

TO STUDY OR NOT TO STUDY:
UNDERSTANDING THE DRIVERS OF PARTICIPATION IN CORPORATE UPSKILLING
PROGRAMS AMONG IT EMPLOYEES

by

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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
ANOVA	Analysis of Variance
AUROC	Area Under the Receiver Operating Characteristic
BIC	Bayesian Information Criterion
CI	Confidence Interval
IT	Information Technology
PFEQ	Perceived Formal Education Quality
QN	Survey Question N
ROC	Receiver Operating Characteristic
SES	Socioeconomic Status

Abstract

This study examines the factors influencing employees' participation in corporate upskilling programs in the Ukrainian IT sector. The research applies a sequential explanatory mixed-methods design combining quantitative survey analysis with qualitative focus group discussions. Survey data were collected from 217 employees working within the Genesis ecosystem and its partner companies. Binary logistic regression was used to estimate how perceived quality of formal education, encouragement to study, and demographic and professional characteristics relate to participation in informal learning activities. To complement the quantitative findings, six focus group sessions involving 26 participants were conducted and analyzed using thematic analysis.

The findings demonstrate that perceived quality of formal education emerged as a statistically significant predictor of participation in upskilling programs. Contrary to the initial hypothesis, respondents who evaluated their university education more positively were more likely to participate in additional learning activities. In contrast, parental and teacher encouragement did not show statistically significant effects across model specifications. The qualitative findings indicate that participation in upskilling is strongly shaped by workplace learning culture, communication with colleagues, organizational support, perceived skill gaps, and time availability. Participants frequently described informal education not as optional enrichment but as a professional necessity within rapidly changing technological environments.

The study contributes to the literature on lifelong learning, human capital development, and informal education by providing evidence from the Ukrainian wartime context and demonstrating that upskilling decisions are shaped not only by individual educational experiences but also by organizational and contextual factors.

Chapter 1. Introduction

In recent years, participation in non-formal education and corporate upskilling programs has become increasingly common, particularly within the information technology sector. Rapid changes, such as the growing use of artificial intelligence, are reshaping the labor market requirements, nudging employers and employees to update their skill set beyond formal education. As a result, lifelong learning emerged and, over time, has evolved from an optional form of professional development to a necessary component of career sustainability and advancement in industries such as IT.

In this study, corporate upskilling refers to participation in non-formal learning activities aimed at improving professional competencies, including corporate training, corporate online asynchronous courses, and internal education initiatives. While formal education, such as colleges and universities, remains the conventional foundation for acquiring qualifications, many companies rely on alternative educational trajectories to respond to rapidly changing circumstances. The information technology sector is particularly important, as professional knowledge and technical competencies become obsolete more quickly than in many other industries.

The existing literature has extensively examined formal education, human capital accumulation, and labor-market mismatch. Human capital theory conceptualizes education as an investment decision driven by expected economic returns, where individuals acquire additional knowledge and skills when the anticipated benefits exceed the costs of learning (Becker; Mincer). At the same time, contemporary research increasingly emphasizes that formal education systems often struggle to adapt to rapidly evolving labor market requirements, particularly in technology-oriented industries. As a result, workers frequently rely on non-formal learning to

compensate for perceived skill gaps and maintain competitiveness within changing professional environments.

Despite growing academic interest in lifelong learning, several areas remain unexplored. Existing research has primarily focused on either the macro-level labor market dynamics or on educational trajectories and choices in formal education. Yet, the informal way of studying has received less scholarly attention, and understanding why some employees engage in corporate upskilling while others do not remains an open question. Namely, limited empirical evidence exists regarding how individuals' perceptions of formal education quality and earlier educational encouragement shape subsequent participation in non-formal learning activities.

The Ukrainian context makes these questions especially relevant. Even before Russia's full-scale invasion, the Ukrainian labor market faced persistent problems of education-job mismatch, outdated university curricula, and weak cooperation between universities and employers (Kupets 126–128). The war has further intensified labor market instability through migration, mobilization, demographic change, and business restructuring, making professional adaptability and continuous learning increasingly important. At the same time, the Ukrainian IT sector remains one of the country's fastest-growing and most internationally connected industries, where employees are often expected to constantly update both technical and soft skills.

The study examines the factors that influence employees' participation in corporate upskilling within the Genesis ecosystem and its partner companies. The following research focuses on how perceptions of formal education quality and educational encouragement relate to participation in non-formal learning activities.

Methodologically, the study employs a sequential explanatory mixed-methods design and combines both quantitative and qualitative approaches. First, binary logistic regression models are estimated using the original survey data collected from 217 employees. Second, six focus groups involving 26 participants were conducted to interpret and contextualize the quantitative findings. The mentioned approach allows the study to identify relationships between the variables and explore how workers perceive learning, workplace education culture, professional development, and their educational experiences.

This study contributes to the existing literature in several ways. First, it provides individual-level evidence on participation in corporate upskilling within the Ukrainian wartime context, which remains underrepresented in existing research. Second, it explores how subjective evaluations of formal education relate to later engagement in non-formal learning. Third, by combining logistic regression analysis with focus group discussions, the study integrates quantitative and qualitative perspectives on lifelong learning decisions. Finally, the findings contribute to discussions on lifelong learning, workplace learning culture, and the role of educational experiences in shaping continuous human capital investment.

The remainder of the thesis is structured as follows. Chapter 2 reviews the literature on human capital theory, skill mismatch, lifelong learning, and participation in training programs. Chapter 3 presents the research question and hypotheses. Chapter 4 describes the methodology, data collection process, and empirical strategy. Chapter 5 presents the quantitative and qualitative findings. Chapter 6 discusses the results in relation to existing literature and theoretical expectations. Finally, Chapter 7 concludes the study, outlines its limitations, and suggests directions for future research.

Chapter 2. Literature Review

2.1. ECONOMICS OF UPSKILLING

Human capital theory provides the foundational economic rationale for understanding why individuals invest in education beyond formal schooling. Becker established that education is an important investment decision driven by expected returns. Individuals acquire skills when the anticipated gains in productivity and earnings outweigh the costs of learning (15–18). Mincer extended this framework by demonstrating that on-the-job training and continued learning significantly increase individual earnings (45–49), implying that workers with larger skill gaps face higher marginal returns from upskilling. In rapidly evolving sectors such as information technology, where technology changes quickly and makes existing skills obsolete, therefore, people are more likely to engage in informal learning. This study applies the human capital investment framework to the specific context of IT employees in Ukraine, examining what individual-level factors shape the decision to upskill.

2.2. SKILL MISMATCH: A GLOBAL PERSPECTIVE

A persistently existing disconnect between formal education and labor market demands motivates upskilling occurring across different economies. Ajayi and Udeh argue that a structural gap between what higher education institutions teach and what industries actually require has become a defining feature of modern labor markets, and that strategic upskilling initiatives can bridge this gap, improving both productivity and employment rates (1124–1125). A similar case

can be seen even in one of the world's most advanced technology hubs. Bruggeman and Baltodano's analysis finds that San Francisco employers face constant shortages of qualified tech workers and increasingly rely on alternative training, such as apprenticeships, to fill existing skill gaps (19–20). These findings suggest that formal education alone may be insufficient preparation for employment in the technology sector. Considering this literature, the present study investigates this pattern at the individual level by examining whether workers who perceive their education as lower quality are more likely to seek complementary non-formal learning.

2.3. SKILL MISMATCH: THE UKRAINIAN CONTEXT

Ukraine presents a particularly important case of the skill mismatch problem. Kupets provides detailed evidence that a large proportion of Ukrainian university graduates work in jobs that do not require tertiary education, reflecting a persistent mismatch between educational attainment and labor market demands (126–127). The paper attributes this mismatch not only to labor-market imbalances but also to structural factors, such as outdated curricula, weak cooperation between universities and businesses, and institutional rigidities (Kupets 126–128). Unlike Western studies that explain skill shortages primarily through rapid technological change, the Ukrainian context suggests that deficiencies within the education system play a central role. This distinction is important for the present study: if workers perceive formal education as insufficient to meet labor-market requirements, they may face stronger incentives to engage in non-formal learning. While prior literature acknowledges this mechanism conceptually, it has not been tested empirically at the individual level. This trend has become more evident during wartime. Russia's full-scale invasion resulted in widespread job losses, business closures, and a

reduction in labor supply due to migration, mobilization, and demographic change (Studennikova; Krupianyk). Under conditions of high uncertainty and labor market instability, continuous skill development may become vital for maintaining employability and career adaptability.

2.4. DETERMINANTS OF TRAINING PARTICIPATION

Beyond theoretical motivations, a growing empirical literature identifies the individual and organizational determinants of training participation. Using 24-country PIAAC data, multilevel logistic regression models show that workers with higher educational attainment, stronger prior skills, and better labor market positions are significantly more likely to participate in any training program in a given year (Roosmaa and Saar 255–256). Similarly, analysis of Tan et al. demonstrated that participation in training is strongly associated with workers' educational attainment, workplace characteristics, and skill use in everyday professional activities. The authors find that workers with higher levels of education, stronger literacy and numeracy use at work, higher parental socioeconomic status, and employment in larger firms are significantly more likely to participate in training programs (9–10). Participation was also higher among employees working in information and communication industries, financial services, and business services (Tan et al. 9–10). Importantly, the study highlights that access to training opportunities remains unequal, as workers who are already more educated and professionally advantaged are more likely to continue investing in additional learning (Tan et al. 3–4). These findings suggest that participation in upskilling is shaped not only by individual motivation but also by broader organizational and socioeconomic conditions.

2.5. EDUCATIONAL ENCOURAGEMENT AND LEARNING

Beyond structural factors, social encouragement plays a significant role in shaping learning behavior across the life course. Ertl, Luttenberger, and Paechter demonstrate that gender stereotypes can discourage students from pursuing specific fields, while positive encouragement and support from teachers and parents increase confidence and shape subsequent educational choices, effects that persist into adulthood (1, 3–4). Educational trajectories are additionally shaped by the broader process of gender socialization and structural segregation within education systems. A recent Ukrainian study on gender segregation in higher education argues that education functions not only as a mechanism for skill acquisition but also as a key institution of socialization that shapes values, professional expectations, and future career trajectories (Miloserdov et al. 3). The authors demonstrate that Ukrainian higher education remains strongly horizontally segregated by gender, with men overrepresented in engineering and technical fields, while women dominate in education, healthcare, and humanities. Despite women demonstrating educational performance comparable to or even higher than men's, such patterns persist (Miloserdov et al. 6). Such findings suggest that educational and career choices may be influenced not only by academic ability but also by gender stereotypes, patterns of encouragement, and broader social expectations.

Roberts et al. provide complementary evidence that informal STEM learning environments boost students' engagement, motivation, and confidence, suggesting that early exposure to encouraged learning might create durable behavioral patterns (Roberts et al. 1–3). The present study extends the analysis to the workplace and tests whether early encouragement

has lasting effects on participation in non-formal upskilling among employed adults, a relationship that has not been empirically examined in the existing literature.

2.6. RESEARCH GAP AND STUDY CONTRIBUTION

Despite substantial work on human capital theory, skill mismatch, training participation, and formal education, nonformal upskilling remains understudied. Existing research has mainly focused on either macro-level labor market trends or formal education choices, while paying limited attention to individuals' perceptions of education quality and the role of social encouragement in shaping upskilling behavior. This study aims to address these gaps by examining the determinants of informal upskilling among Ukrainian IT professionals, with particular attention to perceived quality of formal education and early encouragement.

Chapter 3. Research Question and Hypotheses

3.1. RESEARCH QUESTION

The research question of this study can be formulated as follows:

What socioeconomic, educational, and professional factors influence the decision of young IT employees in Ukraine to participate in upskilling programs?

The sub-research questions of the study include:

- Does the perception of formal education quality predict willingness to engage in additional learning?
- Does the encouragement from family or educators have long-lasting effects on participation in upskilling?

3.2. HYPOTHESES

Based on the theoretical framework and existing literature, the following hypotheses are proposed:

Hypothesis 1: Individuals who believe that their formal education was of lower quality are more likely to engage in upskilling programs.

Hypothesis 2: Individuals who received stronger encouragement (from parents, teachers, professors) to pursue education are more likely to participate in upskilling programs.

Chapter 4. Methodology and Data

4.1. METHODOLOGY

The study employs a sequential explanatory mixed-methods research design. Such a design was selected due to quantitative analysis alone not being able to fully capture the depth and meaning behind the respondents' attitudes, perceptions, and behaviors regarding upskilling programs. Quantitative survey data are first collected and analyzed, followed by focus group discussions that contextualize and elaborate on the quantitative findings. The primary objective is to investigate the impact of perceived quality of formal education and encouragement to study on participation in upskilling programs among Ukrainian IT employees.

4.1.1. POPULATION AND SAMPLE

The research population is restricted to employees of the Genesis ecosystem and its partner companies. Such a population was chosen to ensure consistency in access to corporate education across the population and the sample. The population consists of 7251 employees, of whom 53.74% are female, 42.81% are male, and 3.45% are of unknown gender. The study sample included 217 employees who were voluntarily recruited through internal communication channels (corporate Slack and Telegram community chats). Of all survey respondents, 70 indicated willingness to participate in a follow-up focus group discussion. Due to scheduling conflicts and personal circumstances, 26 participants ultimately attended sessions across six subgroups.

4.1.2. QUANTITATIVE COMPONENT

Given that the outcome variable is binary, binary logistic regression is the primary quantitative estimation method. Binary logistic regression is selected over the probit model for several reasons. First, logistic regression produces odds ratios, which offer a more intuitive and substantively interpretable measure of the association between each predictor variable and the probability of upskilling. Second, while both logit and probit models are theoretically appropriate for binary outcomes and typically produce near-identical predicted probabilities in practice, the logistic distribution has heavier tails than the normal distribution assumed by the probit model, making it more robust when the outcome variable is unevenly distributed, as is the case in this sample, where participation rates substantially exceed non-participation rates. Nonetheless, probit models are additionally estimated as a robustness check; the results are reported in Appendix C (Table C6).

The dependent variable *ParticipationUpskilling* is a binary indicator equal to 1 if the respondent has participated in a corporate upskilling program and 0 otherwise. Respondents who selected any affirmative option in Q21, including Internal Education and Genesis Academy, were coded as 1, while respondents who selected "No" were coded as 0. The two independent variables are *PerceivedFormalEducationQuality* and *Encouragement*, both measured as indices constructed from a five-point Likert-scale items, to capture individuals' self-assessment of how well their formal education, in terms of given knowledge, prepared them for their current job, and the level of encouragement to pursue technical skills during earlier stages of education, respectively. Control variables were included to account for between-group differences, helping

isolate the association between educational perceptions, encouragement, and upskilling participation from broader demographic and professional characteristics.

The general model specification looks as follows:

$$\log\left(\frac{P(\text{ParticipationUpskilling}_i = 1)}{1 - P(\text{ParticipationUpskilling}_i = 1)}\right) = \beta_0 + \beta_1 \text{PerceivedFormalEducationQuality}_i + \\ + \beta_2 \text{Encouragement}_i + \gamma_n X_i + \varepsilon_i$$

where

- DV for respondent i : *ParticipationUpskilling* (binary variable)
- IV1 for respondent i : *PerceivedFormalEducationQuality* (ordinal variable, measured on Likert scale 1 - 5)
- IV2 for respondent i : *Encouragement* (ordinal variable, measured on Likert scale 1 - 5)
- Vector of controls for respondent i : X , where
 - *AgeBucket* (continuous variable, measured in years)
 - *Gender* (categorical variable, Female / Male / Non-binary / I prefer not to say)
 - *EducationLevel* (categorical variable, Bachelor / Master / PhD)
 - *WorkDomain* (binary variable, Tech / Non-Tech)
 - *SocioeconomicStatus* (ordinal variable, 1–5 scale, self-assessed family financial well-being during high school)
 - *WorkExperience* (continuous variable, measured in years)
 - *Kyiv* (binary variable, indicating whether the respondent lived in Kyiv at the moment of graduating high school)
- Error term for respondent i : ε_i

In extended model specifications, forward selection is applied, and interaction terms are introduced to test whether the effect of encouragement on upskilling participation differs across subgroups:

- $Encouragement_i \times Gender_i$
- $Encouragement_i \times WorkDomain_i$
- $Gender_i \times WorkDomain_i$

4.1.3. QUALITATIVE COMPONENT

Following quantitative estimation, the qualitative component was conducted to contextualize and interpret the statistical findings. The study employs semi-structured focus group discussions, for which questions were designed to elicit narrative accounts of individual experiences rather than to replicate survey items. Participants were selected purposively from survey respondents who indicated willingness to participate in a follow-up interview (Q35), ensuring variation across participation status, gender, and work domain. Each session with one focus group lasted approximately 30 to 60 minutes and followed a structured protocol with two scenarios: one for respondents who participated in corporate upskilling programs and one for those who did not (Appendix B). Thematic analysis was further applied to identify recurring patterns across interview transcripts.

4.2. DATA COLLECTION

4.2.1. SURVEY

The primary data were collected through an original survey conducted in the Ukrainian language for the convenience of respondents. To ensure consistency throughout the paper, the multiple-choice answers were manually translated into English in R before the analysis. In addition, the open-ended answers were translated into English using the Google Cloud Translation API in R.

The survey was distributed via the Genesis ecosystem's internal communication channels in three waves over the course of two weeks. The original Ukrainian text of the questions and their English translation are included in Appendix A (Table A1). In the first wave, the survey pool included 61 employees from the Genesis ecosystem and its partner companies. The second wave yielded 100 answers. In the last wave, 56 workers filled out the questionnaire. In total, 217 respondents were surveyed throughout all waves.

To preserve anonymity, the responders' names and emails were not collected, nor was data on the exact company they work for. Before starting the survey, respondents were asked whether they had read the study information and whether they consented to the processing of their responses for research purposes (Q1). For sensitive questions (Q3, Q7, Q34), respondents could select “I prefer not to answer” (Appendix A, Table A2).

4.2.2. FOCUS GROUP

The focus group consisted of 26 respondents. All interview transcripts were anonymized prior to analysis. Where sensitive information was mentioned, such as the respondent's current employer, it was redacted and replaced with a standardized placeholder (e.g., “[company]”). The

interviews were conducted online via Google Meet in Ukrainian for the respondents' convenience, transcribed using Bluedot, an AI notetaker and meeting recorder, and subsequently translated into English via ChatGPT. A slightly shortened version of both the original Ukrainian and the translated English transcripts is included in Appendix D.

4.3. DATA PROCESSING

The PFEQ independent variable was constructed as an index evaluating respondents' perceptions of the quality of the formal education they attained. The index is calculated as the mean of the subquestions in the Higher Education block (Q19, Q20) that assess respondents' perceptions of the adequacy, relevance, and practicality of their university education relative to labor market requirements. The internal consistency of the PFEQ was assessed using Cronbach's alpha. The scale demonstrated good reliability ($\alpha = 0.79$), indicating acceptable internal consistency among the five items.

Similarly, the Encouragement index was calculated by averaging the items regarding encouragement from teachers and parents in STEM disciplines and humanities during school experiences (Q12). Although lower than the reliability of the PFEQ scale, the Cronbach's alpha value ($\alpha = 0.64$) indicated moderate reliability.

Additionally, two control variables were consolidated into fewer categories to improve interpretability and reduce sparsity within the groups. Originally, respondents reported their exact age (Q2), which was then grouped into 4 age buckets: 18–22, 23–27, 28–35, and 36+. Such categorization was intended to capture differences across career and life stages while avoiding excessive fragmentation of the sample, particularly given that work experience was included as a

separate control variable in the regression models. Due to the large number of work-domain categories in Q28 (15 predefined categories) and an additional 40 open-ended responses in Q29, the domains were consolidated into two broader categories: Tech and Non-Tech. The Tech category included respondents working in technical positions whose daily work primarily involves coding, technical systems, or software-related tasks, including analysts, cybersecurity specialists, data engineers, software developers, and other IT professionals. At the same time, the Non-Tech category included respondents employed in business-oriented, creative, educational, or administrative roles whose professional responsibilities are not primarily centered around programming or software development.

4.4. LIMITATIONS

4.4.1. SCOPE AND GENERALIZABILITY

This study captures a snapshot of informal education participation within the Genesis ecosystem and its partner companies at a single point in time. The findings describe the current non-formal education patterns within Ukrainian product IT companies and cannot be generalized to the broader Ukrainian IT labor market or the Ukrainian labor market as a whole. Companies outside the Genesis ecosystem, including outsourcing firms, startups, and public sector IT organizations, may exhibit systematically different patterns of upskilling participation due to differences in organizational culture, program availability, and employee profiles.

4.4.2. SELECTION BIAS

The sample is restricted to employees of the Genesis ecosystem and its partner companies, limiting the generalizability of the findings to the broader population. The Genesis ecosystem may attract employees with systematically different educational profiles or career orientations compared to other IT organizations, introducing a form of non-random sample selection that cannot be fully corrected analytically.

4.4.3. SELF-REPORT BIAS

Independent variables rely on retrospective self-assessment, which is subject to recall error and social desirability bias. Respondents may both overreport and underreport the quality of their education or the encouragement they received, as well as other variables. For example, respondents may overreport encouragement from teachers or parents due to recall idealization, or underreport perceived formal education quality to avoid cognitive dissonance about their own academic choices.

4.4.4. CROSS-SECTIONAL DESIGN

The study captures a snapshot of the respondents' current perceptions and participation status at a single point in time. Therefore, causal inference is limited. The observed associations between educational perceptions, encouragement, and upskilling participation cannot be interpreted as causal without longitudinal data or an exogenous source of variation.

4.4.5. SAMPLING ERROR

The estimated sampling error equals approximately 6.6% at the 95% confidence level and 5.5% at the 90% confidence level.

On a confidence interval of 95%, the sampling error is the following:

$$Z \times \sqrt{\frac{p(1-p)}{n}} \times \sqrt{\frac{N-n}{N-1}} = 1.96 \times \sqrt{\frac{0.25}{217}} \times \sqrt{\frac{7251-217}{7251-1}} \approx 0.0656$$

On a confidence interval of 90%, the sampling error is the following:

$$Z \times \sqrt{\frac{p(1-p)}{n}} \times \sqrt{\frac{N-n}{N-1}} = 1.645 \times \sqrt{\frac{0.25}{217}} \times \sqrt{\frac{7251-217}{7251-1}} \approx 0.055$$

To mitigate this limitation, future research could expand the sample size by increasing the sample size through broader survey distribution strategies, including collaboration with additional companies, professional communities, and educational platforms. Participation rates could also be improved by offering small incentives or other types of bonuses for survey completion, which may encourage higher response rates and increase the representativeness of the sample.

4.4.6. MEASUREMENT VALIDITY

The *PFEQ* and *Encouragement* indices were constructed specifically for this study; therefore, although they demonstrate acceptable internal consistency, they have not been previously validated in the literature.

4.4.7. SMALL FOCUS GROUPS

Each focus group session consisted of 2 to 6 participants, which is below the commonly recommended range of 6 to 10 participants. Smaller groups may lead to lower diversity of perspectives within a session and may cause participants to feel more individually scrutinized, potentially leading to less honest responses; such limitations cannot be fully corrected in the analysis. However, conducting six separate sessions ensured that a total of 26 participants contributed across varied group compositions, providing sufficient breadth and thematic depth for qualitative analysis. Thematic analysis across sessions further compensates for the limited diversity within a single session by identifying patterns that recur independently across different groups.

Chapter 5. Empirics and Results

5.1. DESCRIPTIVE STATISTICS

The final sample consisted of 217 respondents employed in the Genesis ecosystem and its partner companies, collected across 3 survey waves. The sample was relatively young, with a mean age of 25.76 years. The largest age group was respondents aged 23-27 years (40.1%, 87 respondents), followed by those aged 28-35 years (29.5%, 64 respondents) and 18-22 years (26.7%, 58 respondents). Respondents aged 36 and older represented only 3.69% of the sample (8 respondents) (Figure 1).

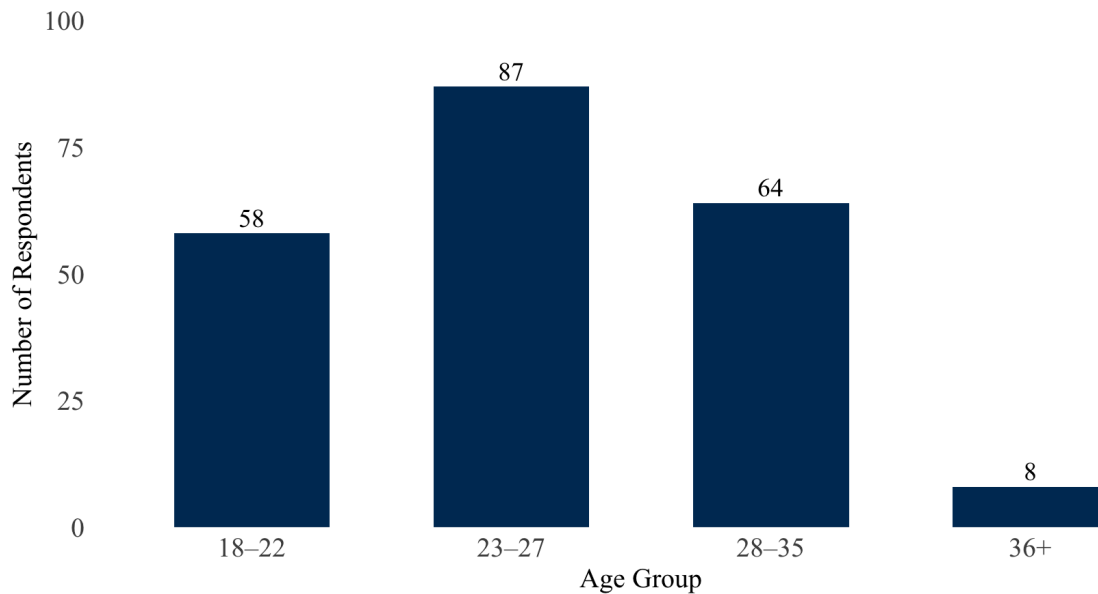


Figure 1. Age Distribution of Survey Respondents; data collected for this study.

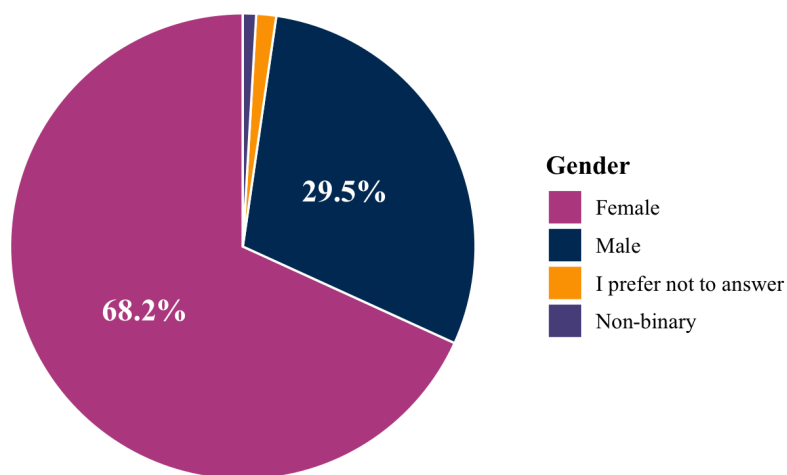


Figure 2. Gender Distribution of Survey Respondents; data collected for this study.

The surveyed sample consisted of 148 females (68.2%), 64 males (29.5%), 2 non-binary respondents (0.9%), and 3 respondents who preferred not to disclose their gender identity (1.4%) (Figure 2).

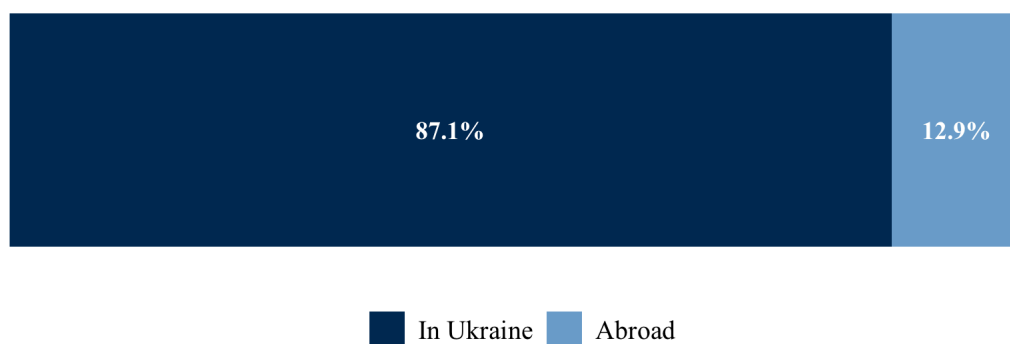


Figure 3. Current Residence of Survey Respondents; data collected for this study.

The majority (87.1%) of survey respondents are currently residing in Ukraine (188 respondents), while the other 12.9% (28 respondents) live abroad (Figure 3).

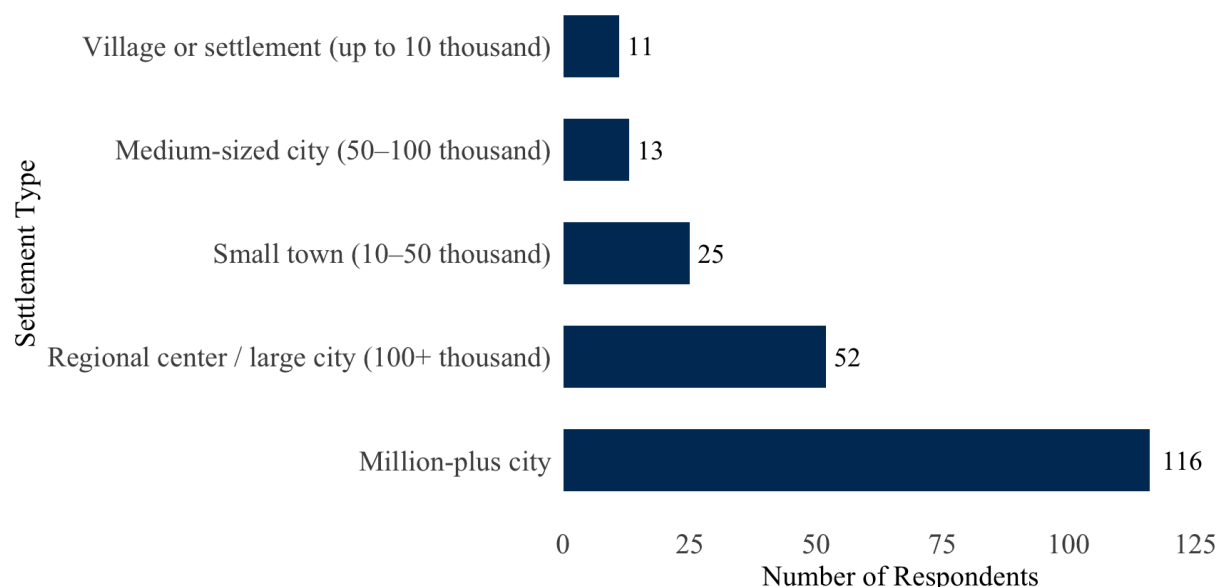


Figure 4. Type of Settlement of Respondents at the Time of School Graduation; data collected for this study.

The sample is also geographically concentrated in larger settlements. More than half of respondents reported living in a million-plus city at the time of school graduation (116 respondents, 53.5%), followed by regional centers or large cities with over 100 thousand residents (52 respondents, 24%). In contrast, smaller settlements were underrepresented: 25 respondents (11.5%) came from small towns, 13 (5.99%) from medium-sized cities, and 11 (5.07%) from villages or settlements (Figure 4). The city-level distribution further confirms this concentration. The vast majority were living in Kyiv when they were graduating from high school (89 respondents, 44.1%), followed by Kharkiv (8 respondents, 4%), Dnipro (6 respondents, 3%), Chernihiv and Kherson (5 respondents each, 2.5%), Lviv, Odesa, Sumy, and Vinnytsia (4 respondents each, 2%), Donetsk (3 respondents, 1.5%). This suggests that the

sample is strongly urban-centered, with a particularly high concentration in the capital (Figure 5).

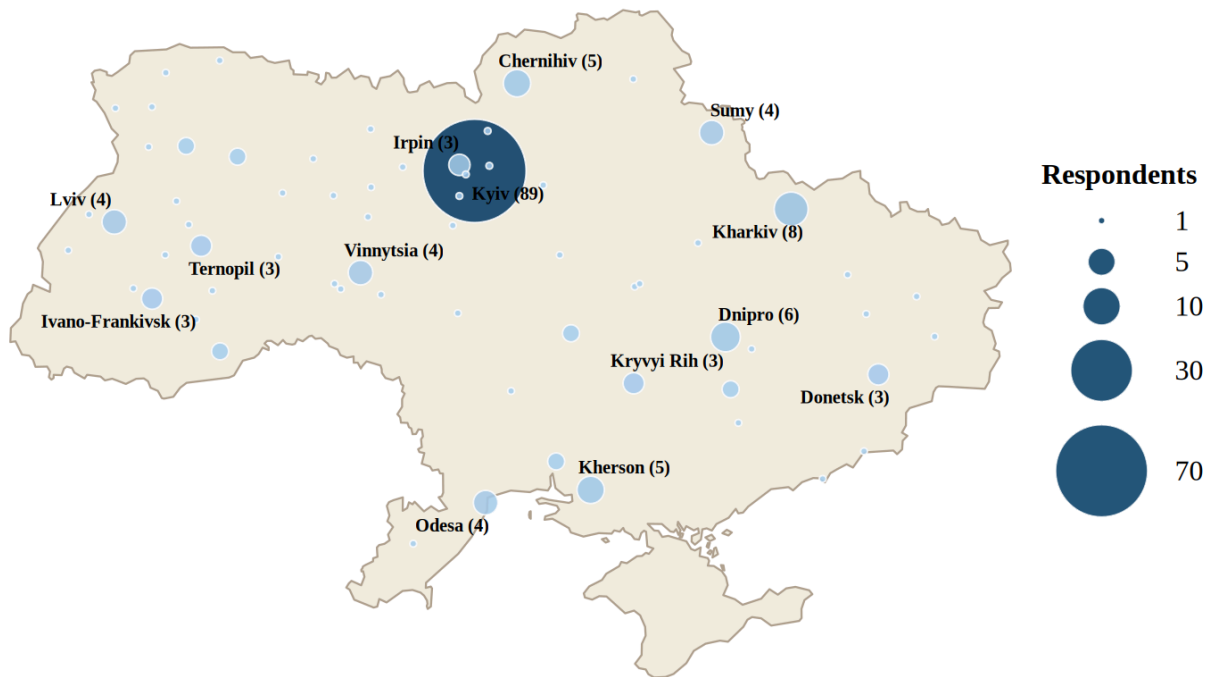


Figure 5. Geographic Distribution of Survey Respondents; data collected for this study.

Note. Bubble size is proportional to the number of respondents per city. Respondents who lived outside Ukraine before entering university and unidentifiable entries were excluded from the figure.

Most respondents identified their family socioeconomic status at the time of high school graduation as middle (86 respondents, 39.6%), lower-middle (68 respondents, 31.3%), and upper-middle (43 respondents, 19.8%), indicating that the sample is primarily concentrated among respondents from moderate socioeconomic backgrounds. Additionally, 15 respondents (6.91%) reported low income, while only 1 respondent (0.461%) classified themselves as having

a high socioeconomic status. Four respondents (1.84%) chose not to answer; therefore, this particular category is unlikely to affect subsequent models' interpretation (Figure 6).

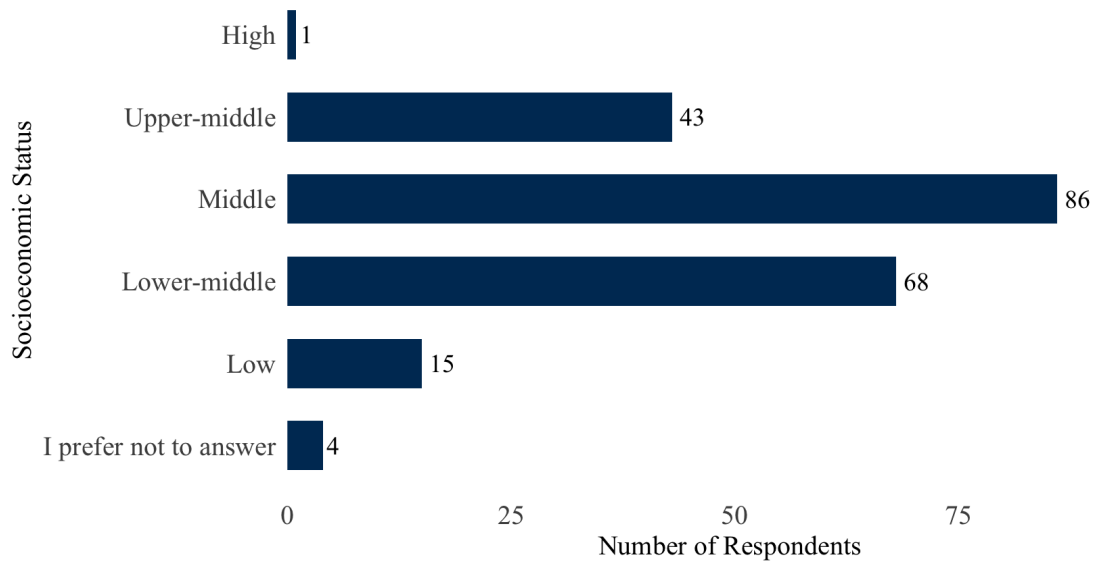


Figure 6. Socioeconomic Background Distribution of Survey Respondents; data collected for this study.

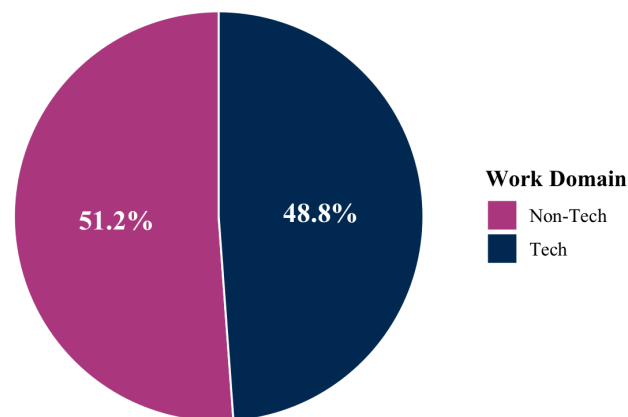


Figure 7. Work Domain Distribution of Survey Respondents; data collected for this study.

The sample is relatively evenly split between respondents working in technical (106 responses) and non-technical (111 responses) roles, with the share of respondents in non-technical positions exceeding that in technical positions by 2.4%. Such balanced composition ensures more reliable comparisons between the groups (Figure 7).

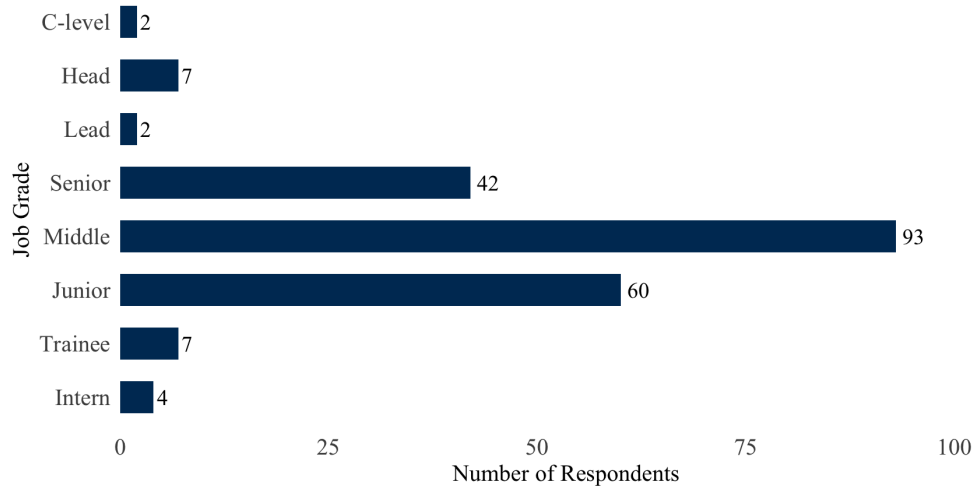


Figure 8. Job Grade Distribution of Survey Respondents; data collected for this study.

The distribution of respondents by their job grade indicates that the sample is primarily concentrated among employees at middle and junior career stages. Middle-level specialists (93 respondents, 42.9%) constitute the largest share, followed by Juniors (60 respondents, 27.6%) and Seniors (42 respondents, 19.4%). On the other hand, managerial and executive positions are noticeably underrepresented, including Head (7 respondents, 3.23%), Lead (2 respondents, 0.922%), and C-level employees (2 respondents, 0.922%). Similarly, entry-level positions, such as Trainees (7 respondents, 3.23%) and Interns (4 respondents, 1.84%), represent a small fraction of the sample (Figure 8).

5.2. PRE-ESTIMATION DIAGNOSTICS

Before proceeding with the estimation of logistic regressions, pre-estimation diagnostics were conducted to ensure that the key assumptions underlying the models were met and that the subsequent estimates were reliable and interpretable.

5.2.1. CORRELATION

To conduct a correlation analysis across all variables, ordinal variables were converted to numeric values for this section only; in further analysis, ordinal variables are used in their original form.

The correlation matrix (Figure 9) indicates a weak positive relationship between Participation in Upskilling and *PFEQ* ($r = 0.18$), suggesting that respondents who evaluated the quality of their formal education more positively were slightly more likely to participate in informal education activities. In contrast, Participation in Upskilling shows almost no correlation with *Encouragement* ($r = 0.04$), suggesting a very limited relationship between the two variables. The correlation coefficient between the independent variables is moderately positive ($r = 0.25$), suggesting that respondents who received stronger encouragement to study also tended to evaluate their formal education more positively. However, the magnitude of the correlation remains relatively low, suggesting that the predictors capture related yet distinct concepts.

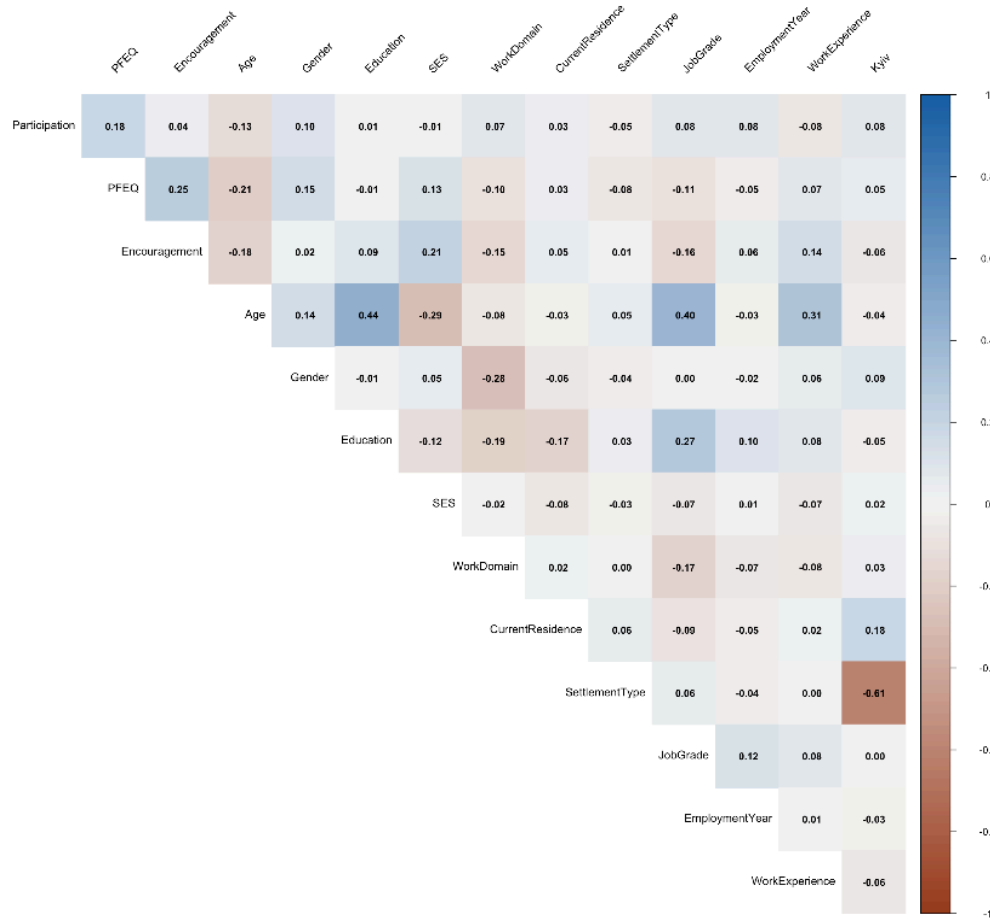


Figure 9. Pearson Correlation Matrix of Model Variables; data collected for this study.

Beyond the relationship between the main independent variables, several additional patterns can be observed among the control variables. *Age* demonstrates a moderate positive correlation with *Education* ($r = 0.44$) and *WorkExperience* ($r = 0.31$), which is theoretically expected since older respondents are more likely to have more years of work experience and higher education attainment. In addition, *Age* shows a moderate positive correlation with *JobGrade* ($r = 0.40$), indicating that older respondents tend to occupy more senior positions

within companies. *Education* shows a weak positive correlation with *SettlementType* ($r = 0.27$), suggesting that respondents from larger urban areas are somewhat more likely to possess higher educational qualifications. *Gender* demonstrates a moderate negative correlation with *SES* ($r = -0.28$). Given that the binary gender variable is coded 1 for female respondents, this relationship suggests that female respondents in the sample tend to have slightly lower socioeconomic backgrounds than male respondents. Additionally, *SettlementType* and *Kyiv* demonstrate a moderate negative correlation ($r = -0.61$). Since the *Kyiv* variable is coded separately as a binary variable, this relationship likely reflects overlap between respondents living in Kyiv and specific settlement-type categories. Despite this relatively stronger association, most remaining coefficients are weak and remain below 0.3. Nevertheless, multicollinearity should be further inspected.

5.2.2. MULTICOLLINEARITY

As reported in Table 1, all VIF values fall well below the conventional threshold of 5, with the highest value observed for *Age* ($VIF = 2.01$), followed by *Kyiv* ($VIF = 1.90$) and *SettlementType* ($VIF = 1.73$). These results indicate that multicollinearity is not a subject of concern in the present analysis, and the independent variables are sufficiently distinct to be included in the same model.

Table 1. Variance Inflation Factors for Logistic Regression Predictors

Variable	VIF
PFEQ	1.238509
Encouragement	1.227080
EducationLevel	1.384527
Age	2.007413
Gender	1.192579
WorkDomain	1.200212
JobGrade	1.474119
EmploymentYear	1.121542
WorkExperience	1.260801
CurrentResidence	1.232449
SettlementType	1.734994
Kyiv	1.896620

Source: Author's own calculations based on collected data

5.2.3. NORMALITY CHECK

The Shapiro-Wilk test was applied to independent variables prior to model estimation. Results indicate that neither PFEQ ($p = 0.00000000003958$) nor Encouragement ($p = 0.001832$) is normally distributed (Figure 10). However, the logistic models do not assume normality, and the test was performed rather for illustrative purposes. Therefore, the predictors were not transformed and kept their original form for further analysis.

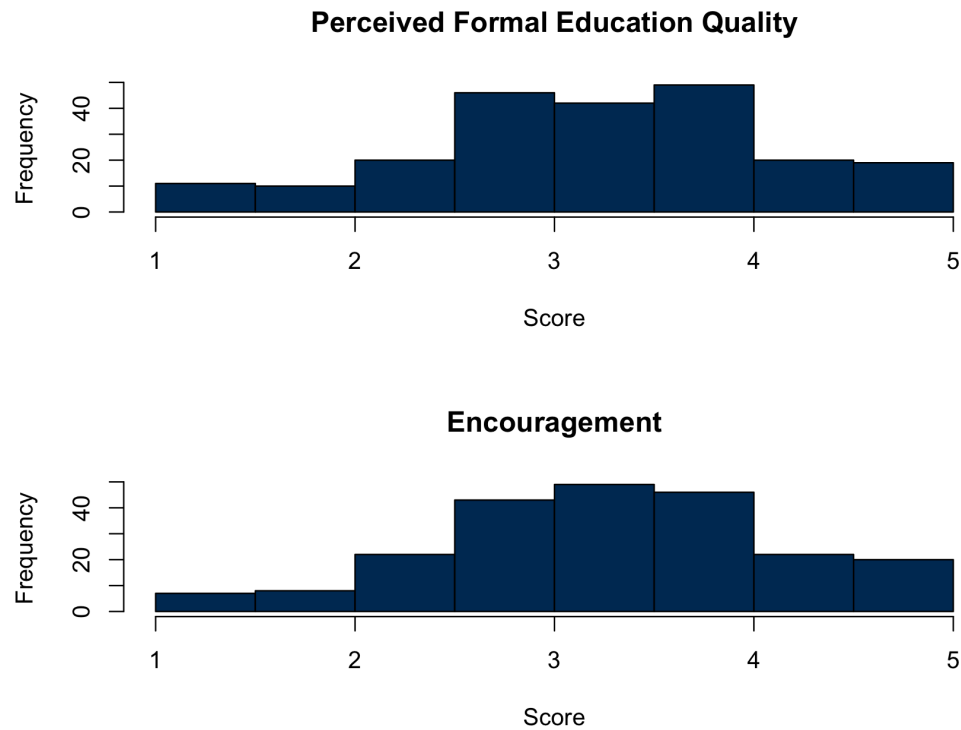


Figure 10. Distribution of Perceived Formal Education Quality and Encouragement Scores; data collected for this study.

5.3. LOGISTIC REGRESSION MODELS

5.3.1. NULL MODEL

A null logistic model containing only the intercept term was estimated as a baseline specification. The model assumes that the probability of participating in upskilling is constant across respondents; therefore, it does not depend on any independent variables. The model serves

as a benchmark for subsequent models (Appendix C, Table C1). The null specification yields McFadden R^2 of 0, Area Under the Receiver Operating Characteristic of 0.5, Akaike Information Criterion of 301.4927, and Bayesian Information Criterion of 304.8726.

5.3.2. MODEL 1

The first estimated logistic regression model includes *PFEQ* as the sole predictor. The estimated coefficient is positive ($\beta = 0.4093$), suggesting that a one-unit increase in *PFEQ* is associated with approximately 50.58% higher odds of participation in upskilling activities (OR = 1.5058). The estimated equation is presented below:

$$\log\left(\frac{P(\text{ParticipationUpskilling}_i = 1)}{1 - P(\text{ParticipationUpskilling}_i = 1)}\right) = -1.1731 + 0.4093 \times PFEQ_i + \varepsilon_i$$

The coefficient reaches statistical significance at the conventional 0.05 threshold ($z = 2.585$, $p = 0.00974$), indicating a positive association (Appendix C, Table C1). The model explains a small fraction of the variance in the outcome variable, as reflected in a McFadden R^2 of 0.03 and only a modest reduction in deviance relative to the null specification, -146.26 vs. -149.75 (Table 2). Additionally, the model's marginal effects are specified in Appendix C (Table C2). The results of this model provide partial support for Hypothesis 1.

Table 2. Pseudo- R^2 Statistics for Model 1.

Log-likelihood	Null log-likelihood	G ²	McFadden R^2	ML R^2	Cragg-Uhler R^2
-146.26	-149.75	6.98	0.02	0.03	0.04

Source: Author's own calculations based on collected data.

This model yields an AUC of 0.6024 (95% CI: 0.527, 0.6778), indicating limited discriminatory ability, although the classification performance remains above the random benchmark of 0.5 (Figure 11). The AIC equals 296.5122, which indicates an improvement over the null model (Appendix C, Table C1). However, the Bayesian information criterion of 303.272, compared with the null model value of 304.8726, suggests that including the predictor only slightly improves the model relative to the null specification.

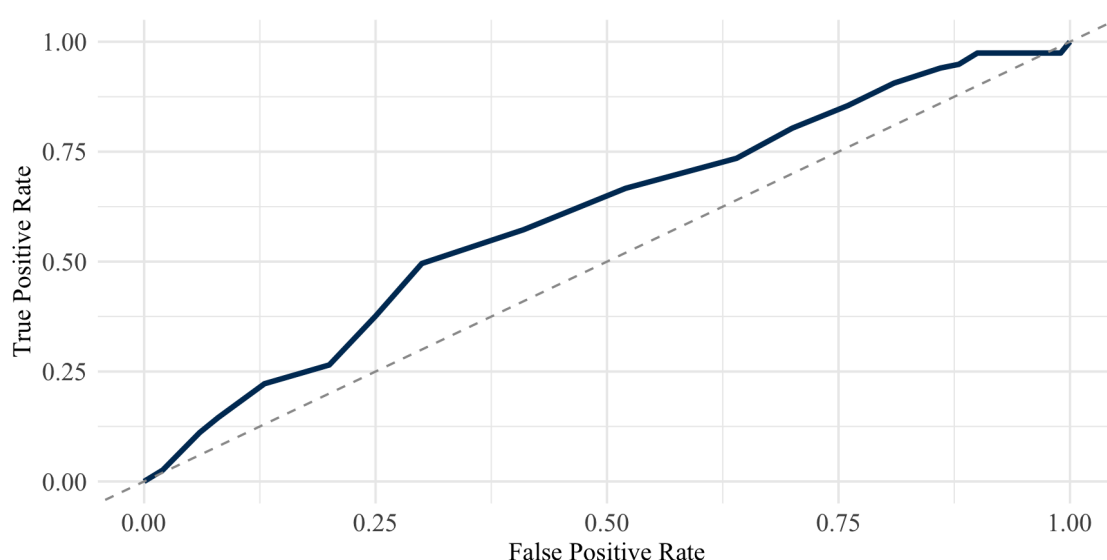


Figure 11. ROC Curve for Model 1; data collected for this study.

In contrast, the Hosmer-Lemeshow goodness-of-fit test ($p = 0.7421$) indicates no statistically significant difference between observed and predicted values, suggesting that the model fits the data reasonably well. Similarly, the ANOVA likelihood-ratio test yields a deviance of 6.9805 on 1 degree of freedom ($p = 0.00824$), demonstrating that the inclusion of PFEQ improves model fit and reaches the conventional level of statistical significance of 0.05.

To double-check whether the index is a good predictor in its own right, additional model specifications were tested that accounted for all index components (Appendix C, Table C3).

Model 1.1 indicated that only one of the PFEQ components was statistically significant at the level of 0.05: respondents' evaluation of the statement "The technologies and tools I was taught were relevant to the labor market." (variable *Uni_Technology*). Therefore, model 1.2 was specified using only this predictor, and although only one component of the *PFEQ* index was statistically significant, the composite *PFEQ* index was not excluded from subsequent model specifications.

5.3.3. MODEL 2

The second estimated model includes *Encouragement* as the sole predictor. The estimated coefficient is positive ($\beta = 0.09919$), suggesting that a one-unit increase in *Encouragement* is associated with approximately 10.42% higher odds of participation in upskilling activities (OR = 1.1042). The model's equation looks as follows:

$$\log\left(\frac{P(\text{ParticipationUpskilling}_i = 1)}{1 - P(\text{ParticipationUpskilling}_i = 1)}\right) = -0.18237 + 0.09919 \times \text{Encouragement}_i + \varepsilon_i$$

The coefficient did not reach statistical significance with a p-value equaling 0.535 (Appendix C, Table C1). The model explains a small fraction of the variance in the outcome variable, as reflected in a near-zero McFadden R^2 and a similar near-zero difference between the null and residual deviances (-149.55 vs. -149.75) (Table 3). Additionally, the model's marginal effects are included in Appendix C (Table C2). The produced results provide no support for Hypothesis 2.

Table 3. Pseudo-R² Statistics for Model 2

Log-likelihood	Null log-likelihood	G ²	McFadden R ²	ML R ²	Cragg-Uhler R ²
-149.55	-149.75	0.39	0.001	0.002	0.002

Source: Author's own calculations based on collected data

Due to encouragement being an index, the additional models were specified, including each index component separately (model 2.1). Subsequently, the index was decomposed into two smaller indices: one for encouragement in STEM disciplines and the other in the humanities (model 2.2). Similarly to model 2 with Encouragement as the only predictor, the alternative specifications did not yield statistically significant results and are therefore reported only in Appendix C (Table C4). The model achieves an AUC of 0.5385 (95% CI: 0.4616, 0.6153), showing only a slight improvement over random discrimination at 0.5 (Figure 12). Both the AIC (303.1065) and the BIC (309.8663) show worsening over the null model (301.4927; 304.8726) (Appendix C, Table C1).

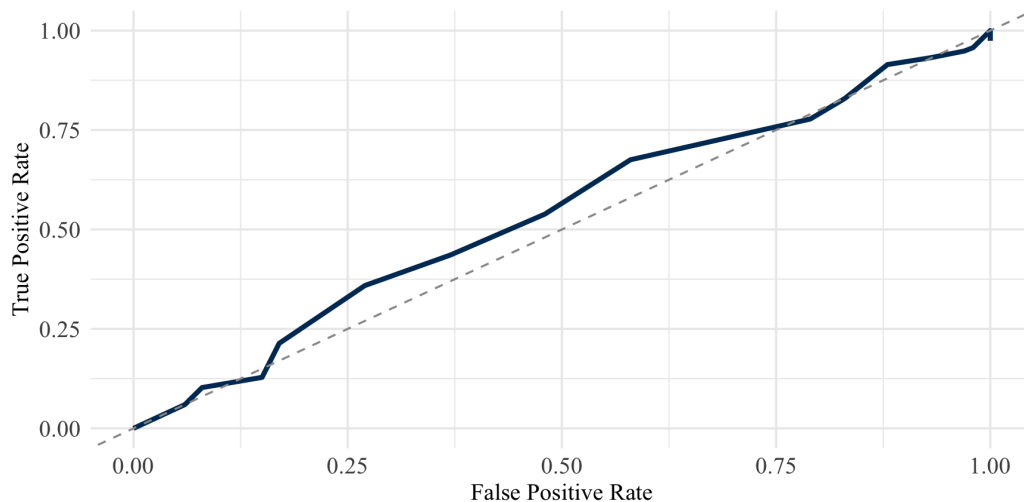


Figure 12. ROC Curve for Model 2; data collected for this study.

The Hosmer–Lemeshow goodness-of-fit test indicates that the model fits the data adequately ($p = 0.4139$). Since the p -value is greater than 0.05, there is no evidence to reject the null hypothesis that the observed and predicted values differ significantly, suggesting good model calibration. The ANOVA likelihood-ratio test comparing the null model and model 2 was not statistically significant ($p = 0.5343$), suggesting that adding Encouragement does not improve the model.

5.3.4. MODEL 3

The next estimated model included both independent variables: *PFEQ* and *Encouragement*. The equations of this specification look as follows:

$$\log\left(\frac{P(\text{ParticipationUpskilling}_i = 1)}{1 - P(\text{ParticipationUpskilling}_i = 1)}\right) = -1.150279 + 0.411433 \times PFEQ_i - 0.008677 \times Encouragement_i + \varepsilon_i$$

The coefficient for *PFEQ* remained positive and statistically significant ($\beta = 0.41143$, $p = 0.0119$), indicating that higher evaluations of formal education quality are associated with a higher likelihood of participation in upskilling programs. In contrast, *Encouragement* remained statistically insignificant, suggesting no meaningful independent relationship with participation in non-formal education after controlling for *PFEQ* (Appendix C, Table C1). The model demonstrates limited explanatory power, with a McFadden R^2 of 0.02 and a relatively small improvement in log-likelihood compared to the null specification (Table 4). Nevertheless, the inclusion of both predictors slightly improved the model fit relative to the previously estimated models.

Table 4. Pseudo-R² Statistics for Model 3

Log-likelihood	Null log-likelihood	G ²	McFadden R ²	ML R ²	Cragg-Uhler R ²
-146.25	-149.75	6.98	0.02	0.03	0.04

Source: Author's own calculations based on collected data

The model has an AUC of 0.6044 (95% CI: 0.5288, 0.68), which is higher than the previously estimated models (Figure 13). The likelihood-ratio tests suggest that *PFEQ* contributes significantly to explaining participation in upskilling, whereas *Encouragement* does not provide substantial additional explanatory power. The combined specification remains statistically significant, although the observed improvement is largely attributable to the inclusion of *PFEQ* (Appendix C, Table C1). Similarly to model 1, the particular model has an AIC of 298.5095, indicating a slight improvement over the null model (301.4927; Appendix C, Table C1). However, the increased Bayesian Information Criterion of 308.6492 suggests that including the predictor does not substantially improve the model after accounting for model complexity. The analysis of deviance indicates that the inclusion of *PFEQ* significantly improves model fit relative to the null specification ($p = 0.008$), whereas *Encouragement* does not provide substantial additional explanatory power; although the combined model remains statistically significant overall ($p = 0.010$), the improvement appears to be primarily driven by *PFEQ* (Appendix C, Table C1). Therefore, further analysis proceeds with Model 1 as the preferred specification.

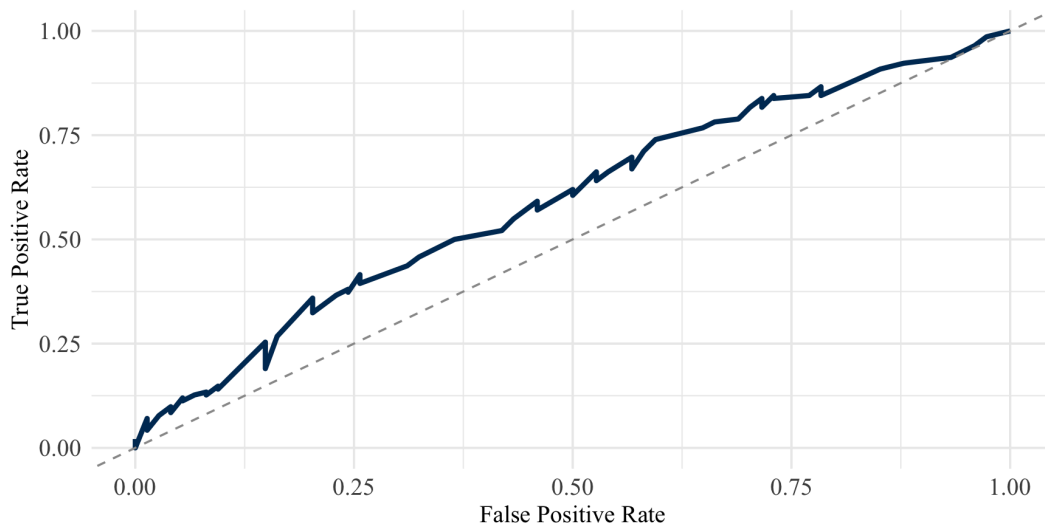


Figure 13. ROC Curve for Model 3; data collected for this study.

5.3.5. MODEL 4

The following model was specified by incorporating control variables into the baseline specification of Model 1. The following controls were included: *CurrentResidence*, *SettlementType*, *SocioeconomicStatus*, *EducationLevel*, *JobGrade*, *EmploymentYear*, *WorkExperience*, *WorkDomain*, *Gender*, *AgeBucket*, and *Kyiv*. Only several of them were found to be statistically significant at the level of 0.05 in the model, namely, *Gender* ($p = 0.01002$), *WorkDomain* ($p = 0.01875$), *WorkExperience* ($p = 0.00242$), and *AgeBucket* for the 28-35 category ($p = 0.0422$). Due to the inclusion of eleven control variables collectively capturing demographic, professional, and socioeconomic characteristics, the model exhibited a substantially improved McFadden R^2 of 0.27 (Table 5), reflecting the additional variance explained by these factors rather than an improvement in the predictive power of the core predictors of interest.

Table 5. Pseudo-R² Statistics for Model 4

Log-likelihood	Null log-likelihood	G ²	McFadden R ²	ML R ²	Cragg-Uhler R ²
-87.24	-119.68	64.88	0.27	0.31	0.42

Source: Author's own calculations based on collected data

The model yields an AUROC of 0.7644 (95% CI: 0.7005, 0.8282), showing a noticeable improvement over the null specification (Figure 14). Both the AIC (307.5753) and the BIC (425.0558) increase compared to the previous models, which indicates that the improvement in predictive performance is accompanied by substantially greater model complexity and potentially reduced overall model simplicity (Appendix C, Table C6).

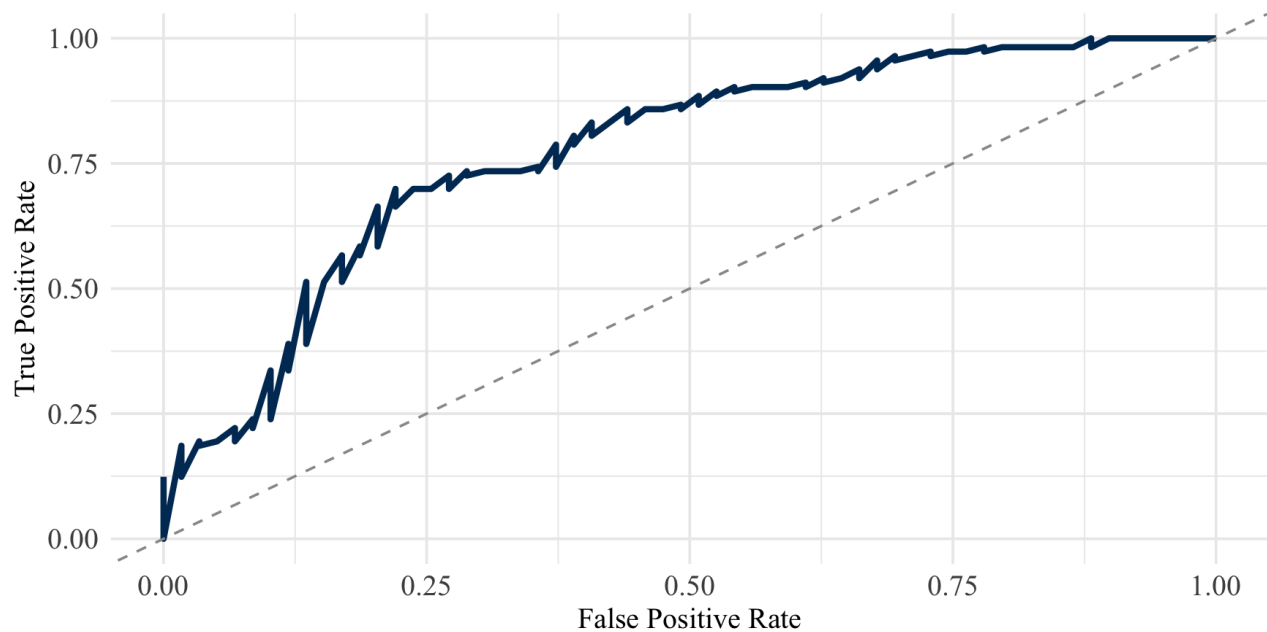


Figure 14. ROC Curve for Model 4; data collected for this study.

5.3.6. MODEL 5

The subsequent model was specified by retaining only the statistically significant predictors identified in the previous specification and by introducing an interaction term between *Gender* and *WorkDomain*. The model, therefore, included *PFEQ*, *Gender*, *WorkDomain*, *WorkExperience*, and the interaction between *Gender* and *WorkDomain*. Female respondents working in non-technical domains aged 18-22 serve as the reference category in this specification. The equation looks as follows:

$$\begin{aligned} \log\left(\frac{P(\text{ParticipationUpskilling}_i = 1)}{1 - P(\text{ParticipationUpskilling}_i = 1)}\right) = & - 0.58135 + 0.271749 \times PFEQ_i - \\ & - 1.633635 \times Gender_{Male_i} + 0.127388 \times WorkDomain_{Tech_i} - 0.003995 \times WorkExperience + \\ & + 0.332269 \times AgeBucket_{23-27_i} - 0.374269 \times AgeBucket_{28-35_i} - 1.333252 \times AgeBucket_{36+_i} + \\ & + 1.652765 \times (Gender_{Male_i} \times WorkDomain_{Tech_i}) + \varepsilon_i \end{aligned}$$

The coefficient for *PFEQ* remained positive, indicating that higher evaluations of formal education quality remain associated with a higher likelihood of upskilling participation (OR = 1.31). However, the coefficient did not retain statistical significance in this model ($p = 0.1581$). Additionally, the interaction term between *Gender* and *WorkDomain* was found to be statistically significant, suggesting that the relationship between technical work domains and participation in upskilling differs across gender categories. In particular, male respondents employed in technical domains demonstrated substantially higher odds of participation compared to the reference category (OR = 4.97). Despite *WorkExperience* and *AgeBucket* being significant predictors in the previous specification, they did not retain significance in the interaction model ($p = 0.2417$; all *AgeBucket* categories $p > 0.1$) (Appendix C, Table C6). Therefore, the predictors were excluded from the final specification. The model also demonstrates improved explanatory power, as

reflected in a McFadden R^2 of 0.09, which is notably higher than in the previous specifications, although the model's overall explanatory capacity remains moderate (Table 6).

Table 6. Pseudo- R^2 Statistics for Model 5

Log-likelihood	Null log-likelihood	G ²	McFadden R^2	ML R^2	Cragg-Uhler R^2
-110.54	-121.58	22.08	0.09	0.12	0.16

Source: Author's own calculations based on collected data.

The model yields an AUROC of 0.6961 (95% CI: 0.6182, 0.774), indicating substantially improved discriminatory performance relative to the earlier specifications (Figure 15). Furthermore, both the AIC (245.089) and BIC (283.1346) decrease compared to the previous model, suggesting improved model fit alongside greater model efficiency.

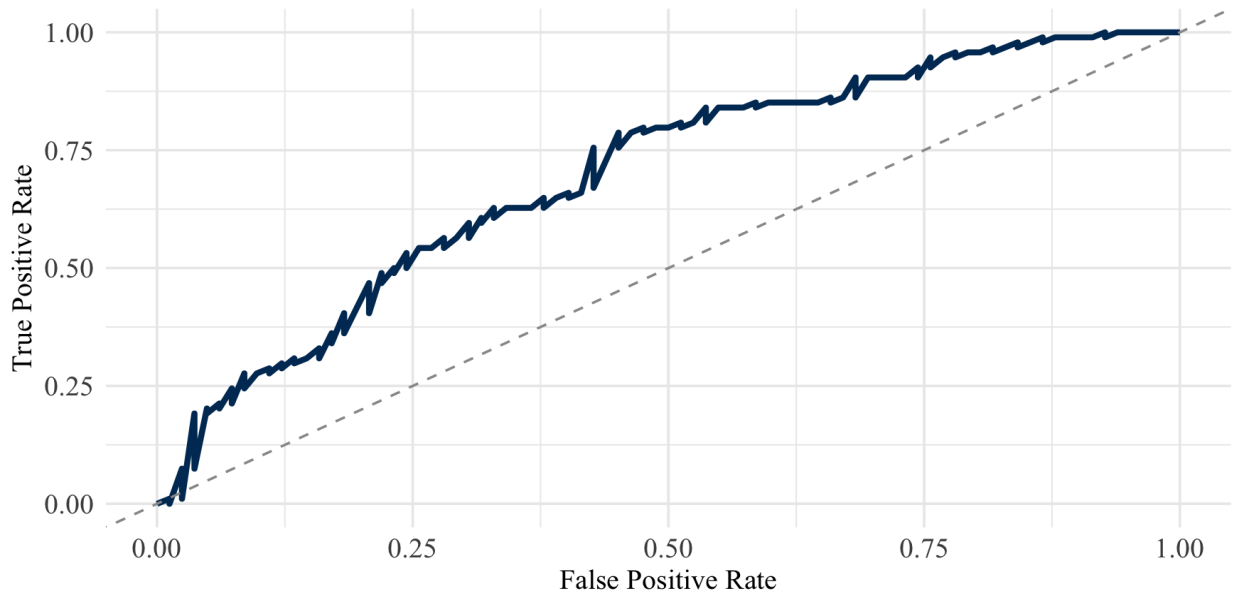


Figure 15. ROC Curve for Model 5; data collected for this study.

5.3.7. FINAL MODEL

The final model equation can be written in the following manner:

$$\begin{aligned} \log\left(\frac{P(\text{ParticipationUpskilling}_i = 1)}{1 - P(\text{ParticipationUpskilling}_i = 1)}\right) = & - 1.24867 + 0.45437 \times PFEQ_i - \\ & - 1.37807 \times \text{Gender}_{\text{Male}_i} + 0.09089 \times \text{WorkDomain}_{\text{Tech}_i} + \\ & + 1.59137 \times (\text{Gender}_{\text{Male}_i} \times \text{WorkDomain}_{\text{Tech}_i}) + \varepsilon_i \end{aligned}$$

where female respondents working in non-technical domains serve as the reference category

The coefficient for *PFEQ* remained positive and statistically significant in the final specification. The corresponding odds ratio (OR = 1.5752) indicates that a one-unit increase in respondents' evaluation of formal education quality is associated with approximately 57.52% higher odds of participation in upskilling programs, holding other variables constant. The main effect for male respondents (OR = 0.2520) suggests that males employed in non-technical domains demonstrate substantially lower odds of participation in upskilling relative to female respondents in non-technical domains. At the same time, the interaction term between *Gender* and *WorkDomain* was positive and statistically significant (OR = 4.9105), indicating that male respondents working in technical domains were substantially more likely to participate in upskilling compared to males employed in non-technical positions. The main effect for technical work domains alone remained relatively limited (OR = 1.0951), suggesting that technical employment alone does not strongly affect participation among female respondents, who serve as the reference group in the interaction specification. The produced odds ratios for the

“Non-binary” and “Prefer not to answer” gender categories were extremely large, unstable, or undefined. This is explained by the very small number of respondents selecting these categories, as only 5 out of 217 participants belonged to these groups. The McFadden R^2 of 0.07 indicates improved model fit compared to the null specification, although the overall explanatory power of the model remains relatively modest (Table 7).

Table 7. Pseudo- R^2 Statistics for Final Model

Log-likelihood	Null log-likelihood	G ²	McFadden R^2	ML R^2	Cragg-Uhler R^2
-139.50	-149.75	20.48	0.07	0.09	0.12

Source: Author’s own calculations based on collected data

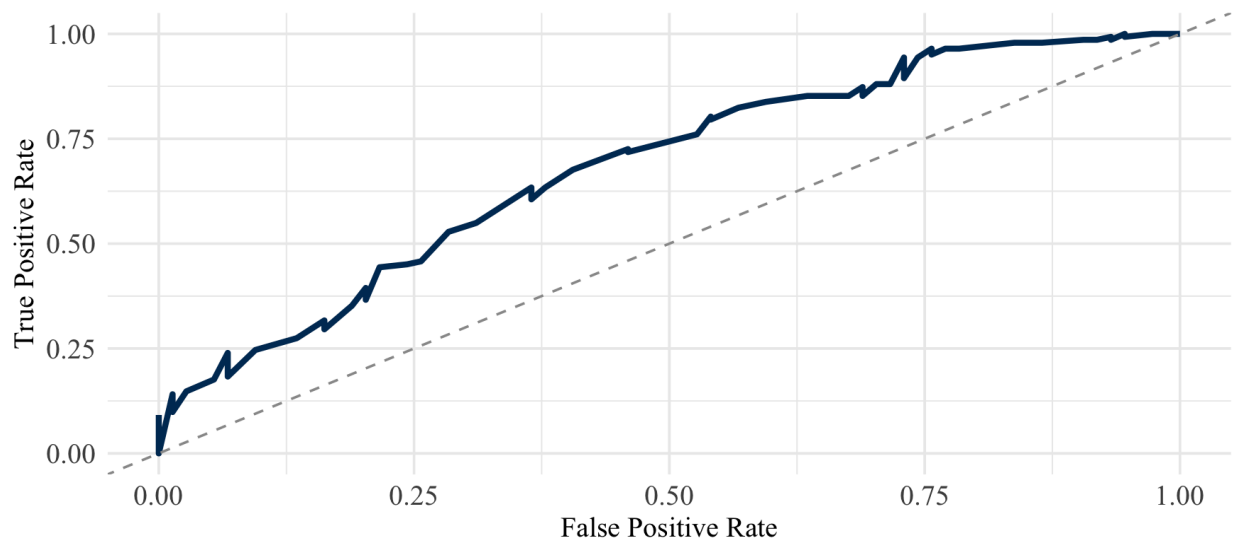


Figure 16. ROC Curve for Final Model; data collected for this study.

The model has an AUROC of 0.666 (95% CI: 0.5938, 0.7383), which shows an improvement over the null model and indicates moderate discriminatory ability (Figure 16). The model’s AIC equals 295.008, indicating an improvement relative to the null model, while BIC

increased to 322.0472, suggesting that the improvement may not fully compensate for the additional model complexity.

Table 8. Logistic Regression Model Comparison

Dependent variable: participation in corporate upskilling program	Model 1	Model 2	Model 3	Model 4	Model 5	Final model
Intercept	-1.173** (0.532)	-0.182 (0.563)	-1.150* (0.690)	54.199 (7202.260)	-0.581 (0.814)	-1.249** (0.618)
Perceived formal education quality	0.409** (0.158)		0.411** (0.164)	0.303 (0.222)	0.272 (0.197)	0.454** (0.189)
Encouragement		0.099 (0.160)	-0.009 (0.167)			
Gender: Male				-1.030 (0.430)	-1.634** (0.661)	-1.378** (0.545)
Work domain: Tech				0.966* (0.417)	0.127 (0.192)	0.091 (0.346)
Interaction: Male × Tech domain					1.653** (0.811)	1.591** (0.729)
Full controls included?	No	No	No	Yes	No	No
McFadden R ²	0.02	0.001	0.02	0.27	0.09	0.07
AUROC	0.602	0.539	0.604	0.764	0.696	0.666
AIC	296.5	303.1	298.5	307.6	245.1	295.0
Observations	217	217	217	172	176	217

Notes: Logistic regression coefficients with standard errors in parentheses. The reference category for gender is female; the reference category for work domain is non-tech. Model 4 includes a full set of controls: *CurrentResidence*, *SettlementType*, *SocioeconomicStatus*, *EducationLevel*, *JobGrade*, *EmploymentYear*, *WorkExperience*, *AgeBucket*, and *Kyiv*.

** $p < 0.05$; * $p < 0.10$.

Source: Author's own calculations based on collected data

The results across all estimated model specifications are consolidated in Table 8 to enable direct comparison of coefficient stability and model fit. Notably, the positive direction of the

PFEQ coefficient remains consistent across all specifications in which it is included and is statistically significant in the majority of them, suggesting the overall robustness of this finding.

The following sections complement these quantitative findings through sentiment and thematic analyses of respondents' open-ended survey responses and thematic analysis of focus group sessions, providing a deeper understanding of the motivations underlying participation in upskilling programs.

5.4. SENTIMENT ANALYSIS

In the survey, the respondents were asked what, in their opinion, motivated them to upskill (Q23). The question was optional, allowing respondents to skip it, which resulted in 165 valid open-ended responses. The descriptive statistics of sentiment scores are presented below (Table 9). The sentiment scores ranged from -3 to 3, with a median value of 1 and a mean value of 0.76.

Table 9. Descriptive Statistics of Sentiment Scores for Open-Ended Motivation Responses.

Minimum	Q1	Median	Mean	Q3	Maximum
-3.0	0.0	1.0	0.766	2.0	3.0

Source: Author's own calculations based on collected data.

The positive mean score indicates that respondents generally described their motivations positively. The first quartile is equal to 0, indicating that at least 25% of respondents were neutral or only weakly emotional, while the third quartile reached 2, reflecting that a substantial share of strongly positive responses are present. Despite some negative sentiments being reported, as

reflected by the minimum of -3, the overall distribution indicates that motivations for upskilling were predominantly associated with positive expectations.

5.5. THEMATIC ANALYSIS

The thematic analysis of the same answers (Q23) provides more detailed insight into the factors motivating respondents to participate in upskilling programs. The word frequency analysis revealed that the most commonly used terms were “desire” (55 mentions), “knowledge” (48), “skills” (41), and “development” (26), suggesting that the surveyees primarily associated non-formal education with both personal and professional growth (Table 10).

Table 10. Top-11 Most Frequent Words in Open-Ended Motivation Responses.

Word	Frequency
desire	55
knowledge	48
skills	41
development	26
develop	17
university	16
job	14
learn	13
market	13
gain	12
lack	12

Source: Author’s own calculations based on collected data.

chose to upskill due to dissatisfaction with the quality and relevance of university education. Several responses also highlighted the need to supplement existing educational background with specialized skills that respondents perceived as insufficiently addressed within university curricula. Overall, the thematic patterns show that respondents view their motivation to upskill as a combination shaped by self-development aspirations, future career prospects, and perceived mismatch between their formal higher education and labor market demands.

5.6. FOCUS GROUP

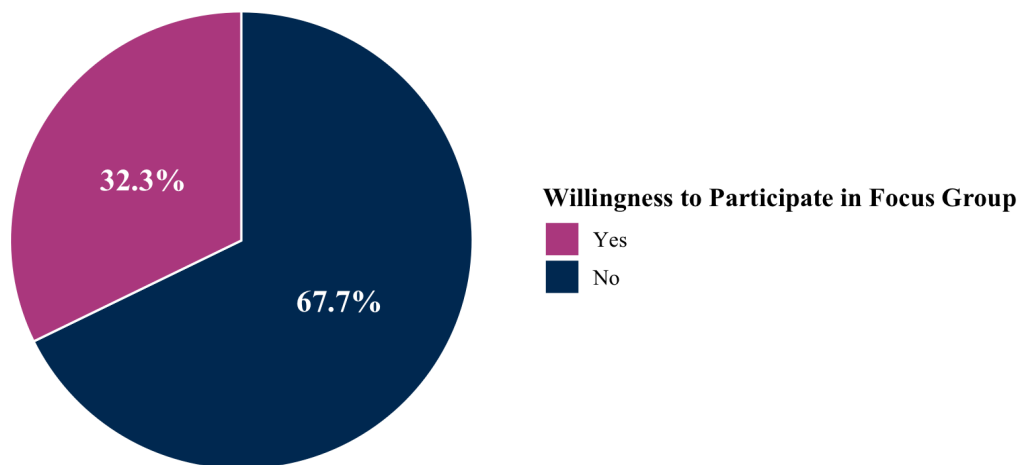


Figure 18. Distribution of Respondents by Willingness to Participate in Focus Group; data collected for this study.

Of 217 survey respondents, 70 agreed to participate in the focus group (32.3% of the sample). 6 focus group sessions were conducted within 6 focus subgroups. The participants were split into groups based on the characteristics they reported in the survey. Of the 70 participants

who agreed to participate, only 26 attended the sessions; others declined due to inconvenient times or personal circumstances.

The thematic analysis of the sessions revealed several recurring patterns related to perceptions of formal education, motivations for participation in informal learning, the role of workplace culture, and the influence of wartime conditions on professional development. Across all focus groups, participants consistently described learning in IT as a continuous and practice-oriented process that extends beyond formal educational institutions.

One of the most prominent themes concerned the normalization of continuous informal learning within the IT sector. Participants frequently described learning as embedded within everyday work practices rather than as a separate activity. New knowledge was primarily acquired through communication with colleagues, participation in professional communities, internal knowledge-sharing practices, online resources, and experimentation during work tasks. Several participants emphasized that learning occurs “every day” due to constant exposure to unfamiliar situations, changing technologies, and new professional demands. One of the participants in the third group explained that “Every day you learn something new, because every day or every other day someone comes to you with requests you have never encountered before”. Another participant from the same group highlighted the importance of networking and peer interaction, stating, “The most important root of learning, I think, is networking.”

Informal communication and the workplace environment emerged as central mechanisms of learning. Participants repeatedly referred to colleagues, cross-functional communication, and internal communities as the primary source of professional development. Another point was that managers themselves encourage their employees to upskill; for instance, they can advise on a specific course to advance soft skills, or directly include education courses in employees’

personal development plans. One respondent noted that “most of what I learn actually comes from the team and from other teams I interact with.” Similarly, participants described learning as a collaborative and socially embedded activity in which employees continuously exchange information, insights, and professional experiences. Another respondent reflected on the importance of organizational learning culture, explaining that it was only after joining Genesis that they fully “understood the culture of learning” and recognized “how important it is and how much it influences both professional and personal development”. Overall, the findings suggest that learning is strongly shaped by the surrounding environment and workplace culture.

The sessions also emphasized the emerging role of AI tools as learning instruments. Participants described actively using ChatGPT, Claude, Gemini, and similar LLMs to explain unfamiliar concepts, conduct research, summarize information, and, overall, organize knowledge. AI tools were frequently discussed not as a technological innovation but as integrated components of everyday learning practices.

Answering the question regarding the role of formal education, respondents frequently emphasized that university education provided only partial preparation for actual work tasks. One participant was skeptical and stated directly, “Formal education gave me absolutely nothing except maybe some self-management skills.” However, despite the criticism, another recurring idea was that universities primarily teach people soft skills and “how to learn” rather than the specific tools required in the workplace or technical competencies. Participants frequently referred to communication skills, analytical thinking, adaptability, and self-organization as the most valuable outcomes of university education. One respondent explained that university education mainly taught students “how to communicate, how to function, how to work in a

team.” Another participant described universities as contributing to “systematic thinking, analysis, synthesis”.

At the same time, respondents repeatedly emphasized that non-formal education is not an optional enrichment but a professional necessity in the IT companies. Many participants described upskilling as directly connected to practical workplace demands and immediate professional challenges. One participant summarized this idea by saying, “What motivates the most is when you need something for your work right now”. This suggests that learning decisions are often driven by concrete skill gaps, role transitions, or changing professional requirements rather than by abstract interest alone.

Another recurring theme concerned the influence of the full-scale invasion on attitudes toward education and career development. Participants frequently described wartime conditions as increasing uncertainty while simultaneously intensifying the perceived importance of professional adaptability and employability. One respondent explained: “I’d say that things have changed in the sense that I now take my studies more seriously and understand better that I have to study... otherwise I have to survive in this world”. The findings, therefore, suggest that wartime instability strengthened perceptions of learning as necessary for long-term professional security.

Moreover, participants also identified time constraints and workload as major barriers to participation in structured learning. Many respondents explained that despite recognizing the importance of upskilling, combining work responsibilities, personal life, and additional education was difficult. During the first session, one of the respondents summarized the issue by stating, “Either there needs to be an extra 8 hours in the day, or the workload needs to be

reduced.” This highlights the importance of structural and organizational factors in enabling participants to join informal education.

Chapter 6. Findings and Discussion

6.1. SURVEY FINDINGS

The results revealed that perceived formal education quality, gender, and the interaction between gender and work domain were the strongest predictors of participation in informal education. In particular, respondents who evaluated their formal education more positively were more likely to participate in upskilling activities, while male respondents working in technical domains had substantially higher odds of participation than the reference category of females in non-technical domains.

The first hypothesis proposed that the individuals who perceived their formal education as lower quality would be more likely to engage in upskilling activities. In contrast, the logistic regressions provided only partial support for the expectation. Although *PFEQ* was found to be statistically significant across several model specifications, the relationship was positive rather than the initially expected negative. This suggests that respondents who evaluated their formal education more positively were more likely to engage in corporate informal learning initiatives. One possible explanation is that formal education may foster learning habits, self-organization, and openness to continuous learning.

In contrast, the second hypothesis regarding encouragement toward studying was not supported by the quantitative findings. The *Encouragement* variable, as well as separated index components and alternative index constructions, remained statistically insignificant across all model specifications. Thus, the findings propose that early educational encouragement alone may not have a direct influence on participation in corporate upskilling programs among adults.

At the same time, the explanatory power of all estimated models remained rather modest. The final model specification achieved an McFadden R^2 of approximately 0.07 and an AUROC of 0.666, indicating limited predictive ability. This suggests that participation in informal education is also influenced by additional unobserved factors that were not captured through the conducted survey.

6.2. FOCUS GROUP DISCUSSION FINDINGS

The focus group sessions provided a contextual understanding of the mechanisms underlying the quantitative results. The sessions revealed that learning in IT companies is perceived as a continuous and practical process embedded in everyday tasks and workplace communications. Participants consistently described communication with colleagues, internal professional communities, networking, and workplace collaboration as primary sources of learning. Respondents also emphasized the importance of organizational learning culture, managerial encouragement, and practical skill demands in motivating participation in upskilling programs.

The findings additionally demonstrate that respondents perceive formal education not primarily as a source of directly applicable professional knowledge, but rather as an environment that helps develop broader competencies such as communication, critical thinking, self-management, and the ability to learn independently. Several participants emphasized that university education “teaches how to learn” and provides a general foundation for future professional development, even when specific technical knowledge becomes outdated. Such perceptions help contextualize the positive relationship between perceived formal education

quality and upskilling participation identified in the quantitative analysis, suggesting that positive educational experiences may foster long-term openness to continuous learning and professional self-development.

The qualitative findings additionally demonstrated that respondents perceive non-formal education not as optional enrichment, but rather as a professional necessity within rapidly changing technological environments. Many participants associated upskilling with adaptation to labor market requirements, technological change, and career security, particularly under wartime uncertainty. At the same time, respondents identified time constraints, workload, and emotional exhaustion as major barriers limiting participation in additional learning activities.

The results indicate that participation in corporate upskilling among Ukrainian IT employees is shaped not only by prior educational experiences but also by other factors. Overall, the group findings complement the quantitative results by showing that upskilling decisions are shaped by a combination of individual motivation, perceived skill gaps, workplace learning culture, and time availability. While logistic regression identifies *PFEQ* as a significant predictor, quantitative evidence suggests that the mechanism underlying participation in or exclusion from informal education is more complex. Employees who value their prior education may be more likely to continue learning, but their participation also depends on whether the workplace supports learning and whether they have the time, energy, and practical need to engage in it.

Chapter 7. Conclusion

This study examined the factors influencing employees' participation in upskilling programs in the Ukrainian IT sector. Using a sequential mixed-methods design that combined logistic regression and focus group discussions, the research examined how perceived quality of formal education, early encouragement to study, and other related factors shape participation in corporate informal learning programs.

The findings provide several important insights regarding the research question. First, the results showcase that perceived formal education quality is positively associated with participation in upskilling programs. Contrary to the initial expectation, respondents who evaluated their university education more positively were more likely to participate in additional learning activities. The qualitative findings help explain this relationship. Participants frequently described formal education not primarily as a source of directly applicable technical knowledge, but rather as an environment that developed broader competencies such as communication skills, analytical thinking, self-organization, and the ability to learn independently. Many respondents emphasized that universities “teach how to learn,” even when specific professional knowledge becomes outdated over time. These findings suggest that positive educational experiences may foster a long-term learning orientation and openness toward continuous professional development rather than reducing the need for further education.

Second, the study did not find empirical evidence to support the hypothesis that early encouragement from teachers or parents directly predicts participation in corporate upskilling among adults. While encouragement may shape educational trajectories earlier in life, the findings indicate that adult participation in non-formal learning depends more strongly on workplace culture, practical skill demands, career goals, and internal motivation. Focus group

discussions repeatedly demonstrated that employees perceive learning as a continuous and necessary part of professional life in the IT sector rather than as a process driven primarily by earlier educational experiences.

The qualitative findings additionally revealed the central role of organizational learning culture in shaping participation in upskilling. Participants consistently described communication with colleagues, networking, internal communities, managerial support, and collaborative problem-solving as key mechanisms of learning. Upskilling was frequently perceived not as optional enrichment but as a professional necessity required to remain competitive in rapidly changing technological environments. Respondents also highlighted the growing role of AI tools as integrated components of everyday learning practices, particularly for information search, explanation of unfamiliar concepts, and knowledge organization.

At the same time, the findings suggest that participation in non-formal education is constrained by several barriers. Heavy workload, limited time availability, emotional exhaustion, and uncertainty caused by wartime conditions were mentioned several times as factors limiting engagement in additional learning activities. Nevertheless, the wartime context also appears to increase the perceived importance of professional adaptability and continuous learning. Many participants associated upskilling with career security, resilience, and long-term employability under unstable economic conditions.

Overall, the study contributes to the literature on human capital development, lifelong learning, and informal education by providing empirical evidence from the Ukrainian context. Particularly, the research demonstrates that participation in corporate upskilling programs cannot be explained solely with the help of perceived deficiencies in formal education. Instead, participation appears to be a broader combination of learning orientation, workplace culture,

professional demands, and organizational support. By integrating quantitative and qualitative approaches, the study shows how employees themselves interpret the relationship between formal education and continuous learning.

Several limitations should be acknowledged. First, the study's sample is restricted to one ecosystem, limiting the generalizability of its findings to the broader Ukrainian labor market. Second, the cross-sectional design prevents causal interpretation of the observed relationships. Third, the study relies on self-reported perceptions, which may be affected by recall bias and subjective evaluation. Additionally, despite conducting six focus group sessions, the relatively small qualitative sample may not capture the full diversity of experiences among Ukrainian IT employees.

In further research, the analysis could be expanded to employees of other companies. For instance, outsourcing companies, start-ups, and non-IT companies in order to investigate the differences across the organizations. Future research may also assess the growing role of artificial intelligence as an assisting tool in shaping informal learning practices and professional development. Longitudinal research designs could additionally provide a deeper understanding of how educational experiences and learning behavior evolve over time.

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APPENDIX A

Table A1. Survey Questionnaire.

№	Ukrainian (original)	English (translated)	Notes
Q1	Я ознайомився(-лась) з інформацією про дослідження і даю згоду на обробку моїх відповідей у наукових цілях	I have read the information about the study and consent to the processing of my responses for research purposes	Required question
Block 1: Background			
Q2	Ваш вік	Your age	Required question
Q3	Ваша гендерна ідентичність	Your gender identity	Required question
Q4	Де ви зараз проживаєте?	Where do you currently live?	Required question
Q5	Тип населеного пункту, де ви проживали під час закінчення школи	Type of settlement where you lived when finishing school	Required question
Q6	Назва населеного пункту	Name of the settlement	Required question
Q7	Як би ви оцінили рівень добробуту вашої родини під час навчання у старших класах?	How would you assess your family's financial well-being during high school?	Required question
Block 2: School			
Q8	Тип закладу, де ви здобули середню освіту	Type of institution where you received secondary education	Required question
Q9	Назва закладу, де ви здобули середню	Name of institution where you received your	Required question

№	Ukrainian (original)	English (translated)	Notes
	освіту	secondary education	
Q10	Профіль класу	Class specialization	Required question
Q11	Рік закінчення школи	Year of school graduation	Required question
Q12	Оцініть твердження про шкільний досвід	Evaluate statements about your school experience	Required question
Q13	Перед вступом до ЗВО я складав(-ла)	Before entering university, I took the following exam	Required question
Q14	Якщо пам'ятаєте свої результати НМТ / ЗНО, вкажіть їх	If you remember your exam results, please indicate them	Required question
Block 3: Higher Education			
Q15	Назва закладу вищої освіти	Name of the higher education institution	Required question
Q16	Спеціальність	Field of study	Required question
Q17	Рік вступу	Year of enrollment	Required question
Q18	Найвищий здобутий (або поточний) рівень освіти	Highest (or current) level of education	Required question
Q19	Оцініть якість університетської освіти	Evaluate the quality of your university education	Required question
Q20	Я відчував(-ла) розрив між знаннями з університету та вимогами моєї роботи	I felt a gap between university knowledge and job requirements	Required question

№	Ukrainian (original)	English (translated)	Notes
Block 4: Non-Formal Education			
Q21	Чи брали ви участь у будь-яких програмах неформальної освіти?	Have you participated in any non-formal education programs?	Required question
Q22	Чи брали ви участь в інших програмах неформальної освіти?	Have you participated in other non-formal education programs?	Required question
Q23	Що стало головним мотивом для участі в неформальній освіті?	What was the main motivation for participating in non-formal education?	Optional question
Block 4.1: Non-Formal Education Genesis Academy			
Q24	Оцініть досвід участі в Genesis Academy	Evaluate your experience in Genesis Academy	Required question
Block 4.2: Non-Formal Education Internal Education			
Q25	Оцініть досвід участі в Internal Education	Evaluate your experience in Internal Education	Required question
Block 4.3: Non-Formal Education Genesis Academy & Internal Education			
Q26	Оцініть досвід участі в Genesis Academy	Evaluate your experience in Genesis Academy	Used as a separate block for the combined scenario due to Google Forms feature limitations
Q27	Оцініть досвід участі в Internal Education	Evaluate your experience in Internal Education	
Block 5: Job			
Q28	Ваш домен роботи	Your work domain	Required question
Q29	Якщо обрали "Інший", вкажіть	If "Other", please specify	Required question

№	Ukrainian (original)	English (translated)	Notes
Q30	Ваш поточний грейд	Your current grade	Required question
Q31	Назва позиції, на якій ви працюєте зараз	Your current job title	Required question
Q32	Рік працевлаштування в екосистемі	Year of employment in the ecosystem	Required question
Q33	Кількість років загального робочого досвіду	Total years of work experience	Required question
Q34	Діапазон вашої поточної місячної зарплати	Your current monthly salary range	Required question
Block 6: Focus Group			
Q35	Я хочу бути частиною фокус-групи	I want to be part of the focus group	Required question
Q36	Ваша пошта для зв'язку	Your email	Required question if the respondent agrees to be part of the focus group
Q37	Ваш телеграм для зв'язку	Your Telegram	Required question if the respondent agrees to be part of the focus group

Source: Developed by the author.

Table A2. Survey Data Schema.

Question	Question Topic	Type	Scale
Q2	Age	Continuous	Years
Q3	Gender	Categorical	Female / Male / Non-binary / Prefer not to answer
Q4	Current Residence	Categorical	Ukraine / Abroad
Q5	Settlement Type	Categorical	5 categories
Q6	Settlement Name	Text	Open field
Q7	Socioeconomic Background	Ordinal	1–5
Q8	Secondary School Type	Categorical	6 categories
Q9	Secondary School Name	Text	Open field
Q10	Class Profile	Categorical	6 categories
Q11	School Graduation Year	Continuous	Year
Q12	School Experience	Ordinal	Likert 1–5 (4 items)
Q13	Entrance Exam	Categorical	ZNO / NMT / Other
Q14	Exam Results	Text	Open field, optional
Q15	University Name	Text	Open field

Question	Question Topic	Type	Scale
Q16	Field Of Study	Categorical	Text
Q17	Enrollment Year	Continuous	Year
Q18	Education Level	Categorical	Bachelor / Master / PhD
Q19	University Quality	Ordinal	Likert 1–5 (5 items)
Q20	Perceived Skill Gap	Ordinal	Likert 1–5
Q21	Participation Upskilling	Binary	0 / 1 (recoded)
Q22	Other Programs	Categorical	Multi-select
Q23	Motivation to Upskill	Text	Open field, optional
Q24	Genesis Academy Experience	Ordinal	Likert 1–5 (4 items)
Q25	Internal Education Experience	Ordinal	Likert 1–5 (4 items)
Q28	Work Domain	Categorical	15 categories
Q30	Job Grade	Categorical	Intern / Trainee / Junior / Middle / Senior / Lead / Head / C-level
Q31	Job Title	Text	Open field
Q32	Employment Year	Continuous	Year

Question	Question Topic	Type	Scale
Q33	Work Experience	Continuous	Years
Q34	Salary Range	Ordinal	1–12
Q35	Focus Group	Binary	Yes / No

Source: Developed by the author.

APPENDIX B

Table B1. Scenario for Focus Group Discussion

Section	Ukrainian (original)	English (translated)
Introduction and Consent	Дякую, що знайшли час і погодилися взяти участь. Мене звати Софія, я студентка Київської школи економіки і проводжу дослідження про фактори, що впливають на рішення брати участь у програмах неформальної освіти серед ІТ-спеціалістів. Сьогоднішня зустріч триватиме близько 60 хвилин.	Thank you for finding the time and agreeing to participate. My name is Sofiia, I am a student at the Kyiv School of Economics, and I am conducting research on the factors influencing decisions to participate in non-formal education programs among IT specialists. Today's meeting will last approximately 60 minutes.
Introduction and Consent	Усе, що буде сказано тут, залишається повністю анонімним. У фінальній роботі не з'явиться жодних імен чи ідентифікуючих деталей. Ваші відповіді будуть записані виключно для подальшої транскрипції та тематичного аналізу.	Everything said here will remain completely anonymous. No names or identifying details will appear in the final paper. Your responses will be recorded solely for transcription and thematic analysis purposes.
Introduction and Consent	Немає правильних чи неправильних відповідей. Мене цікавлять саме ваш особистий досвід і погляди. Будь ласка, говоріть відкрито — в тому числі, якщо ваш досвід відрізняється від того, що говорять інші учасники.	There are no right or wrong answers. I am interested specifically in your personal experiences and perspectives. Please speak openly, including if your experience differs from what other participants say.
Introduction and Consent	Чи погоджуєтеся ви продовжити на цих умовах?	Do you agree to continue under these conditions?
Block 1: Introduction	Давайте коротко познайомимосся — розкажіть, яка у вас зараз посада і скільки ви вже працюєте в ІТ. Одна-два речення.	Let's briefly introduce ourselves — please tell us your current position and how long you have been working in IT. One or two sentences.

Section	Ukrainian (original)	English (translated)
Block 1: Introduction	Якщо подумати про типовий робочий тиждень — звідки ви зазвичай отримуєте нові знання або навички, необхідні для роботи? Це може бути що завгодно — колеги, статті, курси, просто метод спроб і помилок.	If you think about a typical workweek, where do you usually get new knowledge or skills necessary for your work? It can be anything — colleagues, articles, courses, or simply trial and error.
Block 2: Formal Education and Perceived Gap	Згадайте перші місяці на своїй нинішній або першій роботі в ІТ. Наскільки те, чого вас навчали в університеті, відповідало тому, що від вас реально вимагалось?	Think back to the first months at your current or first IT job. To what extent did what you learned at university correspond to what was actually expected from you?
Block 2: Formal Education and Perceived Gap	Чи був конкретний момент — завдання, проєкт, ситуація — коли ви відчули, що університетських знань просто не вистачає? Що тоді відбувалося?	Was there a specific moment — a task, project, or situation — when you felt that university knowledge was simply insufficient? What was happening then?
Block 2: Formal Education and Perceived Gap	[Ті, хто проходив апскілінг — Г3, Г4, Г5, Г6]. Коли ви відчули цей розрив — що стало вашою першою реакцією? Ви одразу шукали структурований курс, чи спочатку намагалися розібратися самостійно або через колег?	[Those who completed upskilling — G3, G4, G5, G6]. When you felt this gap, what was your first reaction? Did you immediately look for a structured course, or did you first try to figure things out independently or through colleagues?
Block 2: Formal Education and Perceived Gap	[Ті, хто не проходив апскілінг — Г1, Г2]. Коли ви відчули цей розрив — як ви з ним справлялися? Що робили замість структурованого навчання?	[Those who did not complete upskilling — G1, G2]. When you felt this gap, how did you cope with it? What did you do instead of structured learning?
Block 2: Formal Education and Perceived Gap	Як, на вашу думку, якість університетської освіти впливає на те, чи вирішує людина навчатися додатково? Або це взагалі не пов'язані речі?	In your opinion, how does the quality of university education affect whether a person decides to pursue additional learning? Or are these things unrelated altogether?

Section	Ukrainian (original)	English (translated)
Block 3: Upskilling Decisions	[Ti, хто проходив апскілінг — Г3, Г4, Г5, Г6]. Розкажіть, як конкретно ви вирішили приєднатися до програми — чи то Genesis Academy, Internal Education, онлайн-курс або щось інше. Це було поступове рішення чи один конкретний момент?	[Those who completed upskilling — G3, G4, G5, G6]. Please describe how exactly you decided to join a program — whether Genesis Academy, Internal Education, an online course, or something else. Was it a gradual decision or one specific moment?
Block 3: Upskilling Decisions	[Ti, хто не проходив апскілінг — Г1, Г2]. Ви знали про існування Internal Education або Genesis Academy? Якщо так — що ви думали про ці програми? Чи розглядали ви участь, і якщо так — що зупинило?	[Those who did not complete upskilling — G1, G2]. Did you know about Internal Education or Genesis Academy? If yes, what did you think about these programs? Did you consider participating, and if so, what stopped you?
Block 3: Upskilling Decisions	[Всі групи]. Давайте спробуємо разом скласти список: що, на вашу думку, найчастіше спонукає людей в ІТ до апскілінгу — і що найчастіше їм заважає?	[All groups]. Let's try together to make a list: what most often motivates people in IT to pursue upskilling, and what most often prevents them from doing so?
Block 3: Upskilling Decisions	Чи відігравав хтось із вашого оточення (колега, менеджер, друг) роль у вашому рішенні навчатися або не навчатися? Прямо чи опосередковано?	Did anyone from your environment (a colleague, manager, or friend) play a role in your decision to study or not study? Directly or indirectly?
Block 4: Encouragement Across Life Stages	Коли ви були в школі або університеті — чи були поруч люди, які активно заохочували вас до навчання, особливо до технічних або точних дисциплін? Хто це був і як це виглядало на практиці?	When you were in school or university, were there people around you who actively encouraged you to study, especially technical or exact disciplines? Who were they, and what did it look like in practice?

Section	Ukrainian (original)	English (translated)
Block 4: Encouragement Across Life Stages	[Ті, хто проходив апскілінг — Г3, Г4, Г5, Г6]. Якщо така підтримка була — як ви думаєте, чи відчувається її вплив зараз, у вашому ставленні до навчання як дорослого фахівця?	[Those who completed upskilling — G3, G4, G5, G6]. If such support existed, do you think its influence is still felt today in your attitude toward learning as an adult professional?
Block 4: Encouragement Across Life Stages	[Ті, хто не проходив апскілінг — Г1, Г2]. Якщо такої підтримки не було або вона була слабкою — як ви думаєте, чи вплинуло це на те, як ви зараз ставитесь до додаткового навчання?	[Those who did not complete upskilling — G1, G2]. If such support was absent or weak, do you think this influenced the way you currently perceive additional learning?
Block 4: Encouragement Across Life Stages	А на робочому місці — чи впливав ваш менеджер або культура команди на те, як ви думаєте про власний розвиток? Можете навести конкретний приклад?	At the workplace, did your manager or team culture influence how you think about your own development? Can you provide a specific example?
Block 4: Encouragement Across Life Stages	Як ви вважаєте: заохочення в дитинстві та заохочення на роботі — це схожі речі, чи вони діють по-різному?	In your opinion, are encouragement in childhood and encouragement at work similar things, or do they function differently?
Block 5: Wartime Context	Ми всі зараз живемо і працюємо в дуже особливих обставинах. Чи змінила повномасштабна війна те, як ви думаєте про кар'єру або про навчання? В якому напрямку?	We are all currently living and working under very particular circumstances. Has the full-scale war changed the way you think about career or education? In what direction?
Block 5: Wartime Context	[Ті, хто проходив апскілінг — Г3, Г4, Г5, Г6]. Чи вплинула війна на ваше рішення пройти апскілінг — як додаткова мотивація, або навпаки, як перешкода?	[Those who completed upskilling — G3, G4, G5, G6]. Did the war influence your decision to pursue upskilling — either as additional motivation or, conversely, as an obstacle?

Section	Ukrainian (original)	English (translated)
Block 5: Wartime Context	[Ті, хто не проходив апскілінг — Г1, Г2]. Чи вплинула війна на ваше ставлення до навчання — чи стала вона однією з причин, чому ви поки що не долучалися до програм?	[Those who did not complete upskilling — G1, G2]. Did the war influence your attitude toward learning? Did it become one of the reasons why you have not yet joined any programs?
Block 6: Reflection and Conclusion	Якщо назвати один — найголовніший — чинник, який визначає, чи вирішить ІТ-спеціаліст проходити апскілінг чи ні — що це, на вашу думку?	If you had to name one — the main — factor determining whether an IT specialist decides to pursue upskilling or not, what would it be in your opinion?
Block 6: Reflection and Conclusion	[Ті, хто проходив апскілінг — Г3, Г4, Г5, Г6]. Одним-двома реченнями: чому ви особисто вирішили продовжувати навчатися, коли не всі ваші колеги на тій самій посаді це роблять?	[Those who completed upskilling — G3, G4, G5, G6]. In one or two sentences: why did you personally decide to continue learning when not all your colleagues in the same position do so?
Block 6: Reflection and Conclusion	[Ті, хто не проходив апскілінг — Г1, Г2]. Одним-двома реченнями: що мало б змінитися — у програмі, у вашому житті, у роботі — щоб ви реально розглянули участь у структурованому навчанні?	[Those who did not complete upskilling — G1, G2]. In one or two sentences: what would need to change — in the program, in your life, or at work — for you to seriously consider participating in structured learning?
Block 6: Reflection and Conclusion	Чи є щось важливе, що стосується теми нашого дослідження — про навчання, про вибір, про досвід в ІТ, — чого ми ще не торкнулися сьогодні?	Is there anything important related to the topic of our research — about learning, decision-making, or experience in IT — that we have not yet discussed today?

Section	Ukrainian (original)	English (translated)
Conclusion	Дякую всім за відкрите та змістовне обговорення. Ваші відповіді дуже важливі для цього дослідження. Нагадую, що запис буде використаний виключно для транскрипції та подальшого аналізу в дипломній роботі — все повністю анонімно.	Thank you all for the open and meaningful discussion. Your responses are very important for this research. I would like to remind you that the recording will be used solely for transcription and further analysis in the thesis — everything remains fully anonymous.

Source: Developed by the author.

APPENDIX C

Table C1. Logistic Regression Results (Models 0-3).

Dependent variable: Participation in Upskilling (0/1)				
	(0)	(1)	(2)	(3)
Perceived Formal Education Quality		0.409*** (0.158)		0.411** (0.164)
Encouragement			0.099 (0.160)	-0.009 (0.167)
Constant	0.157 (0.136)	-1.173** (0.532)	-0.182 (0.563)	-1.150* (0.690)
Observations	217	217	217	217
Log Likelihood	-149.746	-146.256	-149.553	-146.255
Akaike Information Criterion	301.493	296.512	303.106	298.510
Note: *p<0.1; **p<0.05; ***p<0.01				

Source: Author's own calculations based on collected data.

Table C2. Average Marginal Effects of Logistic Regression Results (Models 1-3).

Model	Factor	AME	SE	z	p	lower	upper
(1)	PerceivedFormalEducationQuality	0.0985	0.0357	2.7547	0.0059	0.0284	0.1685
(2)	Encouragement	0.0246	0.0395	0.6230	0.5333	-0.0528	0.1020
(3)	PerceivedFormalEducationQuality	0.0990	0.0371	2.6694	0.0076	0.0263	0.1716
	Encouragement	-0.0021	0.0403	-0.0518	0.9587	-0.0810	0.0768

Source: Author's own calculations based on collected data.

Table C3. Logistic Regression Results (Models 0, 1, 1.1, and 1.2).

Dependent variable: Participation in Upskilling (0/1)				
	(0)	(1)	(1.1)	(1.2)
Perceived Formal Education Quality		0.409*** (0.158)		
PerceivedSkillGap			0.039 (0.140)	
Uni_Foundation			0.173 (0.153)	
Uni_Relevance			-0.182 (0.155)	

Dependent variable: Participation in Upskilling (0/1)				
	(0)	(1)	(1.1)	(1.2)
Uni_Technology			0.336** (0.147)	0.343** (0.111)
Uni_SoftSkills			0.079 (0.129)	
Constant	0.157 (0.136)	-1.173** (0.532)	-1.156 (0.921)	-0.813** (0.340)
Observations	217	217	217	217
Log Likelihood	-149.746	-146.256	-142.853	-144.71
Akaike Information Criterion	301.493	296.512	299.706	293.421
Note: *p<0.1; **p<0.05; ***p<0.01				

Source: Author's own calculations based on collected data.

Table C4. Logistic Regression Results (Models 0, 2, 2.1, and 2.2).

Dependent variable: Participation in Upskilling (0/1)				
	(0)	(2)	(2.1)	(2.2)
Encouragement		0.099 (0.160)		
School_Teacher_STEM			-0.085 (0.128)	
School_Parent_STEM			0.130 (0.131)	
School_Teacher_Hum			0.065 (0.140)	
School_Parent_Hum			0.003 (0.144)	
Encouragement_STEM				0.041 (0.122)
Encouragement_Hum				0.061 (0.150)
Constant	0.157 (0.136)	-0.182 (0.563)	-0.254 (0.583)	-0.194 (0.578)
Observations	217	217	217	217

Dependent variable: Participation in Upskilling (0/1)				
	(0)	(2)	(2.1)	(2.2)
Log Likelihood	-149.746	-149.553	149.104	-149.549
Akaike Information Criterion	301.493	303.106	308.208	305.098
Note: *p<0.1; **p<0.05; ***p<0.01				

Source: Author's own calculations based on collected data.

Table C5. Logistic Regression Results (Models 0, 1, 4, 5, and Final Model).

Dependent variable: Participation in Upskilling (0/1)					
	(0)	(1)	(4)	(5)	(final model)
Perceived Formal Education Quality		0.409*** (0.158)	0.303 (0.222)	0.272 (0.193)	0.454*** (0.169)
CurrentResidenceUkraine			0.039 (0.598)		
SocioeconomicStatusLow			-39.966 (3,054.151)		
SocioeconomicStatusLower-middle			-41.689 (3,054.151)		

Dependent variable: Participation in Upskilling (0/1)					
	(0)	(1)	(4)	(5)	(final model)
SocioeconomicStat usMiddle			-41.498 (3,054.151)	0.272 (0.193)	0.454*** (0.169)
SocioeconomicStat usUpper-middle			-41.649 (3,054.151)		
SocioeconomicStat usHigh			-60.452 (7,202.267)		
EducationLevelMas ter's			0.864* (0.464)		
EducationLevelothe r			-0.560 (1.140)		
EducationLevelPhD			0.979 (1.562)		
JobGradeHead			-17.362 (6,522.639)		
JobGradeIntern			-21.649 (6,522.639)		
JobGradeJunior			-19.522 (6,522.639)		

Dependent variable: Participation in Upskilling (0/1)					
	(0)	(1)	(4)	(5)	(final model)
JobGradeLead			-0.952 (9,224.404)		
JobGradeMiddle			-18.880 (6,522.639)		
JobGradeSenior			-18.885 (6,522.639)		
JobGradeTrainee			-1.459 (7,509.990)		
EmploymentYear			0.003 (0.005)		
WorkExperience			-0.084 (0.094)	-0.004 (0.034)	
WorkDomain_binaryTech			0.967** (0.417)	0.127 (0.407)	0.091 (0.348)
GenderMale:WorkDomain_binaryTech				1.653** (0.787)	1.591** (0.709)
GenderI prefer not to				15.571 (1,455.398)	15.157 (1,455.398)

Dependent variable: Participation in Upskilling (0/1)					
	(0)	(1)	(4)	(5)	(final model)
answer:WorkDomain_binaryTech					
GenderMale			-1.031** (0.430)	-1.634** (0.637)	-1.378** (0.566)
GenderI prefer not to answer			-41.203 (3,054.151)	-16.283 (1,455.398)	-15.953 (1,455.398)
GenderNon-binary			-36.598 (5,264.055)	-15.947 (1,028.987)	-15.555 (1,009.442)
Kyiv_binaryKyiv			0.241 (0.383)		
AgeBucket23–27			-0.665 (0.564)	0.332 (0.420)	
AgeBucket28–35			-1.299* (0.725)	-0.374 (0.473)	
AgeBucket36+			-18.615 (1,786.766)	-1.333 (1.269)	
Constant	0.157 (0.136)	-1.173** (0.532)	54.199 (7,202.261)	-0.581 (0.807)	-1.249** (0.602)
Observations	217	217	172	176	217

Dependent variable: Participation in Upskilling (0/1)					
	(0)	(1)	(4)	(5)	(final model)
Log Likelihood	-149.746	-146.256	-93.835	-110.544	-139.504
Akaike Information Criterion	301.493	296.512	243.669	245.089	295.008
Note: *p<0.1; **p<0.05; ***p<0.01					

Source: Author's own calculations based on collected data.

Table C6. Probit Regression Results.

Dependent variable: Participation in Upskilling (0/1)				
	logistic	probit		
	(0)	(1)	(2)	(3)
PerceivedFormalEducationQuality		0.254*** (0.097)		0.255** (0.101)
Encouragement			0.062 (0.100)	-0.005 (0.104)
Constant	0.157 (0.136)	-0.728** (0.328)	-0.114 (0.352)	-0.715* (0.427)

Dependent variable: Participation in Upskilling (0/1)				
	logistic	probit		
	(0)	(1)	(2)	(3)
	217	217	217	217
Observations				
Akaike Information Criterion	301.493	296.522	303.106	298.520
Note: *p<0.1; **p<0.05; ***p<0.01				

Source: Author's own calculations based on collected data.

APPENDIX D

Table D1. Group Discussion Session 1.

Timestamp	Speaker	Ukrainian (original)	English (translated)
0:00	Moderator	Отже, перше питання від мене. Давайте коротко познайомимось між собою. Розкажіть, чим ви займаєтесь і скільки років, або який період часу ви вже працюєте в компанії.	So, my first question. Let us briefly introduce ourselves. Please tell us what you do and how long you have been working in the company.
0:16	Participant 1	Я працюю Education Project Specialist в освітній команді близько двох років.	I work as an Education Project Specialist in the educational team for around two years.
0:45	Participant 2	Я працюю Marketing Operation Specialist.	I work as a Marketing Operation Specialist.
1:08	Participant 3	Я працюю Customer Support Specialist.	I work as a Customer Support Specialist.
1:19	Moderator	Якщо загалом подумати про ваш типовий робочий день, звідки ви зазвичай отримуєте нові знання або навички?	If you think about your typical working day, where do you usually get new knowledge or skills from?
1:41	Participant 2	Ну, в мене в першу чергу це колеги, точно колеги.	Well, first of all, for me it is colleagues, definitely colleagues.
2:17	Participant 1	Для мене, мабуть, більшість контенту – це якісь статті, які я знаходжу сам.	For me, most of the content is probably articles that I find myself.
2:42	Participant 3	Для мене це knowledge base, звідка колеги, а також мій особистий професійний досвід.	For me, it is the knowledge base, occasionally colleagues, and also my own professional experience.
3:10	Moderator	Наскільки те, чому ви вчилися в університеті, відповідало тому, що ви реально робили на роботі?	To what extent did what you learned at university correspond to what you actually did at work?
3:35	Participant 2	Десь на 50% я застосовував навички, які	I used approximately 50% of the skills that I

Timestamp	Speaker	Ukrainian (original)	English (translated)
		отримав в університеті.	acquired at university.
4:20	Participant 1	Хардів, які мені дала моя вища освіта, не так багато.	The number of hard skills that my higher education gave me is not very large.
5:01	Participant 3	Майже не використовувала знання, отримані в університеті.	I almost never used the knowledge obtained at university.
6:37	Participant 1	Будь-який робочий виклик на старті роботи — ти або звертаєшся до колег, або шукаєш інформацію самостійно.	Any work-related challenge at the beginning of employment means you either ask colleagues or search for information independently.
8:18	Participant 3	Мені завжди хотілося поповнювати знання і шукати додаткові можливості.	I always wanted to expand my knowledge and search for additional opportunities.
9:17	Participant 1	Треба визначити, що таке якість освіти.	It is necessary to define what educational quality actually means.
10:22	Participant 3	Якість освіти може взагалі відбити бажання вчитися.	Educational quality may completely discourage the desire to study.
11:43	Moderator	Чи знали ви про існування Internal Education?	Did you know about the existence of Internal Education?
12:10	Participant 1	Знав, знаходив такі можливості, навчався навіть.	I knew about such opportunities and even participated in them.
16:41	Participant 1	Важко знайти час, сили, бажання.	It is difficult to find time, energy, and motivation.
17:28	Participant 2	Складно знайти курс, який гарантовано буде корисним.	It is difficult to find a course that is guaranteed to be useful.
19:55	Participant 4	Наприклад, порекомендували курс або показали власним прикладом.	For example, someone recommended a course or demonstrated it through their own example.
20:51	Participant 2	Це були батьки, які заохочували до навчання.	It was my parents who encouraged me to study.

Timestamp	Speaker	Ukrainian (original)	English (translated)
21:52	Participant 3	Хотілося б більше підтримки в школі й університеті.	I wish there had been more support at school and university.
24:19	Participant 1	В команді існує культ навчання.	There is a culture of learning within the team.
25:15	Participant 4	Я відчуваю дуже помітний вплив менеджера і команди на бажання вчитися.	I feel a very noticeable influence from my manager and team on my desire to study.
27:44	Participant 1	Освіта під час роботи — це зовсім інші драйвери.	Education during employment is driven by completely different factors.
29:57	Participant 2	Війна глобально не змінила моє бажання вчитися.	The war did not globally change my desire to learn.
31:21	Participant 4	Треба, коротше, виживати в цьому світі.	In short, you need to survive in this world.
32:52	Participant 1	Найголовніше — мотивованість.	The most important thing is motivation.
33:36	Participant 1	Має з'явитися додаткові 8 годин на добу або зменшитися навантаження.	There needs to be an extra 8 hours in the day, or the workload must decrease.
35:01	Moderator	Дуже вам дякую за ваші відповіді.	Thank you very much for your responses.

Source: Compiled and translated by the author based on focus group discussions.

Table D2. Group Discussion Session 2.

Timestamp	Speaker	Ukrainian (original)	English (translated)
0:14	Participant 1	Я лід команди, яка адмініструє [назва]. Працюю вже майже три роки.	I am the lead of the team that administers [name]. I have been working for almost three years.
0:29	Participant 2	Я працюю в [відділі] операційною менеджеркою і закриваю свій probation на початку червня.	I work in [department] as an operations manager, and I finish my probation at the beginning of June.

Timestamp	Speaker	Ukrainian (original)	English (translated)
0:49	Participant 3	Я [позиція] у [компанії], я працюю вже 4,5 року.	I am a [position] at [company], and I have been working here for 4.5 years.
1:13	Participant 4	Я зараз працюю на позиції financial-аналітика, і до цього в мене був організаційний бекграунд.	I currently work as a financial analyst, and before that, I had an organizational background.
1:26	Participant 5	Я [ім'я], працюю у [відділі] в [назва команди] близько 10 місяців.	I am [name], I work in [department] in [team name] and have been there for around 10 months.
2:11	Participant 3	Кожен день ти щось дізнаєшся, тому що постійно виникають нові запити, нові ситуації. Плюс зараз з розвитком штучного інтелекту ти щодня щось опановуєш через AI.	Every day you learn something new because new requests and situations constantly appear. Plus, with the development of artificial intelligence, you learn something new through AI every day.
3:24	Participant 1	В основному якісь нові штуки ми дізнаємося, обговорюючи з командою, працюючи зі стейкхолдерами, через брейншторми або зовнішні ресурси.	Mostly, we learn new things through discussions with the team, working with stakeholders, brainstorming, or external resources.
4:17	Participant 4	У мене зараз активний онбординг, тому додаткове навчання дуже актуальне. Я проходжу курси по аналітиці, користуюсь чатами з кодом, питаю незнайомі слова.	I am currently in active onboarding, so additional learning is very relevant. I take analytics courses, use coding chats, and ask about unfamiliar terms.
5:25	Participant 2	Я майже все дізнаюсь від команди і від інших команд, з якими спілкуюсь.	I learn almost everything from my team, and from other teams I communicate with.
5:45	Participant 5	Найбільше нових знань я отримую від колег та комунікації з людьми.	I mostly gain new knowledge from colleagues and communication with people.
6:50	Participant 1	На жаль, університет не так сильно повпливав на мою роботу, як хотілося б. Саме в Genesis я зрозуміла культуру навчання і наскільки це важливо.	Unfortunately, the university did not influence my work as much as I would have liked. It was at Genesis that I understood the culture of learning and how important it is.

Timestamp	Speaker	Ukrainian (original)	English (translated)
7:34	Participant 2	Формальна освіта не дала мені майже нічого, окрім навичок self-management. Я навчалась всьому емпіричним шляхом.	Formal education gave me almost nothing except self-management skills. I learned everything empirically.
8:21	Participant 3	Моя освіта психолога дала мені хороший фундамент для професійної діяльності.	My psychology education provided me with a strong foundation for my professional work.
10:24	Participant 4	Для рекрутингу моя освіта не допомогла, але технічний бекграунд зараз дуже допомагає.	My education did not help with recruitment, but my technical background helps me a lot now.
11:23	Participant 5	Те, що ми вчили в університеті, відставало років на 30, але база все-таки була корисною.	What we studied at university was around 30 years outdated, but the basic foundation was still useful.
12:12	Participant 3	Університетська освіта не може покрити все. Дуже допомагали більш досвідчені колеги, статті, книги, курси та семінари.	University education cannot cover everything. More experienced colleagues, articles, books, courses, and seminars helped a lot.
14:09	Participant 4	Університет навчив мене ставити питання і шукати інформацію. Це навичка, яку я забрала з собою у роботу.	University taught me how to ask questions and search for information. This is a skill I carried into my work.
15:42	Participant 5	Коли я змінювала роботу, я відчула, що мені не вистачає знань, і тоді проходила курси на Coursera.	When I changed jobs, I felt I lacked knowledge, so I took courses on Coursera.
16:57	Participant 4	Я думаю, що бажання вчитись більше залежить від того, наскільки людині подобається навчатися.	I think the desire to learn depends more on whether a person actually likes learning.
18:10	Participant 3	Університет все одно не покриє весь обсяг знань, який потрібен у професійній діяльності.	The university still cannot cover the entire amount of knowledge needed in professional activity.
20:26	Participant 1	Якість освіти впливала на мою мотивацію. Але коли я потрапила в середовище, де всі навчаються, у мене з'явилося бажання	The quality of education influenced my motivation. But when I entered an environment where everyone learns, I also developed the desire to learn.

Timestamp	Speaker	Ukrainian (original)	English (translated)
		навчатись теж.	
21:44	Participant 2	Якість освіти впливає саме на мотивацію. Якщо твоє оточення розвивається, тобі теж хочеться підтягуватись до цього рівня.	The quality of education mainly affects motivation. If your environment develops, you also want to reach that level.
22:43	Participant 5	Університетська освіта більше навчає тебе вчитися.	University education mostly teaches you how to learn.
24:20	Participant 3	Мотивувати до неформальної освіти може бажання розширювати знання, а заважати — фінанси.	The desire to expand knowledge can motivate people toward non-formal education, while finances can be a barrier.
25:48	Participant 1	Додаткове навчання може покращити рівень життя, але часто заважає брак часу.	Additional learning can improve quality of life, but a lack of time is often an obstacle.
27:04	Participant 4	Мене до навчання мотивують зміни та ситуації, де мені бракує знань.	Changes and situations where I lack knowledge motivate me to learn.
28:00	Participant 2	Нові знання допомагають мені почуватись впевненіше в роботі і мати менше тривоги.	New knowledge helps me feel more confident at work and less anxious.
29:24	Participant 5	Люди можуть не бачити перспектив розвитку у своїй професії, і це демотивує навчатись далі.	People may not see development opportunities in their profession, which demotivates them from further learning.
30:26	Participant 4	Бажання кар'єрного росту теж може бути мотивацією для додаткового навчання.	The desire for career growth can also motivate additional learning.
32:57	Participant 3	Батьки з дитинства дуже мотивували мене до навчання і здобуття вищої освіти.	My parents strongly motivated me to learn and pursue higher education since childhood.
33:52	Participant 4	Колега часто затягувала мене на різні навчання, і це дуже добре працювало.	A colleague often encouraged me to attend different training sessions, and it worked really well.
34:49	Participant 1	Батьки хотіли мотивувати мене до навчання, але інколи це мало зворотний ефект.	My parents wanted to motivate me to study, but sometimes it had the opposite effect.

Timestamp	Speaker	Ukrainian (original)	English (translated)
36:17	Participant 3	Найбільшим заохоченням для мене було те, що мені просто подобалось навчатися.	My biggest motivation was simply that I genuinely liked learning.
39:10	Participant 4	У якийсь момент тиск батьків почав працювати навпаки, але мене мотивували цікаві викладачі.	At some point, parental pressure started having the opposite effect, but inspiring teachers motivated me.
43:24	Participant 1	Я досі відчуваю вдячність людям, які підтримували мене у навчанні.	I still feel grateful to the people who supported me in learning.
45:43	Participant 1	Коли я стала менеджеркою, підтримка менеджерки і leadership-курси дуже допомогли мені.	When I became a manager, the support of my manager and leadership courses helped me a lot.
47:05	Participant 3	Дуже залежить від підходу керівника, його фідбеку та того, як він підсвічує зони росту.	A lot depends on the manager's approach, feedback, and the way they highlight growth areas.
50:31	Participant 4	Мій перший керівник дуже сильно вплинув на мій професійний розвиток і кар'єрний ріст.	My first manager had a very strong influence on my professional development and career growth.
51:53	Participant 5	Культура команди дуже впливає, бо не хочеться відставати від колег.	Team culture has a strong influence because you do not want to fall behind your colleagues.
53:04	Participant 5	У чомусь заохочення в дитинстві та на роботі схожі, бо людям важлива увага та визнання.	In some ways, encouragement in childhood and at work is similar because people value attention and recognition.
54:57	Participant 4	У дитинстві більше потрібна зовнішня мотивація, а в дорослому віці людина вже сама розуміє, навіщо їй навчання.	In childhood, more external motivation is needed, while adults better understand themselves why they need to learn.
56:01	Participant 1	Війна відкрила для мене новий напрям навчання — Defence Tech і дрони.	The war opened a new learning direction for me — Defense Tech and drones.

Timestamp	Speaker	Ukrainian (original)	English (translated)
57:08	Participant 4	Після вторгнення я почала значно легше ставитися до змін і швидше здобувати нові навички.	After the invasion, I started treating change much more easily and acquiring new skills faster.
58:05	Participant 5	Війна показала, що все може дуже швидко змінитися, тому потрібно бути гнучкішим.	The war showed that everything can change very quickly, so people need to be more adaptable.
59:05	Participant 3	Найголовніший чинник участі в неформальній освіті — це цікавість.	The most important factor in participating in non-formal education is curiosity.
59:22	Participant 1	Людина має бачити користь і перспективу від навчання.	A person needs to see benefits and future prospects from learning.
59:55	Participant 4	Велике значення має середовище та оточення людини.	A person's environment and the surrounding community matter a lot.
1:00:00	Participant 5	Цікавість важлива, але найбільше мотивує те, що тобі потрібно для роботи прямо зараз.	Curiosity is important, but what motivates most is what you need for work right now.
1:00:54	Moderator	Дуже дякую за ваші відповіді.	Thank you very much for your answers.

Source: Compiled and translated by the author based on focus group discussions.

Table D3. Group Discussion Session 3.

Timestamp	Speaker	Ukrainian (original)	English (translated)
0:15	Participant 1	Я графічна веб-дизайнерка. Працюю близько року.	I am a graphic web designer. I have been working for around a year.
0:23	Participant 2	Я креативний маркетолог. Працюю більше ніж пів року.	I am a creative marketer. I have been working for more than half a year.

Timestamp	Speaker	Ukrainian (original)	English (translated)
1:01	Participant 2	Як правило, якщо хтось знаходить якісь нові цікаві матеріали, ми весь час комунікуємо між собою.	Usually, if someone finds interesting new materials, we constantly share them with each other.
1:21	Participant 1	Ми з колегами часто ділимося новинками, трендами та цікавими матеріалами.	My colleagues and I often share news, trends, and interesting materials.
2:18	Participant 1	В університеті ми навчались більше комунікації та базових навичок, але знання були не дуже актуальні.	At university, we mostly learned communication and basic skills, but the knowledge was not very up to date.
3:07	Participant 2	Університет прокачав софт-скіли, але не був пов'язаний з професією, в якій я працюю зараз.	University improved my soft skills, but they were not directly related to the profession I work in now.
3:49	Participant 1	Я відчула, що мені не вистачає знань, і почала проходити додаткові курси.	I realized that I lacked knowledge and started taking additional courses.
5:10	Participant 2	Я ніколи не думала, що для зміни професії мені потрібно ще раз іти в університет.	I never thought that changing professions required going back to university.
6:01	Participant 2	Якщо університету вдається зацікавити людину, вона буде продовжувати навчатися далі.	If a university manages to genuinely interest a person, they will continue learning further.
6:37	Participant 1	Університет навчає навчатись і дає напрям розвитку.	University teaches you how to learn and gives you a direction for development.
7:53	Participant 2	Людей до неформальної освіти може спонукати бажання рухатись далі і зрозуміти, хто вони є.	People may be motivated toward non-formal education by the desire to move forward and understand themselves better.
9:03	Participant 1	Люди можуть прагнути фінансового добробуту та нового рівня життя.	People may strive for financial well-being and a higher standard of living.
10:15	Participant 2	Мотивацією може бути бажання перевершувати себе і належати до певного кола людей.	Motivation may come from the desire to surpass oneself and belong to a certain social circle.

Timestamp	Speaker	Ukrainian (original)	English (translated)
11:34	Participant 2	Людам може заважати те, що вони не розуміють, які курси їм потрібні.	People may struggle because they do not understand which courses they actually need.
12:35	Participant 2	Людей може стримувати страх не впоратись або страх недостатності.	People may be held back by fear of failure or feelings of insufficiency.
14:05	Participant 1	Якщо я стикаюся з певним викликом, я швидко шукаю курс або лекцію, щоб закрити цей геп.	If I face a challenge, I quickly look for a course or lecture to close this gap.
15:26	Participant 2	Коли я зрозуміла розрив між тим, чого хочу, і тим, що маю, я почала шукати додаткові курси.	When I realized the gap between what I wanted and what I had, I started searching for additional courses.
17:16	Participant 1	Я сама ініціювала свій розвиток і питала, що мені потрібно для росту.	I initiated my own development and asked what I needed for growth.
18:18	Participant 2	Єдина людина, яка мене пушить до навчання — це я сама.	The only person who pushes me to learn is myself.
18:36	Participant 1	Після певного періоду мотивація вже йде зсередини.	After some point, motivation starts coming from within.
19:49	Participant 1	Відсутність підтримки сильно вплинула на моє ставлення до навчання.	The lack of support strongly influenced my attitude toward learning.
20:34	Participant 2	Я боялась, що не впораюсь із професією дизайнера, тому обрала інший напрям.	I was afraid I would not succeed as a designer, so I chose another field.
21:40	Participant 2	Коли тебе підтримують і лагідно коригують, це більше мотивує пробувати нове.	When people support and gently guide you, it motivates you to try new things.
23:17	Participant 2	Команда і менеджер дуже мотивують до розвитку та навчання.	The team and manager strongly motivate development and learning.
24:37	Participant 2	Заохочення в дитинстві і в дорослому віці схожі, але в дитинстві вони емоційно сильніші.	Encouragement in childhood and adulthood are similar, but in childhood they are emotionally stronger.

Timestamp	Speaker	Ukrainian (original)	English (translated)
25:10	Participant 1	У дорослому віці вже є своя внутрішня мотивація.	In adulthood people already have their own internal motivation.
26:00	Participant 1	Війна змусила мене швидше дорослішати і брати відповідальність за своє життя.	The war forced me to grow up faster and take responsibility for my life.
26:49	Participant 2	Зараз я більше вірю в неформальну освіту, ніж лише в університетські програми.	Now I believe more in non-formal education than only in university programs.
29:19	Participant 1	Найважливіший чинник — бажання розвитку.	The most important factor is the desire for development.
29:22	Participant 2	Важливе розуміння себе і власних потреб.	Understanding yourself and your own needs is important.
29:49	Participant 2	Неформальна освіта допомагає закривати нестачу знань.	Non-formal education helps close knowledge gaps.
30:00	Participant 1	Це спосіб заповнювати певні професійні гепи.	It is a way to fill certain professional gaps.

Source: Compiled and translated by the author based on focus group discussions.

Table D4. Group Discussion Session 4

Timestamp	Speaker	Ukrainian (original)	English (translated)
0:26	Participant 1	Я працюю дата-аналітиком вже 4 роки.	I have been working as a data analyst for 4 years.
0:44	Participant 2	Я працюю CRM-аналітиком і займаюся аналізом комунікацій з користувачами.	I work as a CRM analyst and analyze communication with users.
1:21	Participant 3	Я працюю юристом в [команда] вже 9 місяців.	I have been working as a lawyer at the [team] for 9 months.
1:45	Participant 4	Я HR-спеціаліст в компанії [назва] і працюю вже три роки.	I am an HR specialist at [company] and have been working there for three years.

Timestamp	Speaker	Ukrainian (original)	English (translated)
1:59	Participant 5	Я QA-інженер і працюю в екосистемі вже два з половиною роки.	I am a QA engineer and have been working in the ecosystem for two and a half years.
2:12	Participant 6	Я працюю дизайнером вже близько 4 років.	I have been working as a designer for around 4 years.
2:59	Participant 4	В першу чергу зараз це Claude, потім колеги, обмін знаннями та рекомендації.	First of all, it is Claude, then colleagues, knowledge sharing, and recommendations.
3:31	Participant 1	Нову інформацію я знаходжу через статті або ком'юніті, а потім використовую AI для глибшого дослідження.	I find new information through articles or communities and then use AI for deeper research.
4:04	Participant 2	Зараз основним джерелом знань стала комунікація з людьми та обговорення AI-інструментів.	Communication with people and discussions about AI tools have become the main source of knowledge.
5:17	Participant 5	Я використовую AI для систематизації інформації та навчання.	I use AI for information systematization and learning.
6:44	Participant 2	В університеті проблема була не в теорії, а в застарілих інструментах.	The problem at university was not the theory, but the outdated tools.
7:47	Participant 6	Я ні разу не працювала за своєю освітою, але деякі знання допомогли в продуктовому дизайні.	I never worked in my original field of study, but some knowledge helped in product design.
8:16	Participant 5	Єдине, що мені реально знадобилося з університету — це англійська.	The only thing that was truly useful from university was English.
8:43	Participant 3	Освіта дала хорошу теоретичну базу, але практичні навички довелося здобувати вже на роботі.	Education provided a strong theoretical foundation, but practical skills had to be learned at work.
9:38	Participant 1	Університет більше допоміг розвинути problem-solving та мислення, ніж конкретні	University helped develop problem-solving and thinking skills more than specific technical skills.

Timestamp	Speaker	Ukrainian (original)	English (translated)
		технічні навички.	
11:55	Participant 1	Коли не вистачало знань, я проходив курси на Coursera та читав статті.	When I lacked knowledge, I took Coursera courses and read articles.
14:06	Participant 5	Після курсів я або зверталась до колег, або намагалася вирішити проблему самостійно.	After the courses, I either asked colleagues or tried to solve the problem independently.
15:14	Participant 1	До навчання спонукає відсутність знань у сфері, в якій хочеш розвиватися.	Learning is motivated by lacking knowledge in the field where you want to grow.
15:49	Participant 5	Кар'єрне зростання мотивує здобувати нові навички.	Career growth motivates people to gain new skills.
17:11	Participant 1	Якщо навколо тебе всі навчаються, ти теж хочеш розвиватися.	If everyone around you is learning, you also want to develop.
17:41	Participant 2	Іноді людей мотивує проста цікавість до теми.	Sometimes people are motivated simply by curiosity about a topic.
18:22	Participant 2	Проблемою може бути або нестача ресурсів, або навпаки їх надлишок.	A problem can be either a lack of resources or an overload of them.
19:07	Participant 1	Фінансова складова теж може обмежувати доступ до навчання.	Financial factors can also limit access to learning.
19:26	Participant 5	Велике робоче навантаження залишає мало енергії для навчання.	Heavy workload leaves little energy for learning.
20:43	Participant 1	Менеджери та колеги рекомендували навчання, яке могло допомогти кар'єрі.	Managers and colleagues recommended learning opportunities that could help career growth.
21:46	Participant 5	Ми з менеджеркою переглядаємо, яких навичок бракує, і складаємо PDP.	My manager and I review missing skills and create PDP plans.
23:38	Participant 1	Найбільше до навчання заохочували викладачі, які були хорошими спеціалістами або цікаво	Teachers who were strong specialists or taught engagingly motivated learning the most.

Timestamp	Speaker	Ukrainian (original)	English (translated)
		викладали.	
24:30	Participant 2	Мене мотивували викладачі, які ділилися реальним досвідом роботи.	I was motivated by teachers who shared real work experience.
25:38	Participant 4	Якщо предмет був цікавий, я вивчала його глибше.	If a subject was interesting, I studied it more deeply.
26:51	Participant 2	Зараз я вчу лише те, що допомагає вирішити конкретну проблему.	Now I learn only what helps solve a specific problem.
27:33	Participant 5	Зараз я орієнтуюсь більше на практичність та корисність знань.	Now I focus more on the practicality and usefulness of knowledge.
29:07	Participant 2	Зараз необов'язково все пам'ятати, важливо знати, де знайти інформацію.	Now it is not necessary to remember everything; it is important to know where to find information.
30:08	Participant 4	Компанія впливає на розвиток, бо потрібно постійно вчити щось нове разом із бізнесом.	The company influences development because employees constantly need to learn alongside business growth.
31:02	Participant 6	Культура розвитку в команді дуже мотивує навчатись.	A development-oriented team culture strongly motivates learning.
31:41	Participant 2	Компанія змінила мій фокус навчання в сторону AI та практичних рішень.	The company shifted my learning focus toward AI and practical solutions.
33:01	Participant 1	Культура PDP допомагає структурувати розвиток та навчання.	PDP culture helps structure development and learning.
34:04	Participant 5	Саморозвиток є частиною OKR, тому це створює дисципліну та мотивацію.	Self-development is part of OKRs, which creates discipline and motivation.
35:13	Participant 2	Заохочення в дитинстві і на роботі — це різні речі з різною мотивацією.	Encouragement in childhood and at work are different things with different motivations.
36:29	Participant 3	У дитинстві заохочення більше про пошук себе,	In childhood encouragement is more about

Timestamp	Speaker	Ukrainian (original)	English (translated)
		а на роботі — про розвиток у конкретній сфері.	self-discovery, while at work, it is about development in a specific field.
37:44	Participant 6	Через війну я стала більше цінувати стабільність роботи.	Because of the war, I started valuing job stability more.
38:17	Participant 2	Війна змусила мене переосмислити кар'єру та почати шукати себе.	The war forced me to rethink my career and start searching for myself.
39:19	Participant 4	Повномасштабна війна допомогла мені легше ставитися до змін і страхів.	The full-scale war helped me become less afraid of change.
41:09	Participant 3	Найважливіший фактор — практичність і можливість застосувати знання.	The most important factor is practicality and the ability to apply knowledge.
41:23	Participant 4	Цікавість теж мотивує вивчати щось нове.	Curiosity also motivates learning something new.
42:24	Participant 5	Важлива актуальність знань, бо технології швидко змінюються.	The relevance of knowledge is important because technologies change quickly.
43:33	Participant 1	Я долучаюсь до неформальної освіти через бажання розвиватися.	I participate in non-formal education because of the desire to develop.
44:00	Participant 2	Неформальна освіта допомагає отримати конкурентну перевагу та кар'єрне зростання.	Non-formal education helps gain a competitive advantage and career growth.
44:27	Participant 5	Для мене неформальна освіта стала способом змінити спеціальність.	For me, non-formal education became a way to change my profession.
44:53	Participant 4	Неформальна освіта також дає можливість для нетворкінгу та обміну досвідом.	Non-formal education also provides opportunities for networking and experience sharing.

Source: Compiled and translated by the author based on focus group discussions.

Table D5. Group Discussion Session 5

Timestamp	Speaker	Ukrainian (original)	English (translated)
0:22	Participant 1	Я працюю операційним менеджером вже 10 місяців.	I have been working as an operations manager for 10 months.
0:33	Participant 2	Я працюю контент-райтеркою в [компанії] вже рік і кілька місяців.	I have been working as a content writer at [company] for a year and several months.
0:49	Participant 3	Я працюю в User Acquisition близько півтора року.	I have been working in User Acquisition for around one and a half years.
1:32	Participant 3	Для мене дуже важливі нетворкінги, внутрішні лекції та телеграм-канали.	Networking, internal lectures, and Telegram channels are very important for me.
2:24	Participant 2	Я в основному навчаюсь через колег та спостереження за контентом інших компаній.	I mostly learn through colleagues and observing content from other companies.
3:15	Participant 1	Для мене головне джерело знань — це нетворк та власні ресерчі.	My main source of knowledge is networking and personal research.
4:00	Participant 3	Освіта допомогла радше комунікаційними навичками, ніж професійними знаннями.	Education helped more with communication skills than professional knowledge.
4:31	Participant 2	Психологія допомагає краще розуміти людей, для яких я створюю контент.	Psychology helps me better understand the people I create content for.
5:13	Participant 1	Медична освіта дала базу, але університет не дав більшості практичних знань.	Medical education provided a foundation, but university did not provide most practical knowledge.
6:07	Participant 3	Більшість професійних знань я здобувала вже в процесі роботи.	I gained most professional knowledge during work itself.
6:50	Participant 2	На першій роботі мені доводилось розбиратись самостійно, бо не було колег.	At my first job, I had to figure things out independently because there were no colleagues.

Timestamp	Speaker	Ukrainian (original)	English (translated)
7:44	Participant 3	Університетам потрібно бути більш сучасними та up-to-date.	Universities need to be more modern and up-to-date.
8:41	Participant 2	Саме нестача знань в університеті мотивує шукати додаткове навчання.	The lack of knowledge at university motivates people to seek additional learning.
9:50	Participant 1	Низька якість першої освіти стимулювала мене піти на другу освіту.	The low quality of my first education motivated me to pursue a second degree.
10:43	Participant 3	Неформальна освіта більше залежить від власної ініціативи та очікувань ринку.	Non-formal education depends more on personal initiative and market expectations.
12:03	Participant 1	Колега вплинув на моє рішення піти на теперішнє навчання.	A colleague influenced my decision to pursue my current studies.
12:46	Participant 3	В школі та університеті мене мотивували друзі та батьки.	Friends and parents motivated me during school and university.
13:19	Participant 2	Я завжди була дуже вмотивована до навчання сама по собі.	I have always been highly self-motivated to study.
13:52	Participant 1	Мене мотивували лише ті предмети, які мені були цікаві.	I was motivated only by subjects that interested me.
14:38	Participant 1	Зараз я розумію, наскільки важливим було вивчення мов.	Now I understand how important learning languages was.
15:02	Participant 3	Зараз навчання більше базується на власній мотивації та потребах.	Now learning is more based on personal motivation and needs.
15:44	Participant 2	Зараз всі рішення щодо навчання — це тільки моя власна ініціатива.	Now all decisions regarding learning are entirely my own initiative.
16:43	Participant 3	Коли колеги проходять навчання або діляться знаннями, це теж мотивує мене.	When colleagues participate in training or share knowledge, it motivates me as well.

Timestamp	Speaker	Ukrainian (original)	English (translated)
17:34	Participant 2	Культура навчання в Genesis сильно відрізняється від мого попереднього досвіду.	The learning culture at Genesis is very different from my previous experience.
18:25	Participant 1	У медицині постійне навчання є обов'язковим, тому це стало внутрішньою мотивацією.	In medicine continuous learning is mandatory, so it became an internal motivation.
20:13	Participant 3	Людей може мотивувати доступ до інформації про навчання.	People may be motivated by access to information about learning opportunities.
20:30	Participant 1	Важлива доступність навчання як фізично, так і фінансово.	The accessibility of learning matters both physically and financially.
22:05	Participant 3	Людам важливо розуміти, що саме дає це навчання.	It is important for people to understand what exactly the learning provides.
22:19	Participant 2	Маркетинг навчання також впливає на бажання проходити курси.	The marketing of educational programs also affects willingness to take courses.
22:40	Participant 1	Нетворкінг є важливою перевагою якісного навчання.	Networking is an important advantage of quality education.
23:13	Participant 3	Вартість навчання та нестача часу можуть відштовхувати людей.	The cost of education and lack of time may discourage people.
23:42	Participant 2	Вигорання сильно впливає на бажання навчатись.	Burnout strongly affects the desire to learn.
23:56	Participant 1	Якщо компанія не підтримує навчання, це теж стає бар'єром.	If the company does not support learning, it also becomes a barrier.
25:08	Participant 2	Негативний попередній досвід навчання знижує мотивацію продовжувати.	Negative previous learning experiences reduce motivation to continue.
26:36	Participant 3	Після початку війни для мене стала важливою гнучкість навчання.	After the war began, flexibility in learning became important to me.

Timestamp	Speaker	Ukrainian (original)	English (translated)
27:09	Participant 2	Через війну стало складніше бачити своє майбутнє.	Because of the war, it became harder to see my future clearly.
27:52	Participant 3	Навчання стало ще важливішим через нестабільність умов життя.	Learning became even more important because of unstable living conditions.
28:24	Participant 1	Війна змусила багатьох людей вивчати базову медичну допомогу.	The war forced many people to learn basic medical aid.
29:22	Participant 3	Найважливішим фактором є мотивація.	The most important factor is motivation.
29:56	Participant 2	У кожної людини мотивація до навчання буде різною.	Every person has different motivations for learning.
30:34	Participant 3	Для мене неформальна освіта — це частина мого розвитку.	For me, non-formal education is part of my personal development.
31:00	Participant 2	Я шукаю неформальну освіту, коли відчуваю нестачу знань для якісної роботи.	I seek non-formal education when I feel I lack knowledge to perform quality work.
31:42	Participant 1	Для мене головне — максимально глибоко вивчити свою сферу.	For me, the main goal is to study my field as deeply as possible.
32:20	Participant 3	Після початку роботи ставлення до освіти стає більш усвідомленим і особистим.	After starting work, attitudes toward education become more conscious and personal.

Source: Compiled and translated by the author based on focus group discussions.

Table D6. Group Discussion Session 6

Timestamp	Speaker	Ukrainian (original)	English (translated)
0:26	Participant 1	Я працюю в [компанії] майже два роки і зараз є learning and development specialist.	I have been working at [company] for almost two years and currently work as a learning and development specialist.

Timestamp	Speaker	Ukrainian (original)	English (translated)
1:19	Participant 2	Я тех-лід user acquisition напрямку та працюю в [компанії] з 2020 року.	I am a tech lead in user acquisition and have been working at [company] since 2020.
2:14	Participant 1	Я навчаюсь через колег, Internal Education, YouTube, подкасти та статті.	I learn through colleagues, Internal Education, YouTube, podcasts, and articles.
2:45	Participant 2	Нову інформацію ми часто отримуємо від Google та Apple account-менеджерів.	We often receive new information from Google and Apple account managers.
3:32	Participant 1	Моя філологічна освіта дуже допомагає мені через софт-скіли та комунікацію.	My philological education helps me a lot through soft skills and communication.
4:28	Participant 2	З педагогічної освіти зараз найбільше використовую софт-скіли та знання мов.	From my pedagogical education, I mostly use soft skills and language knowledge now.
5:29	Participant 1	Педагогічні дисципліни допомогли мені в роботі learning and development specialist.	Pedagogical subjects helped me in my work as a learning and development specialist.
6:26	Participant 2	Більшість професійних навичок для нинішньої роботи я отримала поза університетом.	Most professional skills for my current job were gained outside university.
7:19	Participant 1	Практичні навички я здобувала вже під час роботи.	I gained practical skills during work itself.
8:30	Participant 1	Після університету мені не дуже хотілось продовжувати навчання.	After university I did not really want to continue studying.
8:56	Participant 2	Після першого університету я пішла на другу освіту, бо мені сподобалось навчання.	After my first university degree, I pursued a second degree because I enjoyed studying.
10:16	Participant 2	Людей може мотивувати кар'єра або хобі, наприклад вивчення мов.	People may be motivated by career goals or hobbies, such as learning languages.
10:43	Participant 1	Важливо, чи людина загалом звикла навчатись і має такий mindset.	It matters whether a person is generally used to learning and has such a mindset.

Timestamp	Speaker	Ukrainian (original)	English (translated)
11:59	Participant 1	Якщо базові потреби не закриті, людина не думає про навчання.	If basic needs are not satisfied, people do not think about learning.
12:08	Participant 2	Для багатьох цінність курсів не відповідає їх вартості.	For many people, the value of courses does not match their cost.
12:48	Participant 1	Люди можуть обирати курси, щоб швидше отримати знання, а не витрачати роки в університеті.	People may choose courses to gain knowledge faster instead of spending years at university.
13:21	Participant 1	Overload також може відштовхувати від навчання.	Overload can also discourage learning.
13:25	Participant 2	Мене дратує, коли курси приховують програму або ціну до реєстрації.	I get frustrated when courses hide the program or price until registration.
15:10	Participant 1	Відштовхують водянисті курси без експертизи та конкретної цінності.	Superficial courses without expertise or clear value are discouraging.
16:21	Participant 1	Моя менеджерка надихнула мене проходити курси та розвивати презентаційні навички.	My manager inspired me to take courses and develop presentation skills.
16:52	Participant 2	Колеги надихнули мене податись у Genesis Business School.	Colleagues inspired me to apply to Genesis Business School.
18:02	Participant 2	У школі мене найбільше мотивувала бабуса та вчителька зарубіжної літератури.	At school I was most motivated by my grandmother and literature teacher.
19:32	Participant 1	В школі та ліцеї мене мотивувало середовище, де всім було цікаво навчатись.	At school and lyceum I was motivated by an environment where everyone enjoyed learning.
21:42	Participant 1	Найбільший вплив на ставлення до навчання був ще в школі та ліцеї.	The strongest influence on my attitude toward learning came from school and lyceum.
22:21	Participant 1	Моя команда та менеджерка мотивують мене вивчати нові навички.	My team and manager motivate me to learn new skills.

Timestamp	Speaker	Ukrainian (original)	English (translated)
23:06	Participant 2	Моя колега настільки добре працювала, що мені теж захотілось так вміти.	My colleague worked so skillfully that I also wanted to reach that level.
24:01	Participant 2	Для дітей і дорослих мотивація до навчання працює по-різному.	Motivation for learning works differently for children and adults.
25:11	Participant 1	Дорослі не будуть навчатись, якщо вони не звикли розвиватись.	Adults will not study if they are not used to self-development.
26:40	Participant 2	Дорослі визначають потребу в навчанні через кар'єру або серйозні хобі.	Adults define learning needs through career or serious hobbies.
28:19	Participant 1	Війна навчила мене швидко адаптуватись і не боятися змін.	The war taught me to adapt quickly and not fear change.
29:24	Participant 2	Через більшу відповідальність на роботі мені довелось розвивати софт-скіли.	Due to increased responsibility at work, I had to develop soft skills.
30:55	Participant 1	Найважливішим фактором для навчання є оточення.	The most important factor for learning is the environment.
31:17	Participant 2	Найбільше значення має вплив освіти на кар'єру та роботу.	The biggest factor is the impact of education on career and work.
32:12	Participant 2	Я проходила навчання, бо змінила сферу діяльності та потребувала нових навичок.	I pursued learning because I changed my field and needed new skills.
32:32	Participant 1	Я навчаюсь, коли розумію, яких навичок мені не вистачає для бажаної позиції.	I study when I understand which skills I lack for the position I want.
27:09	Participant 2	Через війну стало складніше бачити своє майбутнє.	Because of the war, it became harder to see my future clearly.
27:52	Participant 3	Навчання стало ще важливішим через нестабільність умов життя.	Learning became even more important because of unstable living conditions.

Timestamp	Speaker	Ukrainian (original)	English (translated)
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29:22	Participant 3	Найважливішим фактором є мотивація.	The most important factor is motivation.
29:56	Participant 2	У кожної людини мотивація до навчання буде різною.	Every person has different motivations for learning.
30:34	Participant 3	Для мене неформальна освіта — це частина мого розвитку.	For me, non-formal education is part of my personal development.
31:00	Participant 2	Я шукаю неформальну освіту, коли відчуваю нестачу знань для якісної роботи.	I seek non-formal education when I feel I lack knowledge to perform quality work.
31:42	Participant 1	Для мене головне — максимально глибоко вивчити свою сферу.	For me, the main goal is to study my field as deeply as possible.
32:20	Participant 3	Після початку роботи ставлення до освіти стає більш усвідомленим і особистим.	After starting work, attitudes toward education become more conscious and personal.

Source: Compiled and translated by the author based on focus group discussions.