at NUBS: <https://www.nord.no/nupass#&acd=153ad64b-15b4-6783-4407-4c-8d495edb7d&acd=93fa10b0-b2c1-9430-a859-f2219>

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

The purpose of the psychological support included in the program is to ease the transition to the civilian sector and to make participants more optimistic about their future. Each course has at least 30% females and maximum 30% family members, as participants. Usually, course participants are younger than 50 years old. The inclusion of family members as course participants and the integration of psychological support throughout the transfer process to civilian life (IFSA, 2021) represent unique elements of the program. In March 2020, Ukraine announced a national lockdown due to the COVID-19 outbreak. Under the quarantine conditions, hybrid and online training was provided to the project's participants.

1.3 PROJECT PERFORMANCE INDICATORS 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 indicators:

- 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.

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.

1.4 SURVEY COMPOSITION AND EXECUTION 2020

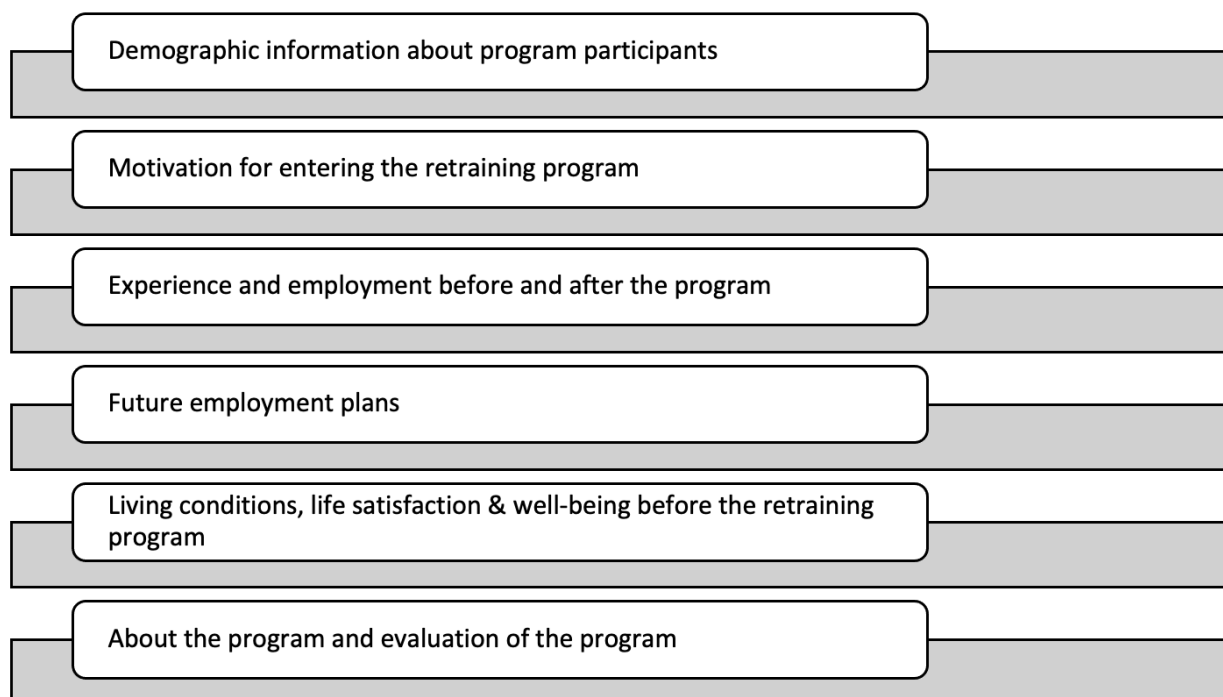
Data were collected by means of an electronic survey (nettskjema.no):

- in July (entry and exit surveys combined <https://nettskjema.no/a/154689>)
- in September (entry survey <https://nettskjema.no/a/154888>)
- in December (exit survey <https://nettskjema.no/a/154875>)

The questionnaires were tailor-made for the needs of the NUPASS project by the Nord University Business School team in May-June 2020. 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 instructions seminar on the logics and importance behind the surveys and how to fill out the questionnaires was conducted by Nord University (by one of the authors of this report), in order to ensure that teachers and NGOs' representatives understood the questions correctly and we able to assist their students (program participants) in filling out the questionnaires. The seminar was conducted online on Zoom, recorded and is available in the shared video material for the Ukrainian partners.

The link to the questionnaires (nettskjema.no) was distributed to all project participants, with the help of the universities and involved NGOs. In order to ensure that the questionnaires were filled out by our project participants and correctly, teachers assigned up to 30-45 minutes during their first lectures – right at the beginning of the retraining and social adaptation program (for the entry survey) – and before the graduation ceremonies – right after the program's completion (for the exit survey, respectively). In cases when physical presence in the class was not possible, some groups of our participants filled out the questionnaire during their online classes/meetings. In 2020, we conducted three surveys. The first survey (called a hybrid survey), which included both entry and exit questions, was conducted in July, when all the study groups concluded their training.

2. DEMOGRAPHICS

– THOSE WHO ATTENDED THE COURSES

During the spring semester of 2020, the retraining program was offered in 15 different regions in Ukraine, and 464 project participants successfully passed the program requirements. During the autumn semester of 2020, the retraining program was offered in 19 different regions in Ukraine, and 610 project participants successfully passed the program requirements. 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, and web-design (see Table 2.1). The program completion rate was 97%. Each of the courses in the program consists of 500 academic hours, With the duration of each course beings 3-4, months depending on the syllabus.

Table 2.1. Distribution of project participants according to the areas of retraining

Area of retraining	No. of people	%
Energy-saving, resource efficiency	112	10%
Small business, business management	706	66%
Business security	93	9%
Information technology, English language and visual advertising	135	12%
Agrarian management	28	3%

The number of retrained candidates in 2020 varies between cites (see Table 2.2 and Figure 2.1). L'viv retrained the largest number of candidates in 2020 (10% of the total number of retrained candidates in Ukraine in respect of the NUPASS project).

Table 2.2. Distribution of project participants according to the areas of retraining

City	No. of people	%
Kyiv	93	9%
Ivano-Frankivsk	63	6%
Ternopil	67	6%
Berezhany	38	3%
Melitopol	67	6%
Zaporizhzhia	63	6%
Odesa	61	6%
Mykolayiv	60	6%
L'viv	111	10%
Dnipro	53	5%
Chernivtsi	50	5%

Chernihiv	60	6%
Vinnytsya	53	5%
Uzhhorod	59	5%
Kropyvnytskyi	60	6%
Lutsk	59	5%
Zhytomyr	29	3%
Kam'yanets'-Podil'skyi	28	2%

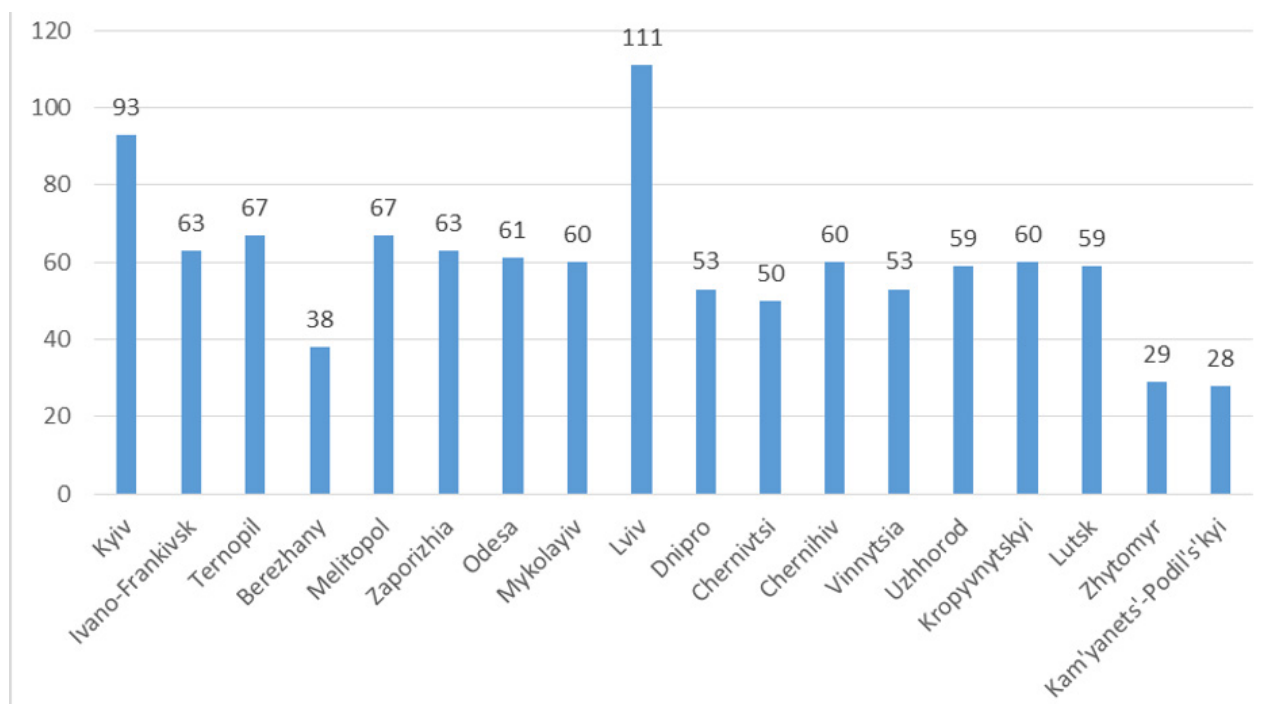


Figure 2.1. Distribution of project participants across regions in 2020 (number of people)

For more detailed information about partner universities, cities, specializations and participants' distribution in the spring and autumn semesters of 2020, please see Tables 2.3 and 2.4.

Table 2.3. Groups' composition – Spring study semester 2020

No.	Specialization	City	University	Total no.	No. of males	No. of females	No. of military officers	From them (8) have been to ATO/JFO	No. of family-members
1	2	3	4	5	6	7	8	9	10
1	Business Security in Ukraine	Kyiv	University of Economics and Law "KROK"	48	42	6	46	38	2
2	Entrepreneurship and Leadership	Ivano-Frankivsk	Ivano-Frankivsk National Technical University of Oil and Gas	30	18	12	17	16	13

No.	Specialization	City	University	Total no.	No. of males	No. of females	No. of military officers	From them (8) have been to ATO/JFO	No. of family-members
1	2	3	4	5	6	7	8	9	10
3	Entrepreneurship	Ternopil	Ternopil National Economic University	32	21	11	22	20	10
4	Organization of Small Business	Melitopol	Dmytro Motornyi Tavria State Agrotechnological University	35	29	6	28	13	7
5	IT Technologies in the Field of Design	Zaporizhzhya	Zaporizhzhia National University	34	17	17	25	12	9
6	Entrepreneurial Management	Odesa	South Ukrainian State Pedagogical University named after K.D. Ushynsky	29	21	8	25	12	4
7	Creating a Start-up and Organizing Own Business	Mykolayiv	Petro Mohyla Black Sea National University	30	18	12	21	18	9
8	Project Management	L'viv	National University "L'viv Polytechnic"	32	21	11	23	22	9
9	Energy Management	Dnipro	National Metallurgical Academy	25	20	5	18	8	7
10	Organization and Business Administration	Chernivtsi	Yuriy Fedkovych Chernivtsi National University	25	13	12	17	9	8
11	Internet Technologies, Web Design and English in Business	Chernihiv	Chernihiv National Technological University	30	20	10	20	11	10
12	Entrepreneurship and Information Technologies in Business	Vinnytsya	Vinnytsya National Technical University	25	15	10	16	13	9
13	Innovative Entrepreneurship	Uzhhorod	Uzhhorod National University	30	21	9	19	16	11
14	Creating a Start-up and Organizing Own Business	Kropyvnytskyi	Flight Academy of NAU	30	17	13	18	17	12
15	Informational Technologies in Small Business	Lutsk	Lesya Ukrainka Eastern European National University	29	18	11	17	3	12
	TOTAL			464	311	153	332	228	132

In the autumn study semester of 2020, the project was expanded to three new cities: Berezhan, Zhytomyr and Kam'yanets'-Podil'skyi. L'viv has offered retraining in two different specializations – Project Management and Software Quality Control.

Table 2.4. Groups' composition – Autumn study semester 2020

№	Specialization	City	University	Total no.	No. of males	No. of females	No. of military officers	From them (8) have been ATO/JFO	No. of family-members
1	2	3	4	5	6	7	8	9	10
1	Business Security in Ukraine	Kyiv	University of Economics and Law "KROK"	45	42	3	44	3	1
2	Entrepreneurship and Leadership	Ivano-Frankivsk	Ivano-Frankivsk National Technical University of Oil and Gas	33	24	9	23	18	10
3	Entrepreneurship	Ternopil	West Ukrainian National University	35	24	11	28	28	7
4	Entrepreneurship	Berezhany	West Ukrainian National University	38	23	15	29	29	9
5	Organization of Small Business	Melitopol	Dmytro Motornyi Tavria State Agrotechnological University	32	24	8	24	15	8
6	Energy-efficient Technologies and Engineering	Zaporizhzhya	Zaporizhzhia National University	29	19	10	21	13	8
7	Entrepreneurial Management	Odesa	South Ukrainian State Pedagogical University named after K.D. Ushynsky	32	19	13	22	5	10
8	Energy Management and Energy Audit	Mykolayiv	Petro Mohyla Black Sea National University	30	22	8	23	21	7
9	Project Management	L'viv	National University "L'viv Polytechnic"	38	28	10	29	26	9
10	Software Quality Control	L'viv	National University "L'viv Polytechnic"	41	35	6	37	35	4
11	Energy Management	Dnipro	National Metallurgical Academy	28	19	9	18	11	10
13	Internet Technologies, Web Design and English in Business	Chernihiv	Chernihiv National Technological University	30	20	10	22	18	8
14	Entrepreneurship and Information Technologies in Business	Vinnytsya	Vinnytsya National Technical University	28	14	14	15	12	13

15	Innovative Entrepreneurship	Uzhhorod	Uzhhorod National University	29	16	13	19	16	10
16	Creating a Start-up and Organizing Own Business	Kropyvnytskyi	Flight Academy of NAU	30	21	9	22	21	8
17	Informational Technologies in Small Business	Lutsk	Lesia Ukrainka Volyn' National University	30	17	13	17	17	13
18	Own Business Organization	Zhytomyr	Zhytomyr Polytechnic State University	29	22	7	22	22	7
19	Agrarian Management	Kam'yanets'-Podil'skyi	State Agrarian and Engineering University in Podillia	28	19	9	19	19	9
	TOTAL			610	424	186	454	343	156

In general, for two semesters of 2020, 1074 people were retrained and socially adapted in terms of the NUPASS project. Of them, 68% were males (735 persons) and 32% were females (339 persons). Of project participants, 73% had the status of a veteran/military officer (789 persons) and 27% were family members (288 persons). Of the veterans/military officers, 571 persons (53%) had been ATO/JFO participants.

3. DEMOGRAPHICS – THOSE WHO ANSWERED THE SURVEYS

The respondents were aged between 19 and 65, with an average age of 37 years at the time of the survey. As many as 78.8% were in a relationship. Only 33.8% lived in a household with no children. The average number of members of the household, in which our respondents lived, was 3.25 persons. Among our respondents, 5.2% reported living in a city with fewer than 10,000 inhabitants, 15.2% in a city with fewer than 100,000 inhabitants and 59.5% lived in cities with fewer than 100,000 inhabitants, while 16.8% reported living in a city with more than 1,000,000 inhabitants. The sample comprised 67.6% males and 32.4% females.

We addressed two cohorts of course participants, the first with the Hybrid-survey. The Hybrid-survey contained questions investigating their position at both course entry and course exit. That is because the project had started before our survey instrument was ready. We received 358 responses from the 464 course participants. They answered the Hybrid-survey at the end of the course. The second cohort consisted of 610 persons. These were addressed at the start of the course, with our Entry-survey, and at the end of the course, with the Exit-survey. Among the 610 course participants, 414 responded to the Entry-survey and 409 to our Exit-survey. Among these 610, 241 course participants responded to both the Entry- and the Exit-surveys.

When we discuss issues related to course entry, we then have 772 responses (the 358 Hybrid and the 414 Entry responses), when discussing issues related to the course exit, we have 767 responses (the 358 Hybrid and the 409 Exit responses), and when we discuss changes during the course from entry to exit, we have 599 responses (the 358 Hybrid and

the 241 responses from those persons responding to both the Entry- and the Exit-surveys). Since not all persons responded to all items, the totals might deviate from these numbers, in some analysis.

As Table 3.1 shows, the sample consists of 522 males and 250 females. Among the males, 144 reported entering the course as higher officers, 113 as mid-rank officers and 221 as soldiers, while 44 had a status other than military rank as their entering point. Similarly, 10 females reported being higher officers, 10 mid-rank officers and 40 soldiers, while 190 had other status.

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

Military rank	Higher officer	Mid-rank officer	Soldier	Other status	Total
Male	144	113	221	44	522
Female	10	10	40	190	250
Total	154	123	261	234	772

Table 3.2 further details the entry mode of the course participants. There were 117 males and 22 females who reported to be military personnel, 360 males and 25 females reporting to be ATO personnel, 16 males and 186 females described themselves as family members, while 29 males and 17 females reported their entry status as Other in this categorization.

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

Entry status vs Gender	Military personnel	ATO personnel	Family member	Other entry mode	Total
Male	117	360	16	29	522
Female	22	25	186	17	250
Total	139	385	202	46	772

We further asked about the educational background of the course participants. Table 3.3 demonstrates that 620 reported higher education (441 males and 199 females), while 442 reported a vocational education (289 males and 153 females). The total sample was 772.

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

Education n=772	Higher education	Vocational education
Male	421	289
Female	199	153
Total	620	442

Table 3.4 shows the total sample of responses and which course and city the responses relate to. The table shows that, e.g., Innovative entrepreneurship was offered in the city of Uzhhorod and 54 of the course participants there answered our survey.

Table 3.4. Of the 772 respondents who answered our survey, the numbers taking each

Retraining course name and number of graduates	Berezhany	Chernihiv	Chernivtsi	Dnipro	Ivano-Frankivsk	Kam'yanets-Podilsky	Kropyvnytsky	Kyiv	Lutsk	L'viv	Melitopol	Mykolaiv	Odesa	Ternopil	Uzhhorod	Vinnytsya	Zaporizhzhia	Zhytomyr	Total
Agrarian Management						32													32
Business Security in Ukraine								72											72
Creating a Start-up and Organizing Own Business							31					19							50
Energy Management				44															44
Energy Management and Energy Audit												33							33
Energy-efficient Technologies and Engineering																	25		25
Entrepreneurial Management													52						52
Entrepreneurship	43													54					97
Entrepreneurship and IT in Business																49			49
Entrepreneurship and Leadership					61														61
Informational Technologies in Small Business									53										53
Innovative Entrepreneurship															54				54
Internet Technologies, Web Design and English in Business		58																	58
IT Technologies in the Field of Design																	25		25
Organization and Business Administration			51																51
Organization of Small Business											48								48
Own Business Organization																		31	31
Project Management										57									57
Software Quality Control										26									26
Technical Innovations in Entrepreneurship							22												22
Total	43	58	51	44	61	32	53	72	53	83	48	52	52	54	54	49	50	31	940

4. COURSE RESULTS

4.1 EMPLOYMENT

We asked the course participants to state their employment status as it was on both entering and leaving the course. This allows us to show the extent to which their employment status changed from before the course 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 599 who responded to both our Entry- and Exit-surveys, we see that 318 had a full-time position, 87 worked part-time (i.e., less than 37 hours a week on average), 79 were unemployed, 38 reported being a home-maker, 9 were students, 1 was disabled, 42 were retired and 25 did not find any of these classifications suitable for describing their position at the time of course entry.

Table 4.1. Employment status of the course participants, changes 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	Student	Retired	Other	Totals before the course
Full-time work (min. 35 hours/ week)	209	99	6	0	0	2	2	318
Part-time work (under 35 hours/ week)	43	39	0	0	0	2	3	87
Unemployed	47	20	10	0	0	0	2	79
Home-maker	16	15	1	5	0	0	1	38
Student	3	2	0	0	4	0	0	9
Disabled	0	1	0	0	0	0	0	1
Retired	24	10	0	0	0	8	0	42
Other	8	12	1	0	0	0	4	25
Totals after the course	350	198	18	5	4	12	12	599

At the end of the course, as many as 350 had a full-time position to go to, 198 had a part-time job, 18 were still unemployed, 5 were home-makers, 12 reported being retired, and 12 still did not find any of these classifications suitable for them.

Furthermore, we can see that 43 who were employed part-time at the start of the course, are now employed full-time. Similarly, 47 who were unemployed, 16 home-makers, 3 students, 24 retired and 8 "Others" have also found a full-time position after the course.

At the other end, 6 previous full-time employed are now unemployed, 2 are retired, and 2 more place themselves under the category of "Other".

Table 4.2 shows how the employment status has changed for males and females. Among the 522 males that responded to our Hybrid- and Entry-surveys, 301 worked full-time, 74 worked part-time, and 78 were unemployed at the time before they entered the course. We then calculated the percentages of those that reported working full-time, part-time, being unemployed, etc., at the time of entry. We then calculated the percentages of those that reported working full-time, part-time, being unemployed, etc., at the time of exit for the 517 males who answered our Hybrid- and Exit-surveys.

Table 4.2 then reports the changes in percentage for each type of employment from entry to exit. We then followed the same procedure for the 250 females reporting their entry-job status and the 250 females reporting their exit-job status.

From Table 4.2, we read that there has been a slight increase (1%) in males working full-time, up from 301, a steep increase in males working part-time, up 21% from 74, and a decrease in unemployed men (down 12% from 78). Similarly, we read that there has been a rise in females working full-time, up 10% from 108, a strong rise in females working part-time (up 25% from 37) and a decrease in females reporting to be home-makers (down 19% from 53).

Table 4.2. Employment status of the course participants, changes from before the course started to after the course ended, 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)	Un-employed	Home-maker	Student	Retired	Other	Total before the course
Males	301	74	78	0	5	51	12	522
Change in %	1 %	21 %	-12 %	0 %	-1 %	-8 %	-1 %	
Females	108	37	23	53	7	4	18	250
Change in %	10 %	25 %	-8 %	-19 %	-1 %	-1 %	-5 %	

Table 4.3 further details the change in employment experienced by the course participants. Table 4.3 shows their hierarchical level before the course and at the time the course ended. Here, 429 course participants answered our question. 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 69 of the 429 respondents had a top position at the time of entering the course, 160 a mid-level position and 171 reported a position at the lower level, while 29 persons were unclear how to categorize their position in this scheme.

At the time the course was about to end, 95 reported a top position, 180 a mid-level position, 127 a position at lower levels, while 29 reported "Other" to this question. Table 4.3

further details that, of the 69 who reported a top position when entering the course, 47 still held a top-level position, while 18 now regarded their position as mid-level and 1 classified his/her position as at a lower level.

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)	47	18	1	2	69
Middle level (e.g. head of department / mid-ranked officer)	27	113	11	9	160
Lower level (e.g. worker / soldier)	16	44	102	9	171
Other	5	5	13	6	29
Total after the course	95	180	127	26	429

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 417 males that informed us on this issue in the Hybrid- and Entry-surveys, 76 reported a top-level job, 169 a mid-level job and 149 a low-level job. Among the 447 males answering our question regarding job-level position for their main job after graduation (Hybrid- or Exit-survey), 109 reported a top-level job. This is a 6% increase in males with a top-level job. Similarly, there was a 4% increase in males with a mid-level job and a decrease of 12% in males with a low-level job. Similarly, 180 females reported their entry status and 207 their exit status. Table 4.4 reveals an 8% increase in females reporting a top-level job, up from 16, a 5% increase in females reporting a mid-level job, and an 8% decrease in females reporting a low-level job, down from 84.

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	76	169	149	23	417
	6 %	4 %	-12 %	1 %	
Females	16	51	84	29	180
	8 %	5 %	-8 %	-5 %	

4.2 ENTREPRENEURSHIP

Tables 4.1 and 4.2 show the employment status of the graduates, before and after the course. This employment status could, among other things, mean 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 445 course participants answering our question at course entry about working part-time or full-time in their own firm, 19.8% reported working part-time in their own firm; this number has decreased to 16.7% among the 653 who answered Yes to the question "I'm going to work in and manage my own firm" at the end of the course. There has been an increase in the percentage of those who report working full-time in their own firm before the course started (6.1%) and those at the end of the course (21.6%).

Table 4.5. Percentages 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	74.2%	61.7%
Yes, part-time	19.8%	16.7%
Yes, full-time	6.1%	21.6%
n	445	653

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 7.6% before the course to 23.4% after the course, while the proportion reporting working full-time in a firm owned by someone in their family increased from 2%

before the course to 24.7% after. Similarly, there was an increase from 445 responses on this item before the course to 653 responses after the course.

Table 4.6. Percentages 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	90.3%	51.9%
Yes, part-time	7.6%	23.4%
Yes, full-time	2%	24.7%
n	445	653

Table 4.7 reveals that 30% of the 599 course participants answering these questions had been part of an entrepreneurial start-up prior to the course. As much as 10.6% of the course participants started a new business during the course, and only 20.2% reported not wanting to start their own firm some time. Among the remaining 70%, 29.7% had immediate plans to start a firm, while 39.5% considered doing so at a later stage. Among the 10.6% of the 599 respondents starting a new business, 37% are novice entrepreneurs, who have not previously started a firm.

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

Percent among n=599	Have started a business during the retraining program (alone or with others)?	Have ever started a business before entered this program (alone or with partners)?	
		Yes	No
Yes	10.6%	63%	37%
No, but I will start a business in the near future	29.7%	32%	68%
No, but I might start a business later	39.5%	19%	81%
No	20.2%	30%	70%
Total		30%	70%

Male and female course participants are equally engaged in entrepreneurship. As evidenced by Table 4.7, 30% of the course participants had entrepreneurial experience prior to entering the course. Among the 522 males, 30.3% had such experience, while 28.0% among the 250 females also reported having started a firm prior to entering the course.

In response to our question probing whether the course participant had started a firm during the course, 11.4% of the men and 8.8% of the females claimed to have done so. As

much as 31.3% of the males and 26.4% of the females envision themselves starting a firm in the near future, while 36.4% of the males and 46% of the females might start a firm in the future.

4.3 THE TRANSITION TO A CIVILIAN CAREER

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 431 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, 112 were employed in the military alone, 143 had employment in both the military and the civil sector at the same time, while 156 had civilian employment, and 20 respondents found it difficult to categorize their employment along these lines. After the course, only 36 remained only in the military, while 73 had a mixed position in both the military and a civilian job, while 310 now felt they belonged to the civilian sector, and 31 felt unable to classify their employment along these lines. The table further reveals that 55 of the 112 previously in the military now had a civilian job alone, 92 of the 143 with a foot still in the military had left for a civilian job, while 3 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 military⁵ 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	25	27	55	5	112
I was employed in the military sector/ ATO/ JFO as well as in the civil sector	6	40	92	5	143
I was employed in the civil sector alone	0	5	147	4	156
Other	0	1	16	3	20
Total after the course	31	73	310	17	431

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, LIFE SATISFACTION AND WELL-BEING

The retraining program has, as its goal, that the transition to civilian life should 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 as 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 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 the course participants': Living conditions, Life satisfaction and Well-being, and the wording of the item-batteries capturing these conditions

Living conditions
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
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
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 772 course participants responding to our Entry-survey.

Table 4.10 shows that the overall average for Living conditions is 3.90, 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 4.13, while the overall Well-being is 4.91 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 772 respondents to the Entry-survey

Perceived personal situation prior to taking the course		Living conditions	Life satisfaction	Well-being	n
Gender	Male	3.89	4.08	4.95	522
	Female	3.94	4.22	4.83	250
Higher education	Yes	3.95	4.16	4.90	620
	No	3.73	3.98	4.95	152
Entry status	Military personnel	4.32	4.31	4.98	139
	ATO personnel	3.75	4.01	4.86	385
	Family member	3.96	4.20	4.91	202
	Other	3.75	4.26	5.10	46
Employment sector before entering the retraining program	Employed in the military sector alone	4.20	4.25	5.09	152
	Employed in the military sector, as well as in the civil sector	3.85	4.02	4.88	205
	Employed in the civil sector alone	3.94	4.20	4.85	208
	Other	3.98	4.32	5.10	32
Employment status when entering the retraining program	Full-time work (min. 35 hours/week)	4.05	4.20	5.04	409
	Part-time work (under 35 hours/week)	3.95	4.11	4.87	111
	Unemployed	3.44	3.86	4.63	101
	Home-maker	3.64	4.07	4.69	53
	Student	4.56	4.73	5.38	12
	Retired	3.68	4.07	4.76	55
	Other	3.84	4.10	4.74	30

Their job position before entering the course	Top level (e.g. director of a company / higher officer)	5.12	4.19	4.16	92
	Middle level (e.g. head of department / mid-ranked officer)	4.98	4.29	4.13	220
	Lower level (e.g. worker / soldier)	4.80	3.95	3.78	233
	Other	4.95	4.40	3.97	52
Where the course participant worked before the course	Working full-time in my own firm	4.10	4.29	4.93	27
	Working part-time in my own firm	3.93	4.21	5.01	88
	Working full-time in a firm owned by someone in my family	5.35	5.16	5.49	9
	Working full-time in a private firm owned by someone else	3.98	4.15	4.92	79
	Working full-time in the public sector, municipality level	4.06	4.16	4.91	50
	Working full-time in the public sector, state or county level	4.29	4.30	4.90	43
	Working full-time in a non-profit organization	3.43	3.78	4.70	12
	Total	3.90	4.13	4.91	772

The sub-group scoring lowest on Living conditions is those working full-time in a non-profit organization (3.43) and the Home-makers, on 3.64. The highest score on Living conditions comes from those working full-time in a firm owned by someone in their family (5.35) and the Top-level personnel, scoring 5.12. The lowest scoring sub-group on the Life satisfaction measure is those working full-time for a non-profit organization (3.78), together with the Unemployed (3.98). The highest scoring sub-group on the Life satisfaction measure is Students (4.73) and those working full-time in a firm owned by someone in their family (5.16). The lowest scoring sub-group on the Well-being measure is Lower level personnel, scoring 3.78, together with the "Other" group in the same section, scoring 3.97. The highest scoring sub-group is those working full-time in a firm owned by someone in their family (5.16).

Table 4.10 indicates that people feel better when they perceive that they are in control of their destiny. Earning an income, gaining security for themselves and their family,

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

We plan to send out the first follow-up survey in April/May 2021. In this, we will address the graduates of the first/spring semester of 2020, who answered the Hybrid questionnaire. Another follow-up survey, addressing the course participants ending their course in December 2020 (second/fall semester 2020) will be administered in August/September 2021. Through these surveys, we will measure program graduates' perceptions of their Living conditions, Life satisfaction and overall Well-being once more, in order to investigate any differences therein.

5. CONCLUSIONS

5.1 THOSE WHO ANSWERED THE SURVEY

In general, for two semesters in 2020, 1074 people were retrained and socially adapted, in terms of the NUPASS project. Of these, 68% were males (735 persons) and 32% were females (339 persons). We have collected 772 complete entry/exit questionnaires, which gives us a response rate of approx. 72%. In the sample 67.6% were males (522 persons) and 32.4% females (250 persons). Of project participants, 73% had veteran/military officer status (789 persons), and 27% were family members (288 persons). In the sample, 524 persons (67.9%) reported being veterans/former military officers, 248 persons (32.1%) reported being family members or "Other" in this categorization. We consider this sample representative.

5.2 EXTERNAL VALIDITY

The retraining program is arranged in many different locations throughout all Ukraine (see Figure 5.1). We find no considerable differences between regions, in terms of the retraining program's organization and results in different regions. This indicates that the program is run at a high-quality level across all regions.

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. However, we do have good dialogue with the Ukrainian Ministry of Veteran Affairs, the Ministry of Defense, the Ministry of Higher Education and the Ministry of Social Policy. These ministries highly value the results of the program and are considering integrating it into the State System.

Figure 5.1. NUPASS project's geography



5.3 CONCLUSIONS ON THE GOALS OF THE PROJECT

One goal for 2020-2022 is that at least 95% of project participants complete their training for each project year. For the year 2020, the program completion rate was 97%.

The project also has some goals regarding employment:

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

We are not able to report hard facts on these goals at the present time. We only have data from the time of exit from the course. These data are promising. The employment status among the course participants at the time of course exit reveals that, among the 599 responding course participants, 350 (58%) were employed full-time, 198 (33%) were employed part-time, while only 18 (3%) were unemployed (see Table 4.1 for details). Table 4.2 shows a positive development in these measures, indicating a hope that these one-year, three-year and five-year goals will be met.

Likewise, the data on business establishment at point of course exit are promising. Table 4.5 shows that 6.1% worked in a firm owned by themselves at the time of entering the course; this number had risen to 21.6% at the point of exit from the course. Adding to this, Table 4.6 shows that 24.7% reported working full-time, and 23.4% part-time, in a firm owned by someone in their family, at the end of the course.

The surveys' results illustrate that graduates find 'their way': many find new jobs, and many create their own jobs. The graduates move gradually from a military career towards a civilian career. At the end of the course, as many as 350 persons had a full-time position, 198 persons had a part-time job, 18 were still unemployed, 5 were home-makers, 12 reported being retired, and 12 people still did not find any of these classifications suitable for them. Furthermore, we can see that 43 who were employed part-time at the course start are now employed full-time. Similarly, 47 who were unemployed, 16 home-makers, 3 students, 24 retired and 8 "Others" have also found full-time positions after the course. At the other end, 6 previous full-time employed are now unemployed, 2 are retired, and 2 more classify themselves under the category of "Other".

There has been an increase in the percentage who report working full-time in their own firm from before the course started (6.1%) to the end of the course (21.6%). As much as 10.6% of course participants started a new business during the course, and only 20.2% report not wanting to start their own firm some time. Among the remaining 70%, 29.7% have immediate plans to start a firm, while 39.5% consider doing so at a later stage. Among the 10.6% of the 599 respondents, 37% are novice entrepreneurs, who have not previous started a business.

The overall score on life satisfaction is somewhat above the middle score, at 4.13, while the overall well-being is at 4.91, on a scale from 1 to 7. Living conditions is at 3.90, somewhat under the middle-value of 4 on our 1 to 7 scale.

Table 4.10 indicates that having a job and securing income, allowing oneself to control one's destiny, improves one's perceived life satisfaction, living conditions and overall well-being. Work position, working full-time, working in a firm owned by one's family or by oneself all contribute to this. We see a positive shift in all these indicators from before the course to the course exit.

From this, we might claim that the course, as given, seems to achieve the desired results.

5.4 GENDER PERSPECTIVE

Among those project participants who answered our surveys, 32% are females. This echoes the gender balance requirements of the project: that at least 30% of participants should be females. There were 180 females reporting their entry status and 207 reporting their exit status. Table 4.4 revealed that there was an 8% increase in females reporting a top-level job, up from 16, a 5% increase in females reporting a mid-level job and a decrease in females reporting a low-level job at 8%, down from 84. Working females are generally more satisfied with the standard of their lives than females with a home-maker's status.

5.5 SUGGESTIONS FOR IMPROVEMENTS

Despite the COVID-19 restrictions and the fact that most project activities were performed online or in a hybrid form, the majority of respondents are 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 physical classes and more psychological training. However, the majority of graduates are in favor of continuing education in a hybrid form.

5.5.1 Survey & measures

Next, we plan to measure the status of the graduates after some time has passed from graduation (follow-up surveys). According to the findings of the previous report (Iermolenko & Åmo, 2019), the chances of establishing one's own business increase with time. Essentially, our graduates are still seeking new job opportunities, loans, grants, etc., and still considering starting their own firms. Further, we are planning to measure the graduates' living conditions, their life satisfaction and their well-being, as they try out the knowledge and opportunities they gained from the course.

We then seek to measure the impact or change this transition has brought about in the participants' lives. Such an approach will better allow us to reveal the outcomes of the retraining program, regarding how it might have improved the lives of former members of the military.

5.5.2 Courses, structure and processes

According to previous research (Kolvereid & Iermolenko, 2020), business owners and civilian employees scored higher than military employees, with regard to different indicators of quality of life. Individuals who are unemployed or not members of the workforce score lower on quality of life than any other group. With few exceptions, the courses offered in this training program are effective with regard to either job taking or job creation. Further, courses in entrepreneurship in specific industries are not very effective in terms of new business start-ups. Our findings suggest that more general courses in entrepreneurship and running one's own business are more likely to result in new business formation. Business owners appear to have the highest quality of life. Still, not all are suited to an entrepreneurial career. Courses that prepare one for employment in the civilian sector are probably relevant for a larger number of people than courses that prepare one for business ownership. Courses that prepare participants for business ownership should be offered to people who are particularly interested in an entrepreneurial career and able and willing to do what it takes to become a successful business owner (Kolvereid & Iermolenko, 2020).

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