

REPORT 3

IDPs' perception of the TURBO educational program

2026

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EXECUTIVE SUMMARY

This report examines how internally displaced persons (IDPs) perceived the educational programmes delivered in 2025 by seven Ukrainian partner universities as part of The Universities' Reaction to Big Obstructions: Building resilient higher education to respond and manage societal crises (TURBO) project funded by EU under agreement 101129315. Drawing on surveys completed by participants at entry, exit, and follow-up stages, and on qualitative evidence from focus group interviews conducted across seven regions, the report documents participants' experiences, perceived outcomes, and lessons learnt from the project experience.

The TURBO programmes are micro-credential courses of up to 500 hours, combining business and management education with psychological support, social adaptation, and employment-related training codelivery by university and NGOs. A total of 434 IDPs successfully completed the programmes across seven partner regions (Lviv, Ternopil, Chernivtsi, Kyiv, Chernihiv, Vinnytsia, and Odesa). Participants were predominantly women in mid-career stages (the majority aged 31–50), displaced primarily following Russia's full-scale invasion in 2022, and representing a broad range of educational backgrounds.

Survey findings reveal strong positive perceptions of the programmes across all measured dimensions. Participants rated expansion of their knowledge base most highly, followed by improvements in psychological well-being and gains in confidence and communication skills. Ratings were positive across all indicators, including employment prospects, networking, community adaptation, and entrepreneurial intent, though somewhat lower for financial improvement and alignment with prior professional specialisation. The qualitative data from focus group interviews reinforce these findings, with participants describing the programmes as transformative, not only in professional skills, but in restoring a sense of identity, agency, and belonging following displacement.

The report identifies several themes that cut across the quantitative and qualitative evidence.

- Psychological support and community belonging emerge as the most consistently valued and impactful elements of the TURBO model.
- Professional confidence and openness to entrepreneurship developed significantly during the programme and continued to grow after completion.
- Participants highlighted greater practical content in grant writing, digital marketing, and self-presentation as potentially important topics to be included into the programmes.

These findings offer insights for the future design of similar micro-credential programmes aimed at supporting IDPs in Ukraine and in comparable displacement contexts internationally.

The authors are sincerely grateful to the course participants for their valuable contributions, including their responses to the surveys and active engagement in the focus group interviews. We also extend our appreciation to our Ukrainian partners for their careful follow-up, coordination, and guidance throughout the process. The authors would also like to acknowledge the contribution of Grygorii Kravchenko (Kozminski University, Poland) for providing valuable feedback and an external evaluation of this report.

1. INTRODUCTION

1.1. About the TURBO project

The Universities' Reaction to Big Obstructions: Building resilient higher education to respond and manage societal crises (TURBO) is an Erasmus+ Capacity Building in Higher Education project funded by EU under agreement 101129315 that started on 1 January 2024 and runs for 36 months. Its overarching aim is to increase the resilience, preparedness, and responsiveness of Ukrainian higher education institutions (HEIs) by building their capacities, improving competencies, and facilitating experience sharing.

The project emerged in response to the large-scale internal displacement caused by Russia's full-scale invasion of Ukraine. TURBO addresses the need to support internally displaced persons (IDPs) in their integration into new local communities while simultaneously helping universities adapt to new educational and social demands. The project's specific objectives are:

1. Improve and build Ukrainian HEIs' capacity to provide more flexible educational offers, relevant to the labour market and practice-oriented, in the business and management field, for faster integration into the EU educational space.
2. Contribute to re-placing IDPs into new local communities through retraining and social adaptation.
3. Share experience on the retraining and social adaptation of IDPs within Ukraine and internationally.
4. Improve the Ukrainian system's regulatory framework for higher education through the recognition of micro-credentials as part of lifelong learning practices at universities.
5. Facilitate cooperation between multiple actors, to ensure social inclusiveness, increased employability of students, and quality of higher education during times of social crisis.

While Ukrainian HEIs are the main target group of the project, the final beneficiaries are IDPs, who are seeking employment and social integration in the regions to which they have relocated.

The project consortium includes Nord University (Norway) and Kozminski University (Poland), the charitable organization and Ukrainian coordinator – International Foundation for Social Adaptation (IFSA), and seven Ukrainian partner universities located in different regions of the country: (1) Lviv, (2) Ternopil, (3) Chernivtsi, (4) Kyiv, (5) Chernihiv, (6) Vinnytsia, and (7) Odesa (see Figure 1).

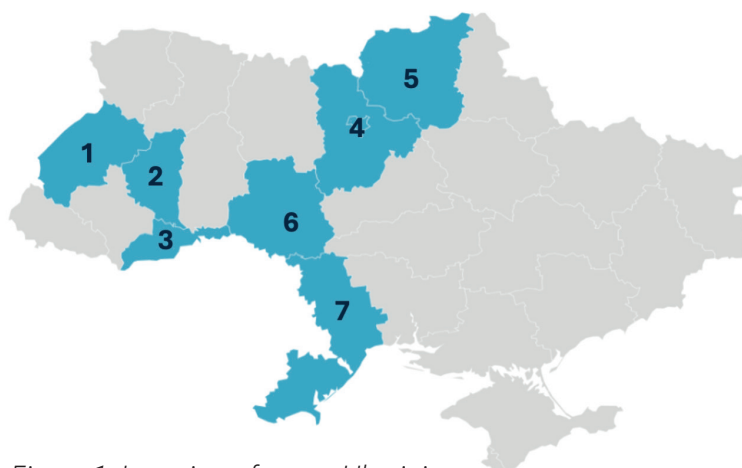


Figure 1. Location of seven Ukrainian partners

This regional spread is important for the educational model to be tested across diverse local contexts shaped by displacement, labour-market variation, and institutional capacity.

The development and delivery of these regional micro-credential programmes constitute one of the main outputs of the TURBO project. As outputs, they fall primarily under Specific Objective No 2, which aims to contribute to the re-placement of IDPs into new local communities through retraining and social adaptation, and Specific Objective No 5, which aims to facilitate cooperation between universities, NGOs, employers and other local actors in order to enhance social inclusiveness, employability, and the quality of higher education in times of social crisis. The report concentrates on how IDPs themselves perceived and evaluated these outputs.

1.2. The aim of the report

This report examines how IDPs perceived the educational programmes delivered during 2025 by seven Ukrainian partner HEIs. In this report the focus is on IDPs' experience of participation, the relevance of the programme to their needs, and perceived contribution of the programmes to employability, entrepreneurship, psychological wellbeing, and transition toward new career. The analysis is based on participant-oriented evidence (see more in Methodology section) and is intended to document how the programme was experienced by those for whom it was designed.

More specifically, the seven regional micro-credential programmes examined in this report are project outputs developed and delivered under Specific Objectives No 2 and No 5. The report concentrates on how IDPs themselves perceived and evaluated these outputs. It, therefore, aims to: (1) to document IDPs' perceptions of the programmes they attended; and (2) to analyse these perceptions in order to assess whether the educational offers met their intended social and educational objectives. In doing so, the report also contributes to Specific Objective No 3 by sharing evidence on the retraining and social adaptation of IDPs that can be used within Ukraine and internationally.

1.3. Description of the programmes delivered across seven project regions

The micro-credential programmes developed and implemented focused on business and management specializations. These programmes were designed in 2024 after the capacity-building phase for Ukrainian university staff and after each Ukrainian HEI local needs assessments and stakeholder analysis had been conducted (see more in Report 1 on Mapping Stakeholder Needs and Report 2 on the Project Model of Retraining IDPs). The resulting educational offers were intended to be flexible, learner-centred, and responsive both to the needs of IDPs and to local labour market conditions. By the end of 2024, the curricula had been completed and approved at institutional level, and by June 2025 all seven HEIs had launched delivery in line with the curricula.

The programmes were developed as semester-based micro-credentials with a volume of 500 hours, which corresponds to 16-17 ECTS. See Table 1 for programmes overview. Their purpose was to provide unemployed or underemployed IDPs holding prior higher education degrees with an opportunity to retrain, strengthen professional competencies, and improve

their chances of employment or self-employment. The programmes combined educational academic content in business and management with practical components, labour-market orientation, and psychological support measures relevant to social adaptation.

Table 1. Overview of TURBO programmes by region

Region	University / Non-governmental organization (NGO)	Programme title	Modules
Lviv	Lviv Polytechnic National University NGO "New Society of Ukraine"	Social entrepreneurship in the social services provision	1. Social services as a set of measures aimed at individual population groups 2. Social entrepreneurship as an agent of positive changes in the community 3. «Soft skills» of a social entrepreneur
Ternopil	West Ukrainian National University NGO "Educational and Social Innovations"	Entrepreneurship	1. Psychology of Business and Management 2. Organization and Legal Regulation of Entrepreneurship in Ukraine 3. Management 4. Basics of Business Accounting and Analysis 5. Tax Calculations and Reporting 6. Communication in English 7. Information Technologies in Business 8. Fundamentals of Business Planning. Business Plan Writing and Presentation 9. NGO Components: 10. Basics of Working with the Consequences of Traumatic Events and Establishing a Favorable Socio-Psychological Climate in IDP Families 11. Job Search and Employment Training 12. Financial Literacy Training 13. Integration and Support of IDPs
Chernivtsi	Yuriy Fedkovych Chernivtsi National University NGO "Centre for Economic Development and Social Adaptation"	Integrated development: from adaptation to entrepreneurship	1. Economic and Legal Foundations of Entrepreneurship 2. Fundamentals of Administration and Business Models 3. Modern Management Technologies 4. Entrepreneur's Toolbox 5. Soft Skills for Personal Development
Kyiv	Taras Shevchenko National University of Kyiv NGO "Enterprise Development Fund and the Implementation of Business Ideas"	Business in a digital environment	1. Organizational and Management Foundations of Digital Business 2. Business Plan and Business Model 3. Financial Accounting and Taxation 4. Financial Management in Business 5. Digital Finance 6. Leadership in Business

Region	University / Non-governmental organization (NGO)	Programme title	Modules
Chernihiv	Chernihiv Polytechnic National University NGO "Chernihiv European"	TURBO: an educational program for the development of small and medium-sized businesses	1. Modern Tools of Web Design and Online Communication 2. Business English 3. Fundamentals of Business Project Design: 4. Business Psychology
Vinnitsia	Vinnitsia National Technical University NGO "Center for Social Adaptation and development "European Initiative""	Social entrepreneurship and information technologies in Business	1. Business Creation and Legal Foundations (Introduction to Entrepreneurship, Business Behavior Formation, Social Entrepreneurship, Business Ideas and Plans) 2. Business Administration (Business Financing, Taxation, Accounting, and Reporting) 3. Management Technologies and Project Activities (Management Basics, Human Resource Management, Project Management) 4. Entrepreneur's Digital Office (Marketing and SMM, IT & AI, Internet Technologies in Business) 5. Entrepreneur's Personal Development (External and Internal Business Communication, Personal Branding, Career Development, Personal Growth Psychology)
Odesa	South Ukrainian National Pedagogical University named after K.D.Ushynsky NGO ARPNO	Business and Technologies: New Start	Required modules: 1. Modern Digitalization Tools 2. Technologies for developing personal potential 3. Personal resilience in extreme and crisis situations 4. Conflict coaching and mediation 5. Communication and social interaction skills 6. Start-up organization 7. Basics of Entrepreneurship 8. Personnel and motivational management 9. AI tools in the professional activities of a modern entrepreneur Elective modules: 1. Soft Skills of a Social Entrepreneur 2. 3D interior modelling 3. Modern digital technologies and artificial intelligence 4. Self-organization and emotional self-regulation 5. Private and public law

An important distinguishing feature of micro-credentials developed under TURBO project is co-delivery. The programmes were designed to be implemented in cooperation with non-academic actors, NGOs. Under the TURBO project, universities were expected to provide the academic component, while partner NGOs contributed specialised training and support related to psychological assistance, employability, job search, business start-

up, and motivation. This co-produced model is therefore important when exploring the perceptions reported by participants.

By the end of 2025, fourteen groups of IDPs had graduated and seven educational programmes had been delivered. This marked the piloting of programmes across all partner regions by the end of the second project year.

1.4. Methodology

This study combines quantitative and qualitative data collection techniques to provide a comprehensive understanding of IDPs' perceptions of the TURBO educational programmes. The analysis draws on two main empirical sources: surveys conducted at multiple stages of programme participation (entry, exit, and follow-up), and semi-structured focus group interviews with programme participants and key stakeholders.

The combination of these methods was essential for capturing both the breadth and depth of participant experiences. Survey data enable the identification of patterns across a large number of respondents in relation to demographic characteristics, employment outcomes, and perceived programme effectiveness, while focus group interviews offer more nuanced insights into participants' experiences, motivations, and challenges that standardised questionnaires cannot fully capture. Together, the two approaches enable methodological triangulation, enhancing the validity and robustness of the findings: quantitative data support generalizable observations across the participant population, while qualitative data provide interpretation, explanation, and contextualisation.

1.4.1. Surveys

The survey followed a three-step design consisting of an entry, an exit, and a follow-up survey administered six or more months after graduation (see Appendices 1-3). The surveys were performed during 2025-2026 as symphonized with enrolment and graduation of spring and autumn cohorts. Each instrument combined demographic and background variables with questions on settlement context, education, employment status, future plans, entrepreneurship, and perceived programme effects.

Survey data were collected and stored using Nettskjema (<https://nettskjema.no>), the secure online data-collection platform operated by the University of Oslo and recommended by Sikt (Norwegian Agency for Shared Services in Education and Research) for processing research data that contain personal information. All responses were held on Nettskjema's protected servers, located in Norway, in compliance with the General Data Protection Regulation (GDPR), the Norwegian Personal Data Act, and applicable national legislation, with access restricted to authorised members of the research team. The survey did not collect direct personal identifiers such as names; any email addresses gathered for administrative purposes were stored separately from responses, ensuring that individual answers could not be linked to specific participants during analysis. All results presented in this report are aggregated, and personal data (including any contact information) will be permanently deleted at the end of the project (31 December 2026). The legal basis for processing is informed consent, provided by all participants prior to completing the survey; participants were also informed of their rights, including the right to access, correct, or delete their data, or to withdraw consent at any time without consequence.

These procedures were reviewed and confirmed compliant by Sikt.

The entry survey gathered baseline information on participants' demographic profiles and displacement background, including year of birth, gender, educational level, place of origin, timing of displacement, current place of residence, family situation, and perceived opportunities for professional growth, as well as data on previous and current employment experience, thereby establishing the reference point against which later changes could be assessed. The exit survey focused on future labour-market orientation and entrepreneurial intentions, covering employment preferences, intensity of job search, and whether a participant had started a business during the programme and for what reasons.

The follow-up survey, administered six or more months after graduation, captured participants' current settlement and employment situation, including whether they still resided in the city of enrolment, whether they planned to remain there, and their current employment status, with the aim of documenting change over time in relation to settlement stability, employment, and longer-term programme outcomes.

1.4.2. Focus group interviews

In addition to the surveys, we conducted focus group interviews designed to provide qualitative insight into programme implementation and participant experience (see guides in Appendix 4). Focus groups were conducted across all seven project locations (Ternopil, Chernihiv, Kyiv, Lviv, Odesa, Vinnytsia, and Chernivtsi) in two rounds: the first between 28 May and 10 June 2025, close to the graduation dates of the spring cohorts, and the second between 18 October and 21 November 2025 for the autumn cohorts. A third, follow-up round was conducted in May 2026 with 12 graduates, designed to capture how participants' experiences, employment situations, and use of acquired skills had evolved over time, complementing the longitudinal evidence from the follow-up survey.

The focus groups included three respondent groups: IDPs, university representatives, and NGO representatives. This report draws primarily on the IDP sessions, which focused on programme evaluation and the relevance of the training for psychological wellbeing and employability. Input from university representatives (covering programme delivery) and NGO representatives (discussing specialised training in employment support and psychological assistance) enabled triangulation of participant perceptions with partner perspectives.

The interview guides for IDP focus groups addressed programme discovery, overall experience, psychological support, employment and skills, recommendations, and memorable personal experiences. Prior to participation, all respondents provided informed consent, including consent to audio recording; recordings were used exclusively for transcription and permanently deleted once each transcript had been verified for accuracy. Transcripts were anonymised, containing no personally identifiable information, and stored on Nettskjema under the same data protection standards described above.

2. DEMOGRAPHICS

2.1. Who attended the program

This section presents an overview of all participants who completed the TURBO educational programmes during 2025, based on the data collected during the enrolment of participants. The data were consolidated and prepared by IFSA, based on information provided by the seven partner universities.

In total, 876 applications were submitted to the programmes when announced in partner region, reflecting a high level of interest among IDPs for retraining and educational support. Out of these, 531 candidates were interviewed, and 463 participants were enrolled in the programmes. Ultimately, 434 participants successfully completed the programmes, corresponding to a completion rate of approximately 94%. Table 2 presents an overview of participant pipeline.

Table 2. Overview of participant pipeline per semester in 2025

Region	Spring 2025	Autumn 2025	Total
Applications submitted	457	419	876
Candidates interviewed	282	249	531
Participants enrolled	229	234	463
Participants who completed the programme	217	217	434
Completion rate	95%	93%	94%

Below we provide an overview over the participants completing the program including their sex, age, educational background and year of obtaining IDP status and origin of their displacement.

Gender

The gender distribution of participants shows a predominance of women in both semesters (Table 3). This imbalance reflects the broader demographic structure of IDPs in Ukraine. Following the full-scale invasion in 2022, a significant proportion of adult men remained in their regions of origin due to mobilization, while women were more likely to relocate within Ukraine or abroad, often with children and other dependents. As a result, women constitute the majority of the IDP population and are therefore more likely to participate in educational programmes.

Table 3. Gender composition of participants by semester

Region	Spring 2025		Autumn 2025		Total	
Female	183	84%	197	91%	380	87%
Male	34	16%	20	9%	54	13%
Total	217	100%	217	100%	434	100%

Age

The overall age distribution of participants (see Table 4) demonstrates predominance of individuals in mid-career stages, with the largest shares in the 41-50 (40%) and 31-40 (36%) age groups. Together, these groups account for over three quarters of all participants.

Table 4. Age distribution of participants, total

Region	Number of participants	Percentage
19-30 years	56	13%
31-40 years	156	36%
41-50 years	174	40%
50+ years	48	11%
Total	434	100%

This pattern indicates that the programme was particularly relevant for individuals undergoing career reorientation, which is consistent with the needs of IDPs seeking to re-establish their position in the local labour market. The relatively smaller share of younger participants (19-30 years, 13%) suggests that the programme was less in demand among early career entrants and more focused on individuals with prior work experience. At the same time, the inclusion of participants aged over 50 (11%) highlights the programme's accessibility to older individuals, supporting lifelong learning and late-career adaptation.

Overall, the age structure reflects a target group that is both economically active and in need of reskilling due to displacement-related disruptions. The age distribution per semester and per region are presented in Figures 2-5.

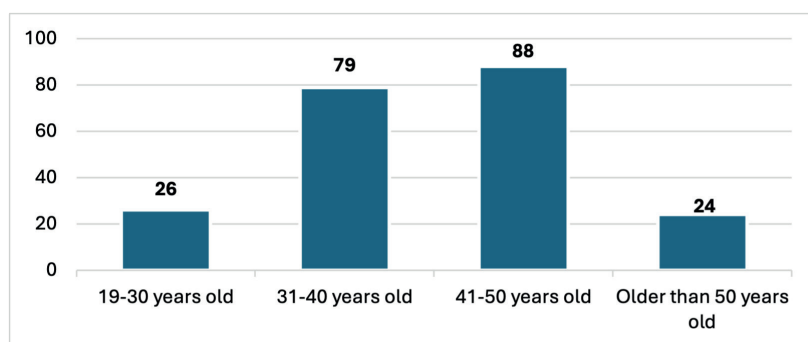


Figure 2. Age distribution (spring 2025)

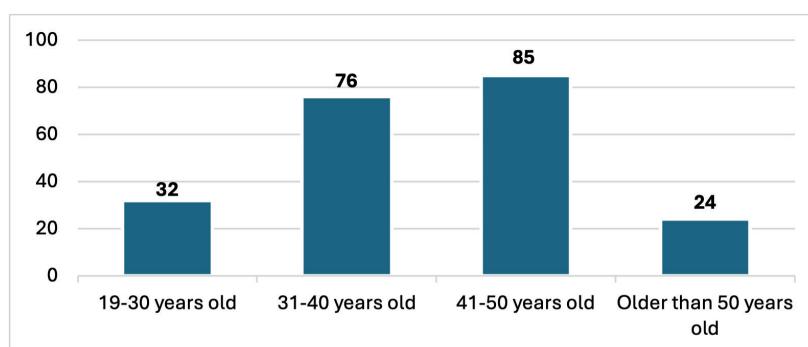


Figure 3. Age distribution (autumn 2025)

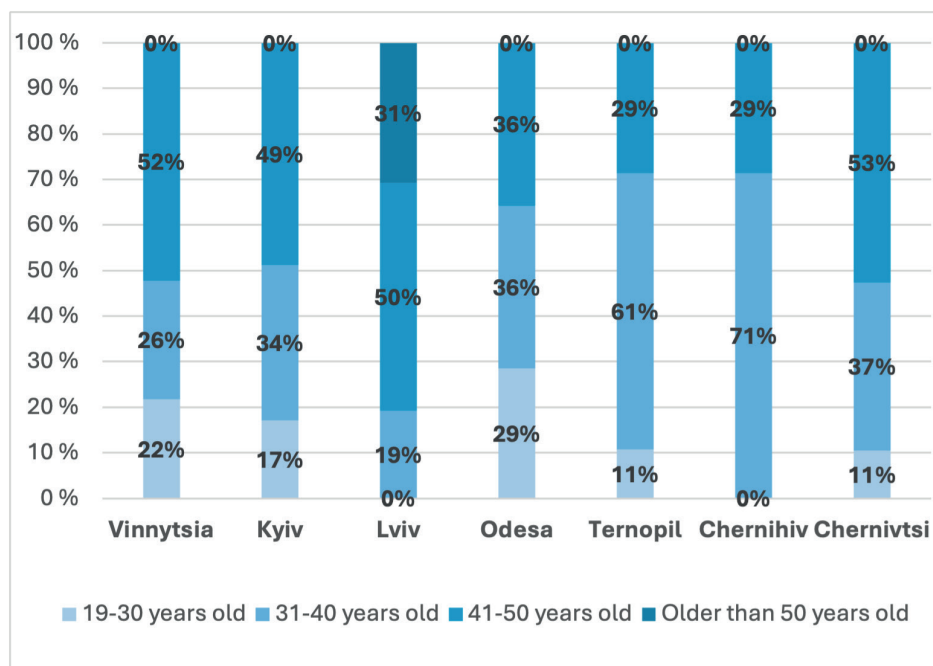


Figure 4. Age distribution by region (spring 2025)

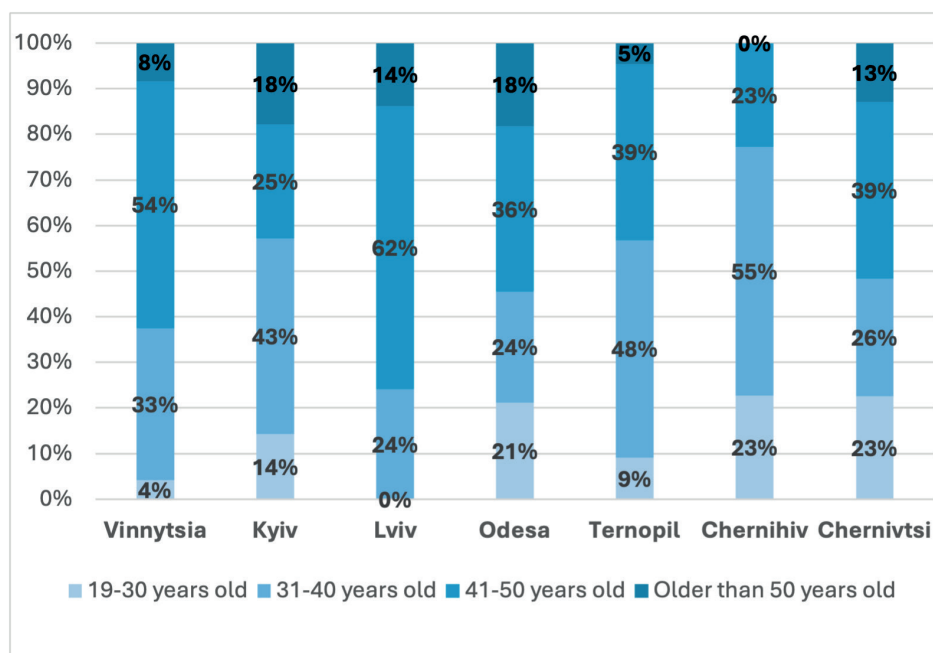


Figure 5. Age distribution by region (autumn 2025)

Educational background

To be eligible for participation in the programme, applicants were required to hold at least a bachelor's degree. Although the programmes focused on the field of business and management, no specific prior specialization was required. As a result, participants

represented a highly diverse range of educational backgrounds. An overview of the educational profiles of all participants is presented in Figure 6.

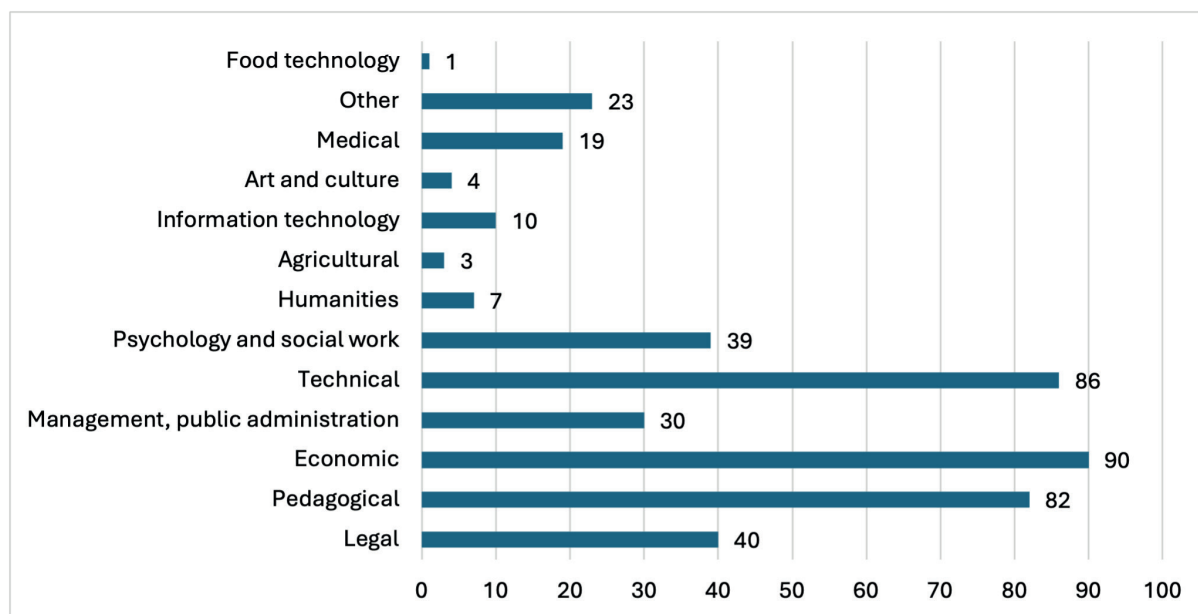


Figure 6. Educational background, total

The largest groups of participants come from economic (20.7%), technical (19.8%), and pedagogical (18.9%) fields, which together account for nearly 60% of all participants. This indicates that the programme primarily attracted individuals with backgrounds related to the labour market needs identified by partners, particularly business, management, and applied professional fields. At the same time, a significant share of participants with backgrounds in law (9.2%) and psychology/social work (9.0%), suggesting that the programme also reached individuals from socially oriented and service-based professions. This is particularly relevant in the context of displacement, where skills related to social support, legal adaptation, and human interaction are in high demand.

Smaller shares of participants come from fields such as information technology, humanities, agriculture, and creative disciplines, indicating that the programme also provided opportunities for individuals seeking to reorient their careers toward business and entrepreneurship, regardless of their original specialization.

Overall, the educational structure of participants reflects a combination of specialization and diversification. While many participants already possessed relevant professional backgrounds, a substantial proportion used the programme as a pathway for career transition and reskilling.

Year and origin of displacement

Internal displacement in Ukraine has occurred in two major waves. The first wave began in 2014, following Russia's annexation of Crimea and the outbreak of armed conflict in eastern Ukraine, particularly in the Donetsk and Luhansk regions. The second and much larger wave began in February 2022, with the start of Russia's full-scale invasion, which caused mass displacement across the entire country. As a result, the IDP population in Ukraine

today includes individuals with different durations of displacement, levels of integration, and adaptation needs.

The distribution of participants by year of displacement and acquiring IDP status illustrates the heterogeneity of the IDP population (see Figure 7).

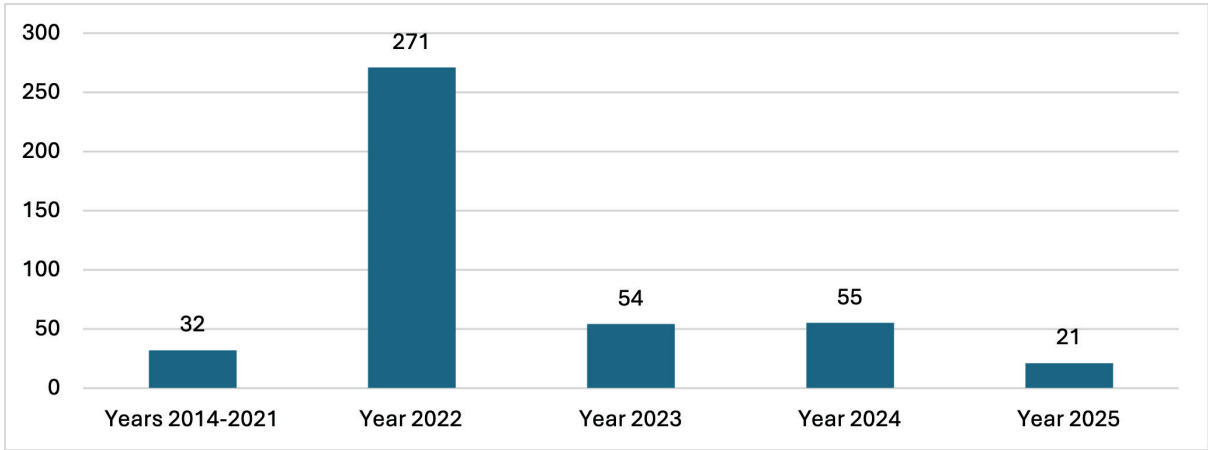


Figure 7. Distribution of participants by year of acquiring IDP status, total

The majority of participants (63%) obtained IDP status in 2022, reflecting the large-scale displacement triggered by the full-scale invasion. Smaller shares include 13% displaced in 2024, 12% in 2023, and 5% in 2025, indicating continued, though decreasing, displacement flows in the years following the initial escalation of the war. Additionally, 7% of participants were displaced between 2014 and 2021, representing individuals affected by the earlier phase of the conflict.

This distribution highlights that the programme primarily served individuals who were displaced after the full-scale war, and therefore more likely to face acute challenges related to employment, housing, and social integration. At the same time, the inclusion of participants displaced in earlier years suggests that the programme also addressed the needs of those experiencing prolonged or protracted displacement, who may require longer-term support for labour market reintegration.

The regional distribution of participants (Figure 8) reflects the geographical patterns of displacement in Ukraine, with the largest shares originating from areas most affected by active hostilities.

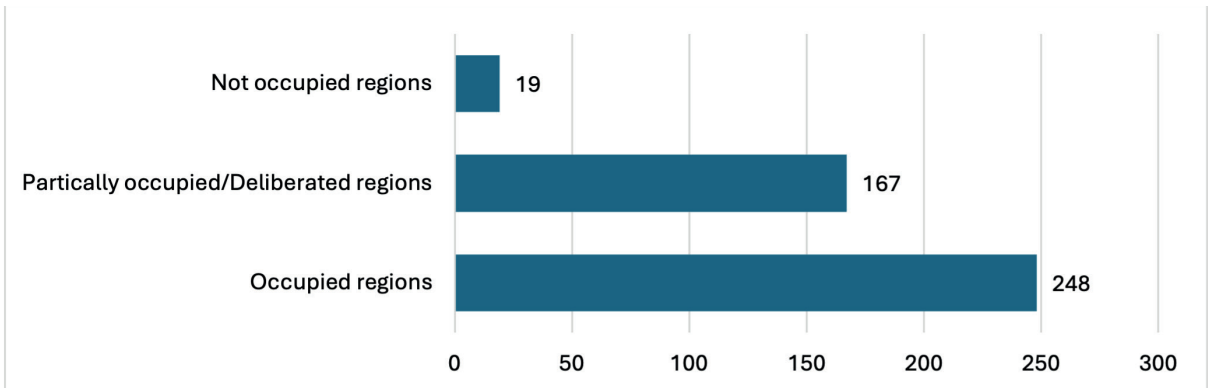


Figure 8. Distribution of participants by origin of displacement, total

The highest number of participants came from occupied regions as Donetsk, Luhansk, Kherson and Crimea (248 participants), followed by partially occupied/deliberated regions as Zaporizhzhia, Kyiv, Mykolaiv, Sumy, Kharkiv Chernihiv (167) and not occupied regions – Dnipropetrovsk, Cherkasy, Odesa, Zhytomyr (19). This distribution demonstrates that the programme reached individuals from frontline and heavily affected regions, particularly in eastern and southern Ukraine, where displacement pressures have been most severe. At the same time, the presence of participants from central and western regions reflects secondary displacement and internal mobility, where individuals relocated multiple times or settled in different parts of the country.

Overall, the regional diversity of participants strengthens the representativeness of the sample and ensures that the programme addressed a wide range of displacement contexts.

2.2. Who answered the surveys

While the previous section provides a comprehensive overview of all participants who completed the programme, the present section focuses specifically on those participants who responded to the surveys. This distinction is important, as the survey sample constitutes the empirical basis for the analysis of programme outcomes presented in Section 3.

Data collection was based on voluntary participation in survey administered at different stages of the programme (entry and exit). As is typical in survey-based research, response rates were influenced by several factors, including participant availability, digital access, personal circumstances, and survey fatigue. Consequently, the number of respondents does not fully coincide with the total number of programme participants. According to the consolidated survey statistics, a total of 197 participants completed the entry survey, including 115 respondents from the spring 2025 cohort and 82 respondents from the autumn 2025 cohort.

When compared to the total number of programme participants ($N = 434$), this corresponds to an approximate overall response rate of 45% for the entry survey. Although a 45% response rate could be described as moderate, in the context of this study it should be regarded as a strong result. Research conducted with internally displaced and other conflict-affected populations is widely recognised as challenging, with reported response rates typically falling between 20% and 30% due to ongoing displacement, frequent changes of residence, instability, limited and uneven digital access, and survey fatigue. Achieving a 45% response rate under such conditions therefore reflects a notably high level of engagement among TURBO participants and lends additional confidence to the representativeness of the data. The background of participants responding to the survey is presented in Table 5.

The exit survey shows a similar overall number of respondents ($N = 197$), suggesting a relatively stable participation across survey waves. It is important to note that participation in both surveys was not mandatory, and therefore the dataset reflects self-selected respondents, which may introduce certain biases (e.g., higher engagement among more motivated participants).

The background of participants responding to the survey is presented in Table 5. Despite the limitations, the survey sample demonstrates a high degree of consistency with the

overall participant population in terms of key characteristics such as gender distribution, age structure, and educational background (as presented in Section 2.1). This supports the assumption that the survey respondents provide a reasonably representative basis for analysing programme outcomes.

Table 5. Background of participants who answered the survey

		spring 2025 (N=115)	autumn 2025 (N=82)	Overall (N=197)
Age	Mean (SD)	41.9 (7.5)	42.4 (10.0)	42.1 (8.6)
	Median (IQR)	41.0 (11.0)	41.5 (9.8)	41.0 (11.0)
	Range	22.0 - 57.0	19.0 - 76.0	19.0 - 76.0
Gender	female	103 (89.6%)	72 (87.8%)	175 (88.8%)
	male	12 (10.4%)	10 (12.2%)	22 (11.2%)
Degree	BA	12 (10.4%)	14 (17.1%)	26 (13.2%)
	BA+	4 (3.5%)	4 (4.9%)	8 (4.1%)
	MA	36 (31.3%)	22 (26.8%)	58 (29.4%)
	MA+	9 (7.8%)	2 (2.4%)	11 (5.6%)
	other	6 (5.2%)	5 (6.1%)	11 (5.6%)
	PhD	2 (1.7%)	1 (1.2%)	3 (1.5%)
	SP	46 (40.0%)	33 (40.2%)	79 (40.1%)
	Missing		1 (1.2%)	1 (0.5%)
Region (origin)	Chernihiv	8 (7.0%)	1 (1.2%)	9 (4.6%)
	Crimea	1 (0.9%)		1 (0.5%)
	Dnipropetrovsk	2 (1.7%)	1 (1.2%)	3 (1.5%)
	Donetsk	26 (22.6%)	19 (23.2%)	45 (22.8%)
	Kharkiv	16 (13.9%)	14 (17.1%)	30 (15.2%)
	Kherson	12 (10.4%)	11 (13.4%)	23 (11.7%)
	Khmelnyskyi	1 (0.9%)		1 (0.5%)
	Kyiv	3 (2.6%)	1 (1.2%)	4 (2.0%)
	Luhansk	23 (20.0%)	16 (19.5%)	39 (19.8%)
	Mykolaiv	6 (5.2%)	5 (6.1%)	11 (5.6%)
	Odesa	1 (0.9%)	2 (2.4%)	3 (1.5%)
	Sumy	1 (0.9%)	4 (4.9%)	5 (2.5%)
	Zaporizhzhia	14 (12.2%)	8 (9.7%)	22 (11.1%)
	Missing	1 (0.9%)		1 (0.5%)
IPD duration (years)	Mean (SD)	3.6 (2.6)	3.3 (2.4)	3.5 (2.5)
	Median (IQR)	3.0 (0.0)	3.0 (0.0)	3.0 (0.0)
	Range	0.0 - 11.0	0.0 - 11.0	0.0 - 11.0
	Missing	1 (0.9%)	1 (1.2%)	2 (1.0%)

At the same time, the voluntary nature of participation and the specific context of IDPs should be taken into account when interpreting the findings. The results should therefore be understood as indicative of broader trends and experiences rather than as fully generalisable to the entire population of programme participants.

3. PROGRAM RESULTS

This section presents the main findings on participants' experiences and outcomes of educational programmes delivered under TURBO project. The results are based on survey data (entry and exit surveys) complemented by qualitative evidence from focus group interviews to enrich interpretation and provide deeper understanding of participant experiences.

3.1. Perception of the program

In terms of the program perception, the questionnaire focused on clarity and transparency of programme procedures, admission requirements, candidate selection, and enrolment processes. The quality of organization, the provision of timely and relevant information, the balance between theoretical and practical training, the relevance of business and employment-related training, psychological support activities, and the extent to which the programme content and outcomes met participants' expectations were also examined.

Items 1-7 in Table 6 and the following tables represent the response scale used for participants' answers, where 1 indicated the highest level of disagreement and 7 indicated the strongest level of agreement.

The overall perception of programmes among participants is highly positive across both cohorts. Evaluation scores collected upon completion demonstrate strong satisfaction with programme design, content, and delivery. Participants rated several aspects of the programme rather high (see Table 6). In particular, the enrolment process and programme information received the highest ratings, indicating that administrative and organisational routines were effectively implemented. Similarly, the quality and relevance of programme content were evaluated positively. Respondents reported that the programme successfully combined theoretical and practical components and addressed their needs. The psychological training component, which is a distinctive feature of the TURBO model, also received consistently high evaluations, highlighting its importance in the context of displacement.

Table 6. Perception of the programme upon completion

Item	Cohort	1	2	3	4	5	6	7	N	Mean
1 Clear conditions	Overall	2	1	0	5	14	42	133	197	6.5
		(1%)	(0.5%)	(0%)	(2.5%)	(7.1%)	(21.3%)	(67.5%)		
	spring 2025	1	1	0	2	8	27	76	115	6.5
		(0.9%)	(0.9%)	(0%)	(1.7%)	(7%)	(23.5%)	(66.1%)		
	autumn 2025	1	0	0	3	6	15	57	82	6.5
		(1.2%)	(0%)	(0%)	(3.7%)	(7.3%)	(18.3%)	(69.5%)		

Item	Cohort	1	2	3	4	5	6	7	N	Mean
2 Transparent selection	Overall	1 (0.5%)	2 (1%)	0 (0%)	8 (4.1%)	5 (2.5%)	47 (23.9%)	134 (68%)	197	6.5
	spring 2025	0 (0%)	1 (0.9%)	0 (0%)	4 (3.5%)	2 (1.7%)	25 (21.7%)	83 (72.2%)	115	6.6
	autumn 2025	1 (1.2%)	1 (1.2%)	0 (0%)	4 (4.9%)	3 (3.7%)	22 (26.8%)	51 (62.2%)	82	6.4
3 Enrolment process	Overall	0 (0%)	0 (0%)	0 (0%)	2 (1%)	9 (4.6%)	33 (16.8%)	153 (77.7%)	197	6.7
	spring 2025	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (4.3%)	18 (15.7%)	92 (80%)	115	6.8
	autumn 2025	0 (0%)	0 (0%)	0 (0%)	2 (2.4%)	4 (4.9%)	15 (18.3%)	61 (74.4%)	82	6.6
4 Program information	Overall	0 (0%)	0 (0%)	0 (0%)	2 (1%)	10 (5.1%)	43 (21.8%)	142 (72.1%)	197	6.6
	spring 2025	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (5.2%)	26 (22.6%)	83 (72.2%)	115	6.7
	autumn 2025	0 (0%)	0 (0%)	0 (0%)	2 (2.4%)	4 (4.9%)	17 (20.7%)	59 (72%)	82	6.6
5 Teaching organized	Overall	0 (0%)	0 (0%)	0 (0%)	2 (1%)	15 (7.7%)	37 (18.9%)	142 (72.4%)	196	6.6
	spring 2025	0 (0%)	0 (0%)	0 (0%)	0 (0%)	8 (7%)	19 (16.5%)	88 (76.5%)	115	6.7
	autumn 2025	0 (0%)	0 (0%)	0 (0%)	2 (2.5%)	7 (8.6%)	18 (22.2%)	54 (66.7%)	81	6.5
6 Theoretical practical	Overall	0 (0%)	0 (0%)	0 (0%)	3 (1.5%)	21 (10.8%)	41 (21.1%)	129 (66.5%)	194	6.5
	spring 2025	0 (0%)	0 (0%)	0 (0%)	0 (0%)	12 (10.5%)	24 (21.1%)	78 (68.4%)	114	6.6
	autumn 2025	0 (0%)	0 (0%)	0 (0%)	3 (3.8%)	9 (11.2%)	17 (21.3%)	51 (63.8%)	80	6.4
7 Relevant training	Overall	0 (0%)	0 (0%)	0 (0%)	4 (2%)	21 (10.7%)	58 (29.4%)	114 (57.9%)	197	6.4
	spring 2025	0 (0%)	0 (0%)	0 (0%)	1 (0.9%)	12 (10.4%)	35 (30.4%)	67 (58.3%)	115	6.5
	autumn 2025	0 (0%)	0 (0%)	0 (0%)	3 (3.7%)	9 (11%)	23 (28%)	47 (57.3%)	82	6.4

Item	Cohort	1	2	3	4	5	6	7	N	Mean
8 Psychological training	Overall	0	0	0	3	17	42	133	195	6.6
		(0%)	(0%)	(0%)	(1.5%)	(8.7%)	(21.5%)	(68.2%)		
	spring 2025	0	0	0	2	8	26	78	114	6.6
		(0%)	(0%)	(0%)	(1.8%)	(7%)	(22.8%)	(68.4%)		
	autumn 2025	0	0	0	1	9	16	55	81	6.5
		(0%)	(0%)	(0%)	(1.2%)	(11.1%)	(19.8%)	(67.9%)		
9 Program organization	Overall	0	2	0	2	23	42	128	197	6.5
		(0%)	(1%)	(0%)	(1%)	(11.7%)	(21.3%)	(65%)		
	spring 2025	0	2	0	0	15	25	73	115	6.4
		(0%)	(1.7%)	(0%)	(0%)	(13%)	(21.7%)	(63.5%)		
	autumn 2025	0	0	0	2	8	17	55	82	6.5
		(0%)	(0%)	(0%)	(2.4%)	(9.8%)	(20.7%)	(67.1%)		
10 Programme content	Overall	0	1	0	4	37	36	119	197	6.4
		(0%)	(0.5%)	(0%)	(2%)	(18.8%)	(18.3%)	(60.4%)		
	spring 2025	0	1	0	0	20	19	75	115	6.4
		(0%)	(0.9%)	(0%)	(0%)	(17.4%)	(16.5%)	(65.2%)		
	autumn 2025	0	0	0	4	17	17	44	82	6.2
		(0%)	(0%)	(0%)	(4.9%)	(20.7%)	(20.7%)	(53.7%)		

Several quotes reinforce these findings:

- "This program is perfect in every way... it's truly a mini-MBA." (participant, spring, Chernivtsi)
- "I was quite sceptical at first. When you join a project at a university, and I've worked at a university myself, you think, 'Oh no, it's going to be just theory again.' But it turned out to be really interesting because there was a lot of practical information. I'm genuinely very grateful to the instructors for their adaptability and flexibility, because they understood that they were not teaching regular students who just come to listen, but people who needed to take something concrete from it and apply it in practice." (participant, spring, Ternopil)
- "...I was simply amazed at how strong, powerful knowledge the teachers provide, how they present complex information in a simple, easy, accessible way and explain with examples what to pay attention in solving economic issues." (participant, spring, Kyiv)
- "I'm really delighted that I had the opportunity to join this programme. Everything they said about the format turned out to be exactly as promised. It was very engaging, intensive, and well-structured, everything was clearly laid out step by step." (participant, autumn, Chernivtsi)
- "Despite having a background in economics, I found the entrepreneurial skills extremely useful. When I was studying, this kind of training was not available. I

gained a strong level of knowledge and was very satisfied with the experience. In fact, I did not expect that by joining this project I would receive such high-quality knowledge. Honestly, I have attended many free trainings before, even within my professional field, but I had never gained as much as I did through this project." (participant, spring, Odesa)

Overall, the programme was perceived as well-organised, relevant, and responsive to participants' expectations.

3.2. Employment

The questionnaire addressed participants' employment transitions after completing the programme, including whether they planned to start a new job after the programme, whether the new job was related to programme participation, and their expected employment status and sector of work after completion of the training.

The programme demonstrates a positive impact on participants' employment outcomes, while also reflecting the broader structural challenges faced by IDPs. According to the exit survey data, 56.9% of respondents reported obtaining a new job after completing the programme, with similar shares across both cohorts (see Table 7). This indicates that the programme contributed to facilitating access to employment for a substantial proportion of participants.

Table 7. Employment at the end of the programme

		spring 2025 (N=115)	autumn 2025 (N=82)	Overall (N=197)
New job after	no	51 (44.3%)	34 (41.5%)	85 (43.1%)
	yes	64 (55.7%)	48 (58.5%)	112 (56.9%)
New job participation	no	58 (50.4%)	46 (56.1%)	104 (52.8%)
	Yes	57 (49.6%)	36 (43.9%)	93 (47.2%)
Status after	full-time	65 (56.5%)	44 (53.7%)	109 (55.3%)
	homemaker	3 (2.6%)	3 (3.7%)	6 (3.0%)
	other	9 (7.8%)	3 (3.7%)	12 (6.1%)
	part-time	32 (27.8%)	25 (30.5%)	57 (28.9%)
	retired	1 (0.9%)	1 (1.2%)	2 (1.0%)
	student	2 (1.7%)	3 (3.7%)	5 (2.5%)
	unemployed	3 (2.6%)	3 (3.7%)	6 (3.0%)
Current position	other	7 (6.1%)	9 (11.0%)	16 (8.1%)
	higher level	12 (10.4%)	7 (8.5%)	19 (9.6%)
	lower level	50 (43.5%)	34 (41.5%)	84 (42.6%)
	middle level	28 (24.3%)	19 (23.2%)	47 (23.9%)
	Missing	18 (15.7%)	13 (15.9%)	31 (15.7%)

At the same time, 47.2% of respondents reported active participation in employment-related activities, including job search and engagement in professional opportunities, suggesting that the programme also strengthens employability beyond immediate job placement.

The distribution of employment status after programme completion shows that:

- 55.3% of respondents are employed full-time,
- 28.9% are employed part-time,
- while only a small share remains unemployed.

These findings suggest that the programme supports both entry into employment and stable labour market integration, particularly in full-time roles. However, it is important to interpret these results considering the broader socio-economic context. IDPs face multiple barriers, including relocation, childcare responsibilities, and mismatch of their competences to the local labour market needs. Against this background, the observed employment outcomes can be considered a significant achievement.

Several quotes below support these findings:

- "Before the full-scale invasion, I had stable employment; formally, I still have it, but my contract has been suspended, so I shifted to working on a voluntary basis. The war completely changed the requirements of my life and work. I learned about the programme through acquaintances and friends working in various NGOs. They knew I was looking for opportunities to refresh my knowledge, strengthen my work, and improve my situation. I expected to gain concrete skills for my job and to rethink my professional path after relocation. I also hoped to find support and connect with people in similar situations – and I found that." (participant, autumn, Chernihiv)
- "After losing my job, I was unable to find a new one for a long time: the positions offered very low salaries, and for vacancies with reasonable pay, where I submitted my CV, I received no responses." (participant, autumn, Vinnytsia)
- "Before the war, I worked as an accountant – I had over 20 years of experience in accounting. I lost my job at the start of the full-scale invasion. I was unable to return to accounting, as the war had a profound impact on me, and I struggled to comprehend how something like this could even be possible in our time." (participant, spring, Chernivtsi)
- "At the moment, I am looking for a job. I even went to the employment centre, but it turned out not to be quite what I expected. They don't really have my specific field there – everything related to computer science is grouped together, and the positions they offer are not quite what I am looking for." (participant, spring, Ternopil)

3.3. Entrepreneurship

The survey explored participants' employment preferences as well, including whether they preferred salaried employment or self-employment. It also examined their future job search and entrepreneurial intentions, such as the likelihood of starting a business, becoming self-employed, or managing their own firm.

The survey data indicate that participants entered the programme with a strong orientation toward self-employment and business creation, which is reflected both in their expectations and subsequent outcomes. The entry survey shows that participants reported high levels of interest in entrepreneurial pathways, particularly in relation to starting a business and becoming self-employed (see Table 8). These values indicate a high level of entrepreneurial motivation across both cohorts. The motivation is further confirmed by participants' reasons for entering the programme. Entrepreneurship-related motivations rank among the highest across all motivation items, suggesting that business creation and self-employment were key drivers of participation.

Table 8. Entrepreneurship-related motivation when entering the programme

Item	Cohort	1	2	3	4	5	6	7	N	Mean
1 Self-employment preference	Overall	8	0	1	48	14	9	117	197	5.8
		(4.1%)	(0%)	(0.5%)	(24.4%)	(7.1%)	(4.6%)	(59.4%)		
	spring 2025	5	0	1	27	8	6	68	115	5.8
		(4.3%)	(0%)	(0.9%)	(23.5%)	(7%)	(5.2%)	(59.1%)		
	autumn 2025	3	0	0	21	6	3	49	82	5.8
		(3.7%)	(0%)	(0%)	(25.6%)	(7.3%)	(3.7%)	(59.8%)		
2 New civilian job	Overall	41	11	22	47	54	8	14	197	3.7
		(20.8%)	(5.6%)	(11.2%)	(23.9%)	(27.4%)	(4.1%)	(7.1%)		
	spring 2025	26	6	18	24	31	1	9	115	3.6
		(22.6%)	(5.2%)	(15.7%)	(20.9%)	(27%)	(0.9%)	(7.8%)		
	autumn 2025	15	5	4	23	23	7	5	82	3.9
		(18.3%)	(6.1%)	(4.9%)	(28%)	(28%)	(8.5%)	(6.1%)		
3 Other civilian job	Overall	32	13	21	48	57	11	15	197	3.9
		(16.2%)	(6.6%)	(10.7%)	(24.4%)	(28.9%)	(5.6%)	(7.6%)		
	spring 2025	22	5	16	26	32	4	10	115	3.8
		(19.1%)	(4.3%)	(13.9%)	(22.6%)	(27.8%)	(3.5%)	(8.7%)		
	autumn 2025	10	8	5	22	25	7	5	82	4.0
		(12.2%)	(9.8%)	(6.1%)	(26.8%)	(30.5%)	(8.5%)	(6.1%)		
4 Focus time effort	Overall	24	6	13	39	63	25	27	197	4.5
		(12.2%)	(3%)	(6.6%)	(19.8%)	(32%)	(12.7%)	(13.7%)		
	spring 2025	18	5	8	18	35	14	17	115	4.4
		(15.7%)	(4.3%)	(7%)	(15.7%)	(30.4%)	(12.2%)	(14.8%)		
	autumn 2025	6	1	5	21	28	11	10	82	4.7
		(7.3%)	(1.2%)	(6.1%)	(25.6%)	(34.1%)	(13.4%)	(12.2%)		
5 Maximum effort	Overall	27	7	15	38	62	29	19	197	4.3
		(13.7%)	(3.6%)	(7.6%)	(19.3%)	(31.5%)	(14.7%)	(9.6%)		
	spring 2025	21	2	10	23	33	15	11	115	4.2
		(18.3%)	(1.7%)	(8.7%)	(20%)	(28.7%)	(13%)	(9.6%)		
	autumn 2025	6	5	5	15	29	14	8	82	4.6
		(7.3%)	(6.1%)	(6.1%)	(18.3%)	(35.4%)	(17.1%)	(9.8%)		

Item	Cohort	1	2	3	4	5	6	7	N	Mean
6 Active job search	Overall	24 (12.2%)	6 (3%)	19 (9.6%)	36 (18.3%)	53 (26.9%)	34 (17.3%)	25 (12.7%)	197	4.5
	spring 2025	17 (14.8%)	3 (2.6%)	12 (10.4%)	18 (15.7%)	32 (27.8%)	17 (14.8%)	16 (13.9%)	115	4.4
	autumn 2025	7 (8.5%)	3 (3.7%)	7 (8.5%)	18 (22%)	21 (25.6%)	17 (20.7%)	9 (11%)	82	4.6
7 Start business	Overall	7 (3.6%)	3 (1.5%)	10 (5.1%)	26 (13.2%)	64 (32.5%)	39 (19.8%)	48 (24.4%)	197	5.3
	spring 2025	3 (2.6%)	2 (1.7%)	8 (7%)	13 (11.3%)	41 (35.7%)	19 (16.5%)	29 (25.2%)	115	5.3
	autumn 2025	4 (4.9%)	1 (1.2%)	2 (2.4%)	13 (15.9%)	23 (28%)	20 (24.4%)	19 (23.2%)	82	5.3
8 Self employed	Overall	6 (3%)	3 (1.5%)	8 (4.1%)	19 (9.6%)	68 (34.5%)	42 (21.3%)	51 (25.9%)	197	5.4
	spring 2025	2 (1.7%)	2 (1.7%)	6 (5.2%)	14 (12.2%)	38 (33%)	24 (20.9%)	29 (25.2%)	115	5.4
	autumn 2025	4 (4.9%)	1 (1.2%)	2 (2.4%)	5 (6.1%)	30 (36.6%)	18 (22%)	22 (26.8%)	82	5.4

In contrast, motivations related to traditional employment (e.g., obtaining a new civilian job, mean = 3.7) were lower. This suggests that participants entered the programme not only to find employment, but also to explore alternative economic strategies in the context of displacement.

Following programme completion, participants continued to demonstrate engagement with entrepreneurial pathways, although with a more moderate and differentiated profile (Table 9).

Table 9. Entrepreneurship-related orientation when exiting the programme

Item	Cohort	1	2	3	4	5	6	7	N	Mean
1 Self-employment preference	Overall	11 (5.6%)	6 (3%)	5 (2.5%)	37 (18.8%)	18 (9.1%)	26 (13.2%)	94 (47.7%)	197	5.5
	spring 2025	7 (6.1%)	5 (4.3%)	3 (2.6%)	19 (16.5%)	11 (9.6%)	12 (10.4%)	58 (50.4%)	115	5.5
	autumn 2025	4 (4.9%)	1 (1.2%)	2 (2.4%)	18 (22%)	7 (8.5%)	14 (17.1%)	36 (43.9%)	82	5.5

Item	Cohort	1	2	3	4	5	6	7	N	Mean
2 New civilian job	Overall	29	10	31	61	24	18	0	173	3.5
		(16.8%)	(5.8%)	(17.9%)	(35.3%)	(13.9%)	(10.4%)	(0%)		
	spring 2025	16	5	23	38	11	6	0	99	3.4
		(16.2%)	(5.1%)	(23.2%)	(38.4%)	(11.1%)	(6.1%)	(0%)		
	autumn 2025	13	5	8	23	13	12	0	74	3.7
		(17.6%)	(6.8%)	(10.8%)	(31.1%)	(17.6%)	(16.2%)	(0%)		
3 Other civilian job	Overall	32	12	31	66	25	12	0	178	3.4
		(18%)	(6.7%)	(17.4%)	(37.1%)	(14%)	(6.7%)	(0%)		
	spring 2025	23	7	18	37	14	6	0	105	3.3
		(21.9%)	(6.7%)	(17.1%)	(35.2%)	(13.3%)	(5.7%)	(0%)		
	autumn 2025	9	5	13	29	11	6	0	73	3.6
		(12.3%)	(6.8%)	(17.8%)	(39.7%)	(15.1%)	(8.2%)	(0%)		
4 Focus time effort	Overall	25	8	34	66	28	19	0	180	3.7
		(13.9%)	(4.4%)	(18.9%)	(36.7%)	(15.6%)	(10.6%)	(0%)		
	spring 2025	17	4	23	36	13	12	0	105	3.6
		(16.2%)	(3.8%)	(21.9%)	(34.3%)	(12.4%)	(11.4%)	(0%)		
	autumn 2025	8	4	11	30	15	7	0	75	3.8
		(10.7%)	(5.3%)	(14.7%)	(40%)	(20%)	(9.3%)	(0%)		
5 Maximum effort	Overall	25	10	28	54	40	24	0	181	3.8
		(13.8%)	(5.5%)	(15.5%)	(29.8%)	(22.1%)	(13.3%)	(0%)		
	spring 2025	15	4	20	30	26	12	0	107	3.8
		(14%)	(3.7%)	(18.7%)	(28%)	(24.3%)	(11.2%)	(0%)		
	autumn 2025	10	6	8	24	14	12	0	74	3.8
		(13.5%)	(8.1%)	(10.8%)	(32.4%)	(18.9%)	(16.2%)	(0%)		
6 Active job search	Overall	24	12	30	58	34	18	0	176	3.7
		(13.6%)	(6.8%)	(17%)	(33%)	(19.3%)	(10.2%)	(0%)		
	spring 2025	15	7	22	31	22	7	0	104	3.6
		(14.4%)	(6.7%)	(21.2%)	(29.8%)	(21.2%)	(6.7%)	(0%)		
	autumn 2025	9	5	8	27	12	11	0	72	3.8
		(12.5%)	(6.9%)	(11.1%)	(37.5%)	(16.7%)	(15.3%)	(0%)		
7 Start business	Overall	4	2	18	71	46	47	0	188	4.6
		(2.1%)	(1.1%)	(9.6%)	(37.8%)	(24.5%)	(25%)	(0%)		
	spring 2025	3	2	11	44	22	27	0	109	4.5
		(2.8%)	(1.8%)	(10.1%)	(40.4%)	(20.2%)	(24.8%)	(0%)		
	autumn 2025	1	0	7	27	24	20	0	79	4.7
		(1.3%)	(0%)	(8.9%)	(34.2%)	(30.4%)	(25.3%)	(0%)		

Item	Cohort	1	2	3	4	5	6	7	N	Mean
8 Self employed	Overall	8	0	16	77	37	45	0	183	4.5
		(4.4%)	(0%)	(8.7%)	(42.1%)	(20.2%)	(24.6%)	(0%)		
	spring 2025	5	0	10	46	20	25	0	106	4.4
		(4.7%)	(0%)	(9.4%)	(43.4%)	(18.9%)	(23.6%)	(0%)		
	autumn 2025	3	0	6	31	17	20	0	77	4.5
		(3.9%)	(0%)	(7.8%)	(40.3%)	(22.1%)	(26%)	(0%)		

While these values are not dramatically lower than at entry, the pattern of change is informative. The underlying preference for self-employment remains relatively stable (5.8 ➔ 5.5), but the most action-oriented items (plans to start a business, to be self-employed, and to invest maximum time and effort in launching one) fall by roughly a full point on the 7-point scale. The shift is especially visible at the top end of the distribution: at entry, around many respondents rated their intention to start a business or become self-employed at the maximum value of 7, whereas at exit no respondent placed themselves at that extreme on the action-oriented items. Rather than abandoning entrepreneurship, participants moved from aspirational certainty toward a more moderate and qualified position, while a substantial share of mid-range responses indicate that entrepreneurship is now seen as one feasible but not the only post-programme result.

This pattern is consistent with what could be expected from a programme that combines business planning, financial management and legal-regulatory content. Rather than amplifying entry enthusiasm, the programme appears to have converted aspirational interest into more informed and grounded intentions. Participants reported that developing business plans, budgets and analysing the materials on registration and taxation made them aware of practical demands they had not fully comprehended at the outset, and several recalibrated either the scale or the timing of their entrepreneurial plans accordingly. The quotes below illustrate this shift toward a more realistic entrepreneurial orientation:

- "Of course, business is the maximum level [of ambition]. ... Maybe some kind of self-employment, something smaller – to start with something small." (participant, spring, Lviv)
- "I understand that I cannot do everything at once right now. But I can already take steps: register as a sole proprietor [in Ukrainian – ФОП] and at least begin some activities with children. That much is certain." (participant, autumn, Ternopil)
- "Overall, I still don't really understand what kind of business to make. I'm not really planning a personal brand anymore – I'm more inclined to join a company and work with someone." (participant, autumn, Vinnytsia)
- "Business is about results, and results have to be calculated in advance. Without planning and an understanding of the calculations, there can be undesirable consequences for the business." (participant, spring, Kyiv)
- "I'm still not planning to work 'for somebody else' – I want to open my own business. So the most important things for me were the legal questions, the

grant programmes through which this can be done, and promotion. But, as you can imagine, the information was limited and there wasn't enough time to study everything. A lot of work still has to be done on this." (participant, spring, Kyiv)

Taken together, the survey data and the qualitative evidence indicate that the programme has been effective in supporting participants to develop and refine their entrepreneurial competencies, while also helping them form a more grounded and realistic view of what acting on those competencies actually requires particularly in the context of displacement, where flexible economic strategies remain essential but where the resources and stability needed to launch a new business are often limited.

3.4. Transition to a new career

The programmes aimed to support participants in adapting their professional trajectories in response to displacement-related disruptions. Rather than presenting separate outcomes, this section integrates findings from the entry and exit surveys to analyse how participants move from initial motivation to realised outcomes.

The questions examined the main reasons why participants decided to take part in the program. In particular, it was explored whether respondents were encouraged by opportunities to gain new theoretical knowledge and practical skills, expand their professional competencies, improve employment opportunities, or acquire a new profession. The questions also addressed personal and social motivations, including improving financial conditions, psychological wellbeing, self-confidence, communication skills, life satisfaction, and obtaining useful professional contacts and certification.

At the entry stage, participants demonstrated a strong orientation toward professional change. As shown in Table 10, all key indicators related to career development received high mean scores, ranging from 5.9 to 6.6 on a 7-point scale. In particular, items related to theoretical knowledge (mean = 6.5), knowledge base (mean = 6.5), and practical skills (mean = 6.6) indicate that respondents entered the programme with a clear intention to acquire competencies necessary for career reorientation. In addition, relatively high scores for starting a business (mean = 6.3) and self-employment opportunities (mean = 6.0) suggest that participants were open to alternative career pathways beyond traditional employment.

Table 10. Motivation for entering the program

Item	Cohort	1	2	3	4	5	6	7	N	Mean
1 Theoretical knowledge	Overall	4	1	0	0	15	48	129	197	6.5
		(2%)	(0.5%)	(0%)	(0%)	(7.6%)	(24.4%)	(65.5%)		
	spring 2025	4	1	0	0	11	26	73	115	6.3
		(3.5%)	(0.9%)	(0%)	(0%)	(9.6%)	(22.6%)	(63.5%)		
	autumn 2025	0	0	0	0	4	22	56	82	6.6
		(0%)	(0%)	(0%)	(0%)	(4.9%)	(26.8%)	(68.3%)		

Item	Cohort	1	2	3	4	5	6	7	N	Mean
2 Knowledge base	Overall	3	0	1	0	13	41	139	197	6.5
		(1.5%)	(0%)	(0.5%)	(0%)	(6.6%)	(20.8%)	(70.6%)		
	spring 2025	3	0	1	0	9	21	81	115	6.5
		(2.6%)	(0%)	(0.9%)	(0%)	(7.8%)	(18.3%)	(70.4%)		
	autumn 2025	0	0	0	0	4	20	58	82	6.7
		(0%)	(0%)	(0%)	(0%)	(4.9%)	(24.4%)	(70.7%)		
3 Practical skills	Overall	3	0	1	0	9	44	140	197	6.6
		(1.5%)	(0%)	(0.5%)	(0%)	(4.6%)	(22.3%)	(71.1%)		
	spring 2025	3	0	1	0	5	26	80	115	6.5
		(2.6%)	(0%)	(0.9%)	(0%)	(4.3%)	(22.6%)	(69.6%)		
	autumn 2025	0	0	0	0	4	18	60	82	6.7
		(0%)	(0%)	(0%)	(0%)	(4.9%)	(22%)	(73.2%)		
4 New profession	Overall	7	1	5	6	38	32	108	197	6.0
		(3.6%)	(0.5%)	(2.5%)	(3%)	(19.3%)	(16.2%)	(54.8%)		
	spring 2025	6	1	5	5	25	13	60	115	5.8
		(5.2%)	(0.9%)	(4.3%)	(4.3%)	(21.7%)	(11.3%)	(52.2%)		
	autumn 2025	1	0	0	1	13	19	48	82	6.3
		(1.2%)	(0%)	(0%)	(1.2%)	(15.9%)	(23.2%)	(58.5%)		
5 Self-employment opportunities	Overall	8	1	2	11	34	38	103	197	6.0
		(4.1%)	(0.5%)	(1%)	(5.6%)	(17.3%)	(19.3%)	(52.3%)		
	spring 2025	6	1	2	8	21	20	57	115	5.8
		(5.2%)	(0.9%)	(1.7%)	(7%)	(18.3%)	(17.4%)	(49.6%)		
	autumn 2025	2	0	0	3	13	18	46	82	6.2
		(2.4%)	(0%)	(0%)	(3.7%)	(15.9%)	(22%)	(56.1%)		
6 Start business	Overall	4	0	3	4	20	47	119	197	6.3
		(2%)	(0%)	(1.5%)	(2%)	(10.2%)	(23.9%)	(60.4%)		
	spring 2025	3	0	2	3	11	29	67	115	6.3
		(2.6%)	(0%)	(1.7%)	(2.6%)	(9.6%)	(25.2%)	(58.3%)		
	autumn 2025	1	0	1	1	9	18	52	82	6.4
		(1.2%)	(0%)	(1.2%)	(1.2%)	(11%)	(22%)	(63.4%)		
7 Certificate	Overall	5	1	5	8	40	38	100	197	6.0
		(2.5%)	(0.5%)	(2.5%)	(4.1%)	(20.3%)	(19.3%)	(50.8%)		
	spring 2025	3	0	5	5	28	22	52	115	5.9
		(2.6%)	(0%)	(4.3%)	(4.3%)	(24.3%)	(19.1%)	(45.2%)		
	autumn 2025	2	1	0	3	12	16	48	82	6.2
		(2.4%)	(1.2%)	(0%)	(3.7%)	(14.6%)	(19.5%)	(58.5%)		

Item	Cohort	1	2	3	4	5	6	7	N	Mean
8 Chance for a new job	Overall	7	1	3	12	37	40	97	197	5.9
		(3.6%)	(0.5%)	(1.5%)	(6.1%)	(18.8%)	(20.3%)	(49.2%)		
	spring 2025	5	1	2	12	21	21	53	115	5.8
		(4.3%)	(0.9%)	(1.7%)	(10.4%)	(18.3%)	(18.3%)	(46.1%)		
	autumn 2025	2	0	1	0	16	19	44	82	6.2
		(2.4%)	(0%)	(1.2%)	(0%)	(19.5%)	(23.2%)	(53.7%)		
9 Useful contacts	Overall	3	1	1	5	39	48	100	197	6.1
		(1.5%)	(0.5%)	(0.5%)	(2.5%)	(19.8%)	(24.4%)	(50.8%)		
	spring 2025	2	1	0	5	23	30	54	115	6.1
		(1.7%)	(0.9%)	(0%)	(4.3%)	(20%)	(26.1%)	(47%)		
	autumn 2025	1	0	1	0	16	18	46	82	6.3
		(1.2%)	(0%)	(1.2%)	(0%)	(19.5%)	(22%)	(56.1%)		
10 Financial conditions	Overall	3	0	2	10	34	49	99	197	6.1
		(1.5%)	(0%)	(1%)	(5.1%)	(17.3%)	(24.9%)	(50.3%)		
	spring 2025	3	0	2	8	20	24	58	115	6.0
		(2.6%)	(0%)	(1.7%)	(7%)	(17.4%)	(20.9%)	(50.4%)		
	autumn 2025	0	0	0	2	14	25	41	82	6.3
		(0%)	(0%)	(0%)	(2.4%)	(17.1%)	(30.5%)	(50%)		
11 Life satisfaction	Overall	1	0	1	9	28	52	106	197	6.3
		(0.5%)	(0%)	(0.5%)	(4.6%)	(14.2%)	(26.4%)	(53.8%)		
	spring 2025	1	0	1	6	16	32	59	115	6.2
		(0.9%)	(0%)	(0.9%)	(5.2%)	(13.9%)	(27.8%)	(51.3%)		
	autumn 2025	0	0	0	3	12	20	47	82	6.4
		(0%)	(0%)	(0%)	(3.7%)	(14.6%)	(24.4%)	(57.3%)		
12 Wellbeing	Overall	1	1	0	8	32	49	106	197	6.2
		(0.5%)	(0.5%)	(0%)	(4.1%)	(16.2%)	(24.9%)	(53.8%)		
	spring 2025	1	1	0	4	18	32	59	115	6.2
		(0.9%)	(0.9%)	(0%)	(3.5%)	(15.7%)	(27.8%)	(51.3%)		
	autumn 2025	0	0	0	4	14	17	47	82	6.3
		(0%)	(0%)	(0%)	(4.9%)	(17.1%)	(20.7%)	(57.3%)		
13 Self confidence communication skills	Overall	2	0	4	7	23	49	112	197	6.3
		(1%)	(0%)	(2%)	(3.6%)	(11.7%)	(24.9%)	(56.9%)		
	spring 2025	2	0	3	4	15	30	61	115	6.2
		(1.7%)	(0%)	(2.6%)	(3.5%)	(13%)	(26.1%)	(53%)		
	autumn 2025	0	0	1	3	8	19	51	82	6.4
		(0%)	(0%)	(1.2%)	(3.7%)	(9.8%)	(23.2%)	(62.2%)		

Following programme completion, participants reported improvements across multiple dimensions. As presented in Table 11, all outcome indicators received consistently high evaluations, with mean scores above 5.9.

Table 11. Evaluation of the programme upon completion

Item	Cohort	1	2	3	4	5	6	7	N	Mean
1 Theoretical knowledge	Overall	0	0	0	1	27	40	128	196	6.5
		(0%)	(0%)	(0%)	(0.5%)	(13.8%)	(20.4%)	(65.3%)		
	spring 2025	0	0	0	0	16	23	76	115	6.5
		(0%)	(0%)	(0%)	(0%)	(13.9%)	(20%)	(66.1%)		
	autumn 2025	0	0	0	1	11	17	52	81	6.5
		(0%)	(0%)	(0%)	(1.2%)	(13.6%)	(21%)	(64.2%)		
2 Knowledge base	Overall	0	1	0	2	25	45	123	196	6.5
		(0%)	(0.5%)	(0%)	(1%)	(12.8%)	(23%)	(62.8%)		
	spring 2025	0	1	0	0	14	26	74	115	6.5
		(0%)	(0.9%)	(0%)	(0%)	(12.2%)	(22.6%)	(64.3%)		
	autumn 2025	0	0	0	2	11	19	49	81	6.4
		(0%)	(0%)	(0%)	(2.5%)	(13.6%)	(23.5%)	(60.5%)		
3 Practical skills	Overall	0	2	0	5	29	40	119	195	6.4
		(0%)	(1%)	(0%)	(2.6%)	(14.9%)	(20.5%)	(61%)		
	spring 2025	0	1	0	2	17	22	73	115	6.4
		(0%)	(0.9%)	(0%)	(1.7%)	(14.8%)	(19.1%)	(63.5%)		
	autumn 2025	0	1	0	3	12	18	46	80	6.3
		(0%)	(1.2%)	(0%)	(3.8%)	(15%)	(22.5%)	(57.5%)		
4 Interesting profession	Overall	5	2	0	15	47	35	85	189	5.9
		(2.6%)	(1.1%)	(0%)	(7.9%)	(24.9%)	(18.5%)	(45%)		
	spring 2025	5	1	0	10	23	20	50	109	5.8
		(4.6%)	(0.9%)	(0%)	(9.2%)	(21.1%)	(18.3%)	(45.9%)		
	autumn 2025	0	1	0	5	24	15	35	80	6.0
		(0%)	(1.2%)	(0%)	(6.2%)	(30%)	(18.8%)	(43.8%)		
5 Self-employment opportunities	Overall	0	0	0	17	37	48	93	195	6.1
		(0%)	(0%)	(0%)	(8.7%)	(19%)	(24.6%)	(47.7%)		
	spring 2025	0	0	0	9	25	24	55	113	6.1
		(0%)	(0%)	(0%)	(8%)	(22.1%)	(21.2%)	(48.7%)		
	autumn 2025	0	0	0	8	12	24	38	82	6.1
		(0%)	(0%)	(0%)	(9.8%)	(14.6%)	(29.3%)	(46.3%)		
6 Create business	Overall	0	0	0	3	29	49	115	196	6.4
		(0%)	(0%)	(0%)	(1.5%)	(14.8%)	(25%)	(58.7%)		
	spring 2025	0	0	0	2	13	33	67	115	6.4
		(0%)	(0%)	(0%)	(1.7%)	(11.3%)	(28.7%)	(58.3%)		
	autumn 2025	0	0	0	1	16	16	48	81	6.4
		(0%)	(0%)	(0%)	(1.2%)	(19.8%)	(19.8%)	(59.3%)		

Item	Cohort	1	2	3	4	5	6	7	N	Mean
7 Certificate	Overall	0	0	0	5	13	40	139	197	6.6
		(0%)	(0%)	(0%)	(2.5%)	(6.6%)	(20.3%)	(70.6%)		
	spring 2025	0	0	0	3	7	20	85	115	6.6
		(0%)	(0%)	(0%)	(2.6%)	(6.1%)	(17.4%)	(73.9%)		
	autumn 2025	0	0	0	2	6	20	54	82	6.5
		(0%)	(0%)	(0%)	(2.4%)	(7.3%)	(24.4%)	(65.9%)		
8 Chance for a new job	Overall	2	1	0	12	30	42	110	197	6.2
		(1%)	(0.5%)	(0%)	(6.1%)	(15.2%)	(21.3%)	(55.8%)		
	spring 2025	2	1	0	7	17	25	63	115	6.2
		(1.7%)	(0.9%)	(0%)	(6.1%)	(14.8%)	(21.7%)	(54.8%)		
	autumn 2025	0	0	0	5	13	17	47	82	6.3
		(0%)	(0%)	(0%)	(6.1%)	(15.9%)	(20.7%)	(57.3%)		
9 Useful contacts	Overall	0	0	0	3	29	44	120	196	6.4
		(0%)	(0%)	(0%)	(1.5%)	(14.8%)	(22.4%)	(61.2%)		
	spring 2025	0	0	0	2	12	28	72	114	6.5
		(0%)	(0%)	(0%)	(1.8%)	(10.5%)	(24.6%)	(63.2%)		
	autumn 2025	0	0	0	1	17	16	48	82	6.4
		(0%)	(0%)	(0%)	(1.2%)	(20.7%)	(19.5%)	(58.5%)		

At the same time, the transition process includes important psychological and social dimensions. Table 10 (items 11-13) shows that participants reported high levels of life satisfaction (mean = 6.3), wellbeing (mean = 6.2), and self-confidence and communication skills (mean = 6.3). These factors are particularly important in the context of displacement, where career transitions are closely linked to challenges of social and personal adaptation.

Several respondents reported how the programme contributed to their social adaptation and improved their psychological condition:

- "I became interested because I had started to slip into a somewhat depressive state, I felt the need to change something, and there was a growing sense of being unnecessary. I wanted to see other people and understand what opportunities still exist. For most of my life, everything had followed a single path, and at times it felt as if there was nothing beyond that. I wanted to reassure myself that other possibilities do exist, that people are still engaged in different activities. The learning process helped restore a sense of my own value." (participant, autumn, Vinnytsia)
- "I came from the Zaporizhzhia region. Like most participants, I lost everything. The future felt completely uncertain, like being in a fog. Taking part in this project was like turning on fog lights: it helped to illuminate at least some kind of path, to outline a direction we could move toward. We are very grateful for the opportunity to be part of this programme." (participant, autumn, Lviv)

- "These courses appeared in my life at exactly the right moment – I came across them through social media, someone sent me the link, and I have no regrets. It was truly very timely for me. I'm very glad that things worked out this way. You could say that it pulled me out of that dark, grey place I was in. Thank you." (participant, spring, Ternopil)
- "I had very high expectations. For a long time, I felt as if I was closed off in my own shell, with little communication and limited opportunities for development. This programme became a major turning point for me. I needed new knowledge, new emotions, new experiences. I was also lacking psychological support; support from people like me, who had gone through occupation and displacement. And understanding, you know? Unfortunately, in our difficult lives, there is very little understanding from others of what we have been through and what we have experienced. This programme felt like something bright, warm, and safe." (participant, spring, Odesa)

Overall, the findings suggest that the educational programmes support a multidimensional and non-linear transition process, in which participants move from strong initial motivation to a combination of skill acquisition, improved wellbeing, and engagement in employment or entrepreneurial activities.

3.5. Insights from follow-up

To assess the longer-term effects of the TURBO educational programmes, a follow-up data collection was conducted 6-12 months after participants graduated. This included a follow-up survey administered among all graduates across the seven partner regions, and two follow-up focus group interviews held in May 2026 with a total of 12 graduates representing diverse regional backgrounds. Together, these instruments provide longitudinal evidence on how participants' circumstances and perceptions evolved after programme completion.

The follow-up survey collected responses from 110 of the 434 programme graduates, representing a response rate of approximately 25%. While some degree of attrition is common in longitudinal research, particularly among displaced populations who may have moved, changed contact details, or face competing demands, the relatively modest response rate means that the quantitative findings should be interpreted with appropriate caution. To complement and contextualise the survey evidence, follow-up focus group interviews were conducted in May 2026 with 12 graduates, providing qualitative depth on the longer-term impact and experiences of programme alumni (see Section 3.5.2). Employment outcomes among survey respondents were positive: 52.7% reported full-time employment, and a further 21.8% were working part-time, yielding a combined employment rate of 74.5%. Only 6.4% reported being unemployed at the time of follow-up. These figures represent an improvement compared to the baseline employment situation at programme entry, where the majority of participants were not in paid employment.

Settlement stability can be observed. A clear majority of respondents (71%) reported still residing in the city where they had been enrolled in the TURBO programme, and

67% stated that they planned to remain there in the near future. This suggests that the programme contributed not only to individual employment outcomes but also to broader social integration and the anchoring of IDPs in their current host communities.

Entrepreneurship outcomes were encouraging, particularly given the challenges of starting a business in conditions of displacement and wartime uncertainty. By the time of follow-up, 8.2% of respondents had already established their own business or registered as individual entrepreneurs (private entrepreneurs). A further 19.1% reported plans to start a business in the near future, and 49.1% indicated that they might consider entrepreneurship at a later stage. Collectively, these results suggest that the programme planted entrepreneurial ambitions in a large proportion of graduates, even where immediate uptake was constrained by practical barriers.

Participants rated a range of programme-related outcomes on a 7-point scale. The highest mean ratings were recorded for expansion of the knowledge base (6.19), improvement in psychological well-being (6.08), and gains in confidence and communication skills (6.05). These results confirm the particular strength of the programme in areas beyond formal competency development, notably psychological resilience and interpersonal capacity. Life satisfaction received a mean rating of 5.94, and networking and professional connections scored 5.75. Ratings were somewhat lower, though still positive, for job prospects (5.55), community adaptation (5.44), certificate value (5.45), applied skills (5.42), and interest in self-employment (5.30). Financial improvement received the lowest rating (4.50), reflecting the continued economic challenges faced by displaced participants. Alignment between programme content and participants' professional specialisation received a mean rating of 4.18, suggesting scope for further tailoring of curriculum content to participants' prior professional backgrounds.

The follow-up focus group interviews, conducted in May 2026, provided additional qualitative depth to these findings. Two sessions were held: the first on 20 May 2026, with six graduates from Odesa, Chernihiv, Vinnytsia, Lviv, and Kyiv; and the second on 21 May 2026, with six graduates representing Lviv, Ternopil, Chernivtsi, and Odesa. The sessions were conducted by the Nord University researcher in Ukrainian and subsequently analysed thematically.

A prominent theme across both sessions was the transformative role of psychological support and the sense of community belonging generated through the programme. Participants described arriving with significant emotional burdens associated with displacement, uncertainty, and social isolation. For many, the programme provided environment in which they could re-engage with their own identity and sense of agency. As one participant from Ternopil reflected: "I forgot who I was. It was these courses, when we talked and presented ourselves, that helped me simply understand who I really am." The formation of a peer community, often described as one of the most valued aspects of the programme, played a central role in this psychological recovery, particularly for participants who had arrived in host communities without existing social networks.

Participants also highlighted gains in professional confidence and a growing willingness to consider career pathways they had previously not imagined for themselves. Several had

completed the programme without an explicit intention to start a business yet subsequently registered as individual entrepreneurs or launched income-generating activities. A graduate from Chernivtsi, who opened a business during the programme, described the experience as removing internal doubts: "The programme gave me a large portion of support from the teachers and the community in which I found myself. Once I registered my business, I felt free." Others described applying knowledge acquired during the programme directly in their professional lives, including assisting community members to access grant funding.

The follow-up interviews also shed light on broader social integration outcomes. Participants who had relocated from eastern and southern Ukraine described the programme as providing a bridge into the cultural, professional, and social life of their new communities. This sense of belonging was frequently mentioned in relation to the relationships built with programme staff and fellow participants. A graduate from Chernivtsi recalled: "The teachers at the university welcomed me as a completely native person. They even came up with a name for us 'new citizens', there are citizens, and we became new citizens. This really resonated within me." Such experiences of inclusion appear to have accelerated the process of adaptation and attachment to the host community.

Networking emerged as a significant outcome. Graduates described maintaining active connections with fellow participants and with university coordinators, continuing to attend follow-up events, and drawing on these networks in their professional activities. One participant attributed finding her current employment directly to contacts made during the programme. Others described ongoing peer collaboration, including informal brainstorming among graduates to support each other's entrepreneurial ventures. The social capital generated through the programme thus continues to produce value beyond its formal duration.

Participants across both focus groups identified several areas for programme improvement. A recurring request was for more time devoted to practical skills, particularly grant writing, digital marketing, social media management, and self-presentation. Several participants noted that while these topics were introduced, the time allocated was limited for full skill acquisition. Participants also called for greater exposure to real-world cases from local entrepreneurs and employers, and for more mentoring support following programme completion. The importance of in-person, offline sessions was emphasised by multiple participants, who noted that face-to-face interaction was critical both to the quality of learning and to the sense of community.

Both the survey results and the focus group discussions affirm the value of a short-cycle, integrated programme format that combines education, psychological support, and community building. Participants articulated that such a format is not replicated by existing support mechanisms; neither short vocational courses nor extended degree programmes fulfil the same function. The combination of knowledge acquisition, peer learning, and psychological support, delivered within a structured but inclusive environment, was identified as the distinctive and most transformative feature of the TURBO model.

Overall, the evidence from the follow-up survey and focus group interviews confirms the important role and impact of the educational offers. The TURBO programmes appear to have

contributed to the employability, entrepreneurial confidence, psychological recovery, and social integration of participants, with effects that persisted and, in some cases, deepened over time. The qualitative narratives complement and contextualise the quantitative findings, together providing an account of how the programme was experienced by those it was designed to serve.

4. CONCLUSIONS

4.1. Summary of IDPs' perceptions

The findings indicate that the TURBO micro-credential programmes were perceived as relevant, well-structured, and genuinely responsive to the complex needs arising from internal displacement. Participants across both cohorts evaluated the programmes positively on content quality, organisation, and the balance between theoretical and practical components. Crucially, the positive reception extended beyond immediate skills acquisition: the highest-rated outcomes at follow-up were expansion of the knowledge base (6.19 on a 7-point scale), improvement in psychological wellbeing (6.08), and gains in confidence and communication skills (6.05), confirming that the programmes served as effective mechanisms of personal resilience-building and social reintegration alongside professional retraining.

Employment and entrepreneurship outcomes were consistently positive. At follow-up, 74.5% of survey respondents were in paid employment (52.7% full time, 21.8% part time) compared to a baseline at which the majority were not working. Entrepreneurship followed a similar trajectory: 8.2% of graduates had already started their own business and a further 19.1% had concrete plans to do so. The moderate decline in entrepreneurial intention scores from entry to exit reflects not disengagement but productive recalibration, participants reported that business planning, financial modelling, and regulatory content made them aware of practical demands they had not fully appreciated at the outset, converting aspirational enthusiasm into more grounded intentions.

The longitudinal evidence also points to meaningful social integration outcomes. At follow-up, 71% of respondents still resided in their programme city and 67% planned to remain, suggesting the programme contributed to anchoring IDPs in host communities. Peer networks formed during the programme continued to generate professional and social value after graduation: graduates described sustained connections, shared opportunities, and active contributions to local communities through volunteering, peer mentoring, and support for other IDPs.

Finally, the embedded partnership between universities and NGOs emerges as a defining strength of the TURBO model. While universities provided academic content and certification, participants consistently credited NGO partners (through psychological support, employability coaching, and business start-up assistance) with translating learning into renewed confidence, social adaptation, and concrete labour-market action. This co-delivery model should be treated as an essential design feature, not an optional complement, of future programmes targeting displaced and other vulnerable populations.

4.2. Suggestions for improvements

The following improvements are suggested based on participant feedback and the longitudinal follow-up evidence.

First, refine the connection between programme content and local labour-market conditions. Introducing region-specific case studies, inviting more local employers and

entrepreneurs as guest contributors, and expanding placement or networking opportunities would reduce the skills-employer mismatch reported by some participants.

Second, expand practical skills training. Grant writing, digital marketing, social media management, and self-presentation were consistently under-resourced relative to participant demand and should receive more dedicated, hands-on time, supported by practice tasks and access to relevant tools.

Third, introduce a post-programme mentoring. A model in which small groups of graduates meet regularly with a dedicated mentor for several months after completion was specifically recommended in the follow-up focus groups and would significantly extend the sustainability of programme outcomes.

Fourth, entrepreneurship support after the programme. While not being directly related to the program delivery, the access to incubation services, access to financing, and connections to established entrepreneurs would help close the gap between the high proportion of graduates with entrepreneurial intentions (over two-thirds at follow-up) and actual business creation.

Fifth, consider more differentiated learning pathways to accommodate the wide range of participant ages, professional backgrounds, and career goals (particularly for those undergoing substantial career transitions).

Finally, treat psychological support as a core, integrated component rather than a supplementary module. Follow-up evidence (mean wellbeing rating of 6.08 out of 7) confirms that it is foundational to all other programme gains and should be embedded throughout rather than delivered separately.

4.3. Lessons learnt for other Ukrainian regions and beyond

The TURBO experience offers the following lessons for the design of programmes targeting displaced populations within Ukraine and beyond.

1. A holistic approach is important.

Addressing skills or employment in isolation is insufficient; effective programmes must simultaneously support professional development, psychological recovery, and social reintegration. Community belonging, built through peer interaction and the quality of the learning environment, is central for professional retraining and social adaptation.

2. The university-NGO co-delivery model is effective and replicable.

Each partner contributes what the other cannot provide alone: academic expertise and certification on one side, specialised psychological care and labour-market mediation on the other. Programmes designed without this complementarity may struggle to serve the full range of displaced learners' needs. Peer networks formed during the programme should also be treated as a crucial outcome. They continue to generate professional and social value long after graduation and should be actively sustained.

3. Flexibility within a standardised framework is effective.

A common set of objectives and minimum programme volume (around 500 hours) can coexist with minor institutional adaptation. Universities and NGOs are best placed to make content relevant to specific labour markets and cohorts, and this latitude should be preserved for future iterations.

4. Outcomes should be tracked longitudinally.

A single assessment at exit captures only part of the picture. The follow-up evidence collected six to twelve months after graduation reveals sustained employment, settlement stability, continued entrepreneurial activity, and civic engagement that would not have been visible at exit alone. Longitudinal follow-up mechanisms (combining surveys, focus groups and possibly other methods) should be built into programme design and gain required funding.

APPENDIXES

Appendix 1

The entry survey among participants of the micro-credential program for IDPs (in frames of the TURBO project)

The purpose of this survey is to analyse the effectiveness of program among different group of participants. This will tell us how to improve the program to better fit yours and your peers needs. The information is collected and will solely be used with the aim to improve the existing program. All information will be treated confidentially and presented at the aggregated level, that will protect anonymity of participants participating in the survey.

0. Please, enter your e-mail address: _____ MANDATORY

You will get a copy of your answers sent to your e-mail.

Part A. About you

1. Please indicate the year you were born (e.g. 1974): _____

2. Your gender: 1 ☐ Male 2 ☐ Female

3. From where (the city and region) in Ukraine are you displaced? (e.g. Pokrovsk, Donetsk region): _____

4. How many inhabitants were there in your home city or village?

- 1 ☐ Less than 10,000
- 2 ☐ 10,000 – 100,000 inhabitants
- 3 ☐ 100,000 – 1,000,000 inhabitants
- 4 ☐ More than 1,000,000 inhabitants

5. When did you obtain an internally displaced person (IDP) status? (e.g., March 2022):

6. How many inhabitants are there in the city or village where you live now?

- 1 ☐ Less than 10,000
2 ☐ 10,000 – 100,000 inhabitants
3 ☐ 100,000 – 1,000,000 inhabitants
4 ☐ More than 1,000,000 inhabitants

7. In what city do you take this educational program? _____

8. What sources did make you aware of the program?

Yes No

- 8.1 ☐ ☐ Neighbours or colleagues
8.2 ☐ ☐ The mass media (press, television, radio)
8.3 ☐ ☐ Representatives of non-profit organizations
8.4 ☐ ☐ Internet and social media
8.5 Other (please, specify): _____

9. Your marital status:

- 1 ☐ Married
2 ☐ Living with a partner
3 ☐ Single
4 ☐ Separated
5 ☐ Widow/widower

10. How many children under 18 years are there in your household? _____ children.

Please write "0" if none.

11. How many persons, including yourself, are there in your household in total? _____ persons. Please write "0" if none.

12. Are there enough possibilities for your professional growth in a city where you currently reside?

- 1 ☐ Yes 2 ☐ No

13. Do you see your future life in this city or village?

1 ☐ Yes 2 ☐ No. If no, specify why. _____

Part B. Previous and current employment

1. How many years of work experience do you have ? _____ (Write "0" if none)

2. How many years of management experience do you have?: _____ (Write "0" if none)

3. Have you ever started a business (alone or with partners)?

1 ☐ Yes 2 ☐ No

4. How many years of business owner experience do you have: _____ (Write "0" if none)

5. What was your employment status when you entered the program? (tick one box only)

1 ☐ Full-time work (min. 35 hours/week)

2 ☐ Part-time work (under 35 hours/week)

3 ☐ Unemployed

4 ☐ Homemaker

5 ☐ Student

6 ☐ Disabled

7 ☐ Retired

8 ☐ Other: _____

SKIP PATTERN: If 5 = 3 / 4 / 5 / 6 / 7 / 8, then JUMP to Part C

6. Employment sector when you entered the program: _____

7.

Please answer the following questions regarding your work before you entered the program. (Tick one box to each statement)		No	Yes, part time	Yes, full time
		1	2	3
7.1	I worked in my own firm			
7.2	I worked in a firm owned by someone in my family			
7.3	I worked in a private firm owned by someone else			
7.4	I worked in the public sector, municipal level			
7.5	I worked in the public sector, state or county level			
7.6	I worked in a non-profit organization			
7.7	Other (please specify) _____			

8. What level in the organizational hierarchy was your job placed when you entered the program?

- 1 ☐ Top level (e.g. director of a company / higher officer)
- 2 ☐ Middle level (e.g. chief of department / mid-ranked officer)
- 3 ☐ Lower level (e.g. worker / soldier)
- 4 ☐ Other _____

Part C. Employment plans

1. Imagine that you can choose between being employed by someone or being self-employed. What would you prefer? Please, tick only one box.

Prefer to be employed		Undecided		Prefer to be self-employed		
1	2	3	4	5	6	7

2. Job search intensity: To what extent do you disagree or agree with the following statements?

Please, tick one box for each statement.

In the near future I intent to:		Strongly Disagree		Neither Disagree nor Agree			Completely Agree	
		1	2	3	4	5	6	7
2.1	Spend a lot of time looking for a new job in the civilian sector							
2.2	Devote much effort to looking for other jobs in the civilian sector							
2.3	Focus my time and effort on job search activities							
2.4	Give my best effort to find a new job in the civilian sector							
2.5	Engage in very active job search							

3. Entrepreneurship: To what extent do you disagree or agree with the following statements?

Please, tick one box for each statement.

In the near future I intent to:		Strongly Disagree		Neither Disagree nor Agree			Completely Agree	
		1	2	3	4	5	6	7
3.1	I'm likely to start a business within the next 3 years							
3.2	I'm likely to become self-employed within the next 3 years							

Part D. Your motivation for entering the program

1. Please, state what are the main motives for you to take this program.

Please, tick only one box for each answer.

Motivational factors: To what extent do you disagree or agree that you take this program in order to -		Strongly Disagree		Neither Disagree nor Agree			Completely Agree	
		1	2	3	4	5	6	7
1.1	Get new theoretical knowledge							
1.2	Expand your knowledge base							
1.3	Get new practical skills							
1.4	Acquire new interesting profession							
1.5	Understand your employment possibilities							
1.6	Learn how to start a business							
1.7	Obtain a certificate							
1.8	Increase your chances in new better employment							
1.9	Get new useful contacts							
1.10	Improve my financial living conditions							
1.11	Improve my life-satisfaction							
1.12	Improve my phycological well-being							
1.13.	Improve self-confidence and communication skills							

Thank you very much for your cooperation!

Appendix 2

The exit survey among participants of the micro-credential program of IDPs (In frames of the TURBO project)

The purpose of this survey is to analyse the effectiveness of program among different group of participants. This will tell us how to improve the program to better fit yours and your peers needs. The information is collected and will solely be used with the aim to improve the existing program. All information will be treated confidentially and presented at the aggregated level, that will protect anonymity of participants participating in the survey.

0. Please, enter your e-mail address: _____ MANDATORY

You will get a copy of your answers sent to your e-mail.

Part A. About you

1. Please indicate the year you were born (e.g. 1974): _____

2. Your gender: 1 ☐ Male 2 ☐ Female

3. In what city are you admitted to the program? _____

4. Is this the city where you currently reside?

☐ Yes

☐ No

5. Do you plan to stay living in this city where you are residing now?

☐ Yes

☐ No

Part B. Employment plans

1. Imagine that you can choose between being employed by someone or being self-employed. What would you prefer? Please, tick only one box.

Prefer to be employed		Undecided		Prefer to be self-employed		
1	2	3	4	5	6	7

2. Job search intensity: To what extent do you disagree or agree with the following statements?

Please, tick one box for each statement.

In the near future I intent to:		Strongly Disagree		Neither Disagree nor Agree			Completely Agree	
		1	2	3	4	5	6	7
2.1	Spend a lot of time looking for a new job in the civilian sector							
2.2	Devote much effort to looking for other jobs in the civilian sector							
2.3	Focus my time and effort on job search activities							
2.4	Give my best effort to find a new job in the civilian sector							
2.5	Engage in very active job search							

3. Entrepreneurship: To what extent do you disagree or agree with the following statements?
Please, tick one box for each statement.

In the near future I intent to:		Strongly Disagree		Neither Disagree nor Agree			Completely Agree	
		1	2	3	4	5	6	7
3.1	I'm likely to start a business within the next 3 years							
3.2	I'm likely to become self-employed within the next 3 years							
3.3	I'm likely to manage my own firm/business within the next 3 years							
3.4	I'm likely to become a business owner within the next 3 years							

4. Have you started a business during the program (along or with others)?

- 1 ☐ Yes
 2 ☐ No, but I will start a business in the near future
 3 ☐ No, but I might start a business later
 4 ☐ No

SKIP PATTERN:

If 4 = 1 or 2 or 3, answer questions 5 and 6

If 4 = 4, then JUMP to Part C

5. Did you stat/plan to start your own business to take advantage of a business opportunity or because you have no better work options? (Chose only one option)

- 1 ☐ Take advantage of a business opportunity
 2 ☐ No better work options

6. Which one of the following, do you feel, is the most important motive for starting your own business? (Chose only one option)

- 1 ☐ Greater independence
- 2 ☐ Increase personal income
- 3 ☐ Just to maintain income

Part C. Employment after the program

1. Are you going to start in a new job right after the program?

- 1 ☐ Yes
- 2 ☐ No

2. Is the new job a result of your participation in the program?

- 1 ☐ Yes
- 2 ☐ No

3. Now as the teaching is finished, what will your employment status be? if you are changing jobs, think of your new job (tick one box only)

- 1 ☐ Full-time work (min. 35 hours/week)
- 2 ☐ Part-time work (under 35 hours/week)
- 3 ☐ Unemployed
- 4 ☐ Homemaker
- 5 ☐ Student
- 6 ☐ Disabled
- 7 ☐ Retired
- 8 ☐ Other: _____

4.

If you are going to work, in which sector will your work be? (Tick one box for each statement)		1. No	2. Yes, part time	3. Yes, full time
4.1	I'm going to work in the military			
4.2	I'm going work and manage my own firm			
4.3	I'm going work in a firm owned by someone in my family			
4.4	I'm going work in a private firm owned by someone else			
4.5	I'm going work in the public sector, municipal level			
4.6	I'm going work in the public sector, state or county level			
4.7	I'm going work in a non-profit organization			
4.8	Other (please specify)			

5. What level in the organizational hierarchy is your job placed?

- 1 ☐ Top level (e.g. top manager)
2 ☐ Middle level (e.g. chief of department)
3 ☐ Lower level (e.g. worker)
4 ☐ Other _____

Part D. Program organization and coordination

1. To what extent do you disagree or agree on the following statements regarding communication, coordination and the arrangements.

(Please, tick only one box for each answer).

Program arrangements		Strongly Disagree		Neither Disagree nor Agree			Completely Agree	
		1	2	3	4	5	6	7
1.1	The information about the program, entry requirements and selection criteria were clear							
1.2	The NGO has conducted a transparent selection of candidates							
1.3	Enrolment process was understandable and easy							
1.4	The NGO and local university provided timely and relevant information about the program							
1.5	Teaching was organized in a good manner							
1.6	I liked the combination of theoretical and practical training components							
1.7	I have received relevant training about business and employment							
1.8	Psychological trainings were organized in a timely and appropriate manner							
1.9	The program arrangements (room facilities, schedule, etc.) were as good as expected							
1.10	The program content and learning outcomes corresponded to my expectations							

2. Which educational module/ or a specific course you found the most helpful in getting work in the labour market or starting your own business?

Part E. Your evaluation of the program

To what extent do you disagree or agree that the program has given you:		Strongly Disagree		Neither Disagree nor Agree			Completely Agree	
		1	2	3	4	5	6	7
1.1	New theoretical knowledge							
1.2	An expanded knowledge base							
1.3	New practical skills							
1.4	A new interesting profession							
1.5	Better employment possibilities							
1.6	Knowledge on how to start a business							
1.7	A useful diploma/certificate							
1.8	Increased chances of better employment							
1.9	New useful contacts							

We would also be happy to hear other comments and suggestions for improving the program and its content.

2. What elements of the course do you think are missing, and what do you suggest us to include in the future courses?

Thank you very much for your cooperation!

Appendix 3

The follow-up survey among participants of the micro-credential educational program for IDPs (in frames of the TURBO project)

The purpose of this survey is to analyse the effectiveness of the program among participants of educational programs delivered under the project. The information is collected and used with the aim of analysing its effects and improving the existing program. All information will be treated confidentially and presented at the aggregated level, which will protect the anonymity of participants participating in the survey.

0. Please, enter your e-mail address: _____ MANDATORY

You will get a copy of your answers sent to your e-mail.

Part A. About you

1. Please indicate the year you were born (e.g. 1974): _____
2. Your gender: 1 ☐ Male 2 ☐ Female
3. In what city were you admitted to the program? _____
4. What was the specialization name at the program you were admitted to? _____

Part B. Current employment

1. What is your current employment status? (tick one box only)

- 1 ☐ Full-time work (min. 35 hours/week)
- 2 ☐ Part-time work (under 35 hours/week)
- 3 ☐ Unemployed
- 4 ☐ Homemaker
- 5 ☐ Student
- 6 ☐ Disabled
- 7 ☐ Retired
- 8 ☐ Other: _____

SKIP PATTERN: If 1 = from 3 to 8, then JUMP to Part C, ELSE do 2

2. Employment sector:_____

SKIP PATTERN: If 7 =1, then JUMP to 9, ELSE do 8

3.

Please answer the following questions regarding your civilian work.		1. No	2. Yes, part time	3. Yes, full time
3.1	I work in and manage my own firm			
3.2	I work in a firm owned by someone in my family			
3.3	I work in a firm owned by someone else			
3.4	I work in the public sector, municipal level			
3.5	I work in the public sector, state or county level			
3.6	I work in a non-profit organization			
3.7	Other (please specify)_____			

4. What level in the organizational hierarchy is your current main job placed?

- 1 ☐ Top level (e.g. director of a company)
- 2 ☐ Middle level (e.g. chief of department)
- 3 ☐ Lower level (e.g. worker)
- 4 ☐ Other _____

5. How many different jobs have you had, including your current employment or self-employment, since your graduation from the program?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4+

6. Is your current main employer different from the one you had prior to the program?

- 1. ☐ Yes
- 2. ☐ No

Part C. Employment plans

1. Imagine that you can choose between being employed by someone or being self-employed. What would you prefer? Please, tick only one box.

Prefer to be employed		Undecided		Prefer to be self-employed		
1	2	3	4	5	6	7

2. Job search intensity: To what extent do you disagree or agree with the following statements?

Please, tick one box for each statement.

In the near future I intent to:		Strongly Disagree		Neither Disagree nor Agree			Completely Agree	
		1	2	3	4	5	6	7
2.1	Continue on my current position							
2.2	Focus my time and effort on looking for a job							
2.3	Focus my time and effort on changing my job							

3. Entrepreneurship: To what extent do you disagree or agree with the following statements? Please, tick one box for each statement.

To what extent do you disagree or agree that the program has given you:		Strongly Disagree		Neither Disagree nor Agree			Completely Agree	
		1	2	3	4	5	6	7
3.1	To start a business within the next 3 years							
3.2	To become self-employed within the next 3 years							

4. Have you started a business after the program (alone or with others)?

- 1 ☐ Yes
- 2 ☐ No, but I will start a business in the near future
- 3 ☐ No, but I might start a business later
- 4 ☐ No

SKIP PATTERN: If 4 = 1 or 2 or 3, answer questions 5 and 6

if 4 = 4, then JUMP to Part D

5. Are you involved in this start-up to take advantage of a business opportunity or because you have no better work options? (Chose only one option)

- 1 ☐ Take advantage of a business opportunity
- 2 ☐ No better work options

6. Which one of the following, do you feel, is the most important motive for engaging in this start-up? (Chose only one option)

- 1 ☐ Greater independence
- 2 ☐ Increase personal income
- 3 ☐ Just to maintain income

Part D. Your evaluation of the program effects

1. To what extent do you disagree or agree with the following statements.

(Please, provide only one answer for each statement):

Statements regarding the effects of the program on my social integration		Totally Disagree		Neutral			Totally Agree	
		1	2	3	4	5	6	7
1.1	The program helped me adapt to living in the local society							
1.2	The program has contributed to improving my financial situation.							
1.3	My current work is related to the specialization acquired in the program							
1.4	I became more interested in becoming self-employed							
1.5	The program helped me broaden my overall knowledge base.							
1.6	The certificate I received has been valuable for my career development.							
1.7								
	I have applied the practical skills learned in the program in real-life situations at work.							
1.8								
	I have benefited from new contacts and networks formed during the program.							
1.9								
	The program has improved my chances of obtaining better employment.							
1.10								
	The program has had a positive impact on my overall life satisfaction.							
1.11	The program has contributed positively to my psychological well-being.							
1.12	The program has strengthened my self-confidence and communication skills.							

We would also be happy to hear other comments and suggestions for improving the course and its content.

2. What was the most useful part of the program for your career development? What have you benefited most from? _____

3. What elements of the course do you think are missing, and what do you suggest including in the future courses? _____

Thank you very much for your cooperation!

Appendix 4

Focus groups

Interview Guide - Spring 2025

IDPs

Topic	Questions
Introduction	Can you briefly introduce yourself?
Program discovery	How did you find out about the program? Was the enrolment process easy to navigate?
Overall experience	Did you have experience of support programs for IDPs? What aspects of the program have been most beneficial or meaningful to you personally? Were there any parts you found less useful or difficult to engage with? Why?
Psychological support	Can you describe any changes you've noticed in your emotional or psychological well-being since participating? Were there specific trainings that made a significant impact?
Employment & skills	How has the program influenced your confidence or readiness to search for work or start a business? Have you gained new skills or knowledge that you've already applied or plan to apply?
Recommendations	If you could improve or add something to the program, what would it be?
Closing	Is there a personal story or moment from the program that stands out and you'd like to share?

Universities

Topic	Questions
Introduction	Please describe your role in the program.
Micro-credential program	How did your institution apply the knowledge gained during the capacity-building phase to develop the micro-credentials? What has been the institutional response or changes as a result of this work?
Stakeholder engagement and program co-delivery	How did you collaborate with NGOs and employers to ensure the training met labour market needs? What worked well or could be improved?
Digital component	What digital tools/platforms were used in delivery and how effective were they? Any challenges?
Lessons & recommendations	What key lessons did your institution learn? What could be improved or scaled?

NGOs

Topic	Questions
Introduction	Please describe your role in the program.
Program design & delivery	How did you tailor psychological and employment training for IDPs? Which components were most impactful?
Psychological assistance	Can you share examples of impact from individual/group support? Any challenges with trauma or deep psychological issues?
Employment training	What training methods were most effective? Did you observe changes in confidence or initiative?
Collaboration	How was collaboration with universities/partners handled? Any challenges or successes in integration?
Improvement & sustainability	What would make the training more effective? What should be permanently included in future programs?

Interview Guide – Autumn 2025

IDPs (new participants)

Purpose: Assess program effectiveness for new beneficiaries – psychological, social, and employability outcomes.

Questions remain the same for comparability.

Universities (same representatives as Spring 2025)

Purpose: Explore institutional learning, changes in program design, and integration since last semester.

Topic	Questions
Introduction	Please remind of your role in the program. How has your role evolved since last semester?
Micro-credential program – Evolution	Since last semester, how has your institution refined or expanded the micro-credential program? What new content or delivery methods have been introduced?
Institutional change and learning	What lessons from the previous implementation were applied this semester? What worked better, and what challenges persisted?
Stakeholder engagement and co-delivery – Change over time	Have collaborations with NGOs and employers changed or deepened? What new partnerships or improvements emerged?
Digital component – Development	Were there updates or improvements to digital tools/platforms used in delivery? How did these changes affect engagement or learning outcomes?
Sustainability and future direction	How is your institution planning to sustain or institutionalize the program? What do you think your team has learned most from this two-semester experience?
Closing reflection	If you could give one piece of advice to another university starting a similar program, what would it be?

NGOs (same representatives as Spring 2025)

Purpose: Assess evolution of training design, long-term collaboration, and lessons learned.

Topic	Questions
Introduction	Please reintroduce your organization's role in the program. What has changed in your involvement since last semester?
Program design & delivery – Evolution	How have your training modules (psychological/employment) been adapted based on feedback or previous outcomes?
Psychological assistance – Long-term impact	Have you observed more lasting or deeper psychological effects from continued participation? What adjustments have improved impact or participant engagement?
Employment training – Growth and learning	What new techniques or partnerships have enhanced employability outcomes? How have participants' needs evolved?
Collaboration & integration – Dynamics	How has collaboration with the university and other partners developed since the previous cycle? Any new integration models or lessons learned?
Improvement & sustainability	Based on two semesters of experience, what are your key takeaways for sustaining or scaling this initiative?
Closing reflection	What has your organization learned about supporting IDPs that could benefit future national or regional programs?

Interview Guide - Follow up

IDPs (selected from Spring and Autumn 2025 groups)

Purpose: To document IDPs' experiences and outcomes after 6+ months of completing the TURBO programme, with a focus on the durability of the programme's effects on employment, entrepreneurship, psychological well-being, social adaptation, and settlement; to identify what has worked over time, what challenges remain after graduation, and what longer-term support participants consider necessary; and to gather practical recommendations from former participants that can inform the design, delivery, and post-programme support of future micro-credential programmes for IDPs.

Topic	Questions
Introduction	Could you briefly reintroduce yourself and remind us when and in which TURBO programme you participated (spring or autumn 2025)? What has been the most important change in your life since you finished the programme?
Overall experience	Now that several months have passed, which parts of the programme have stayed with you and continue to feel useful? Are there any aspects you initially valued less but have come to appreciate more over time — or vice versa? Have you remained in contact with other participants, university staff, or NGO representatives from the programme? If so, how, and how useful have these connections been?
Psychological support	How would you describe your emotional and psychological well-being today, compared with the period when you started the programme? Have you continued to use any of the coping strategies, tools, or techniques introduced during the psychological support sessions? Have you sought additional psychological or social support since graduation? If yes, what kind, and what prompted you to look for it?
Employment & skills	What is your current employment situation (employed, self-employed, looking for work, studying, other), and how has it changed since the end of the programme? Which specific skills or knowledge from the programme have you actually used in your work, job search, or business activities? For those who planned or started a business: how has it progressed? What support has been most useful, and what has been missing? Have any obstacles — such as recognition of qualifications, lack of capital, family circumstances, or the security situation — limited your ability to apply what you learned?
Recommendations	What kind of post-programme support (mentoring, networking, financial, legal, psychological) would be most valuable in the first 6–12 months after graduation?
Closing	Is there anything else you would like to add that we have not asked about?

