



CROSS-BORDER EDUCATION: UKRAINIAN STUDENTS' PERSPECTIVES ON STUDYING IN EUROPE

QUESTIONNAIRE RESULTS ON
UKRAINIAN STUDENT'S ACADEMIC EXPERIENCES IN EUROPE



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**Co-funded by
the European Union**

This paper is output of the Erasmus+ project „European Inclusion of Ukrainian Students“, number 2023-1-SK01-KA220-HED-000157553. (Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or Slovak Academic Association for International Cooperation (SAAIC). Neither the European Union nor the granting authority can be held responsible for them“)

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Applied Methodologies in Educational Research

This chapter outlines the methodological approach adopted for the research project, "Cross-Border Education: Ukrainian Students' Perspectives on Studying in Europe," which aims to investigate the academic experiences of Ukrainian students studying abroad. The study employs a mixed-methods approach, integrating both quantitative and qualitative research methodologies to capture a comprehensive understanding of the challenges and benefits faced by these students in foreign academic environments.

A survey was conducted among Ukrainian students currently enrolled in various European universities. The questionnaire sought to identify the benefits of studying abroad, the educational goals that students can share with peers from host countries, the role of cultural diversity in enhancing educational experiences, and the difficulties faced due to language barriers and cultural misunderstandings. The data collected from the surveys provide valuable insights into the students' perspectives, allowing for a nuanced analysis of their experiences.

When discussing the benefits of studying abroad, 35% of the respondents highlighted the competitive advantage gained in the job market as a significant benefit. This advantage stems from the unique experiences and perspectives that students acquire in a different country, which enhances their employability and equips them with skills that are increasingly valued in a globalized job market. Additionally, 65% of students noted that studying abroad facilitated their language acquisition, emphasizing the importance of effective communication and cultural understanding. Furthermore, 43% of the participants reported that studying abroad allowed them to forge new friendships, contributing to a sense of community and support among students from diverse backgrounds.

The survey also explored the educational goals that students can share with peers from host countries. A substantial 53% of respondents expressed their

understanding of knowledge assessment and exam processes, which fosters discussions about academic integrity and different educational methodologies. Moreover, 46% of students indicated their familiarity with educational methodologies within the Ukrainian education system, enabling meaningful exchanges about effective teaching practices. Additionally, 51% of participants identified industrial practice as a critical educational goal, highlighting its importance in shaping career choices and providing opportunities for collaboration and exchange of best practices.

The research also examined how cultural diversity contributes to the educational experiences of students studying abroad. Students emphasized that exposure to diverse cultures not only enhances academic outcomes but also facilitates personal growth and the development of essential skills such as problemsolving and effective communication. A significant portion of respondents (47.8%) noted that cooperation with international students enriches their academic journey by encouraging the exchange of ideas and diverse approaches to problem-solving.

Moreover, students recognized the importance of forming friendships with foreign peers during their integration into host universities. An impressive 96% of surveyed participants emphasized that studying abroad fosters essential life skills such as independence, adaptability, and resilience, which are crucial for personal and professional development.

The research also shed light on the challenges faced by Ukrainian students due to language barriers. Many respondents reported that limited proficiency in the host country's language significantly hindered effective communication and led to misunderstandings, resulting in feelings of frustration and isolation. Additionally, the language barrier created difficulties in navigating daily tasks and establishing connections with peers and faculty members, ultimately affecting their overall academic experience.

Cultural integration posed another challenge for students, as many reported experiencing "culture shock" upon arrival in their host country. This phenomenon often involves distinct stages, from initial excitement to feelings of discomfort and alienation. Students commonly resort to support networks comprising fellow compatriots and develop coping strategies to alleviate feelings of isolation. As they acclimate to their new surroundings, they gain a better understanding of cultural norms, ultimately facilitating more positive interactions with local communities.

The study further explored participation in special support programs for international mobility. An encouraging 61% of respondents indicated their active involvement in such programs, which provide opportunities for academic mobility and language internships. These initiatives are designed to enhance the educational experience for students pursuing various academic degrees, allowing them to earn credits transferable to their home institutions.

In conclusion, the methodological approach adopted for this study, which combines quantitative and qualitative research methods, provides valuable insights into the academic experiences of Ukrainian students studying abroad. By examining the benefits, educational goals, cultural diversity, and challenges faced by these students, the research contributes to a deeper understanding of cross-border education and its implications for personal and professional growth.

Unveiling the Insights:

Key Findings and Student Narratives

What are the benefits of studying abroad? What educational goals do you think you can share with students from another (host) country?

When considering the benefits of studying abroad, a notable 35% of surveyed students identified the competitive advantage it provides in the job market as a significant benefit. This advantage stems from the unique experiences and perspectives gained while studying in a different country, allowing students to stand out to potential employers. The exposure to diverse academic environments, coupled with the opportunity to develop a global mindset, enhances their employability and equips them with skills that are increasingly valued in today's interconnected world. By sharing this advantage with peers from the host country, students can foster discussions about career development and the importance of international experience in building a successful future.

Furthermore, a substantial 65% of respondents indicated that studying abroad helped them learn another language. This linguistic development is not only essential for effective communication but also serves as a bridge to understanding different cultures and perspectives. Mastery of a new language enhances cognitive abilities, increases cultural awareness, and fosters deeper connections with individuals from diverse backgrounds. By sharing their language-learning journeys with students from the host country, Ukrainian students can facilitate language exchanges, promote cultural appreciation, and create collaborative learning opportunities that benefit both groups.

Additionally, 43% of surveyed students noted that studying abroad provided them with the opportunity to meet new people and make lasting friendships. The relationships formed during this time often transcend borders, fostering a sense of community and support among students from various cultural backgrounds. These

friendships can lead to future collaborations in both academic and professional settings. By discussing their experiences with international peers, students can cultivate a network of contacts that extends beyond their home countries, enriching their lives and enhancing their global perspectives.

Moreover, 16% of respondents emphasized that studying abroad allows for the exploration of another country and the development of international communication skills. This exploration not only includes understanding different educational systems but also immersing oneself in local customs, traditions, and social norms. By sharing these experiences, students can broaden their understanding of global citizenship and encourage their peers to embrace cultural diversity in their own educational journeys.

Finally, a smaller yet noteworthy 7% of surveyed students highlighted the importance of attention to cultural factors as a skill developed while studying abroad. This awareness fosters empathy and understanding, essential components of effective communication in an increasingly multicultural world. By sharing insights about cultural factors with students from the host country, they can promote crosscultural dialogue and collaboration, enhancing the overall educational experience for everyone involved.

In conclusion, the benefits of studying abroad extend beyond academic achievements; they encompass personal growth, language acquisition, and the development of meaningful relationships. The opportunity to share educational goals and experiences with students from another country fosters an enriching environment that enhances cross-cultural understanding and prepares students for success in a globalized society. Through these interactions, students not only gain valuable insights into different educational practices but also contribute to a more interconnected and collaborative world.

When asked what educational goals you can share with students from another (host) country

When surveyed about the educational goals they can share with students from another host country, a significant 53% of respondents highlighted their understanding of how knowledge is assessed and how exam processes are organized. This insight is particularly valuable as it reflects their familiarity with academic standards and expectations in their home institution, allowing them to compare and contrast these processes with those of their peers in the host country. By sharing this knowledge, students can facilitate discussions about different assessment methods, promote academic integrity, and foster a collaborative learning environment that benefits both parties.

Additionally, 46% of surveyed students pointed out that they possess knowledge about educational methodologies, particularly the diverse approaches to teaching subjects within the Ukrainian education system. This understanding allows them to engage in meaningful exchanges with students from the host country, showcasing the various pedagogical techniques employed in their home universities. By sharing these methodologies, students can contribute to a broader conversation about effective teaching practices, encouraging a rich dialogue that enhances learning experiences for all involved.

Furthermore, the significance of industrial practice and its role in shaping career choices was identified by 51% of respondents as a key educational goal to share. This highlights students' awareness of the practical components of their education and the importance of real-world experience in their professional development. By discussing the specifics of industrial practice, students can gain valuable insights into how their counterparts approach internships and hands-on experiences, potentially leading to collaborative opportunities and the exchange of best practices. This exchange not only enriches their own understanding but also

prepares them for successful transitions into the workforce, where practical experience is often crucial for career advancement.

In summary, the ability to share knowledge about assessment processes, teaching methodologies, and the importance of industrial practice among students fosters an environment of collaboration and mutual learning. These shared educational goals contribute to a more integrated academic experience, allowing students to draw upon each other's strengths and perspectives while preparing for their future careers. This collaboration is instrumental in enhancing cross-cultural understanding and promoting a sense of global citizenship among students, ultimately enriching their educational journeys and personal growth.

How can cultural diversity contribute to your educational experience if you study at a foreign university? Do you see an opportunity to achieve better academic results through cooperation with international students? (using a variety of knowledge and skills to achieve goals)

Cultural diversity plays a pivotal role in enriching the educational experience for students studying at foreign universities, as it extends beyond mere academic knowledge to encompass personal growth and the development of essential skills. When asked about this, students expressed that studying abroad is not solely about the subjects they learn but also about how these experiences shape them as thinkers, problem solvers, and communicators. These skills are invaluable in preparing them for future careers, as they enable effective collaboration and innovative approaches to challenges in diverse work environments.

The vibrant mix of cultures encountered while studying abroad offers a unique opportunity to explore various traditions, perspectives, and tastes, making the educational journey an eye-opening experience. Students highlighted that this exposure allows them to engage in meaningful discussions with peers from different backgrounds, fostering a deeper understanding of global issues. Furthermore,

students noted that collaborating with international classmates can lead to better academic outcomes by leveraging the variety of knowledge and skills present within a diverse group. A significant 47.8% of surveyed students emphasized that this cooperation enhances their ability to achieve academic goals, as it encourages the exchange of ideas and diverse approaches to problem-solving.

The friendships formed during this transformative period often extend far beyond the university experience, creating lasting connections with individuals from various cultures. These relationships foster a sense of camaraderie and shared memories, as students embark on adventures together—whether exploring historical sites, immersing themselves in world-class museums, or enjoying local entertainment. Such shared experiences contribute to personal growth, making students more independent, adaptable, and resilient in the face of challenges.

Additionally, studying abroad immerses students in a linguistic environment that enhances their language skills, transforming them into proficient communicators - a valuable asset in today's global job market. This linguistic proficiency is not merely an academic achievement; it becomes a tool that opens doors to various career opportunities and allows them to navigate diverse professional environments with confidence.

As students embark on this journey, they recognize that studying abroad is more than just obtaining a diploma; it is about writing the script of their own transformative stories. This journey of self-discovery, cultural richness, and academic excellence is an adventure that shapes their identities and broadens their horizons. With 49% of surveyed students affirming that studying abroad offers new experiences and opportunities to expand their worldview, it is clear that this endeavor fosters a sense of responsibility and encourages them to make swift decisions in unfamiliar environments, as noted by 24% of respondents.

Traveling while studying is not just about exploration; it is a critical step toward understanding new cultures, traditions, and values, with 19% of students

recognizing its significance. The invaluable experiences gained through communication and learning abroad help students define their priorities for the future, potentially influencing their life choices and career paths. A substantial 53% of surveyed students believe that this experience provides the impetus for new beginnings and achievements, highlighting the profound impact that cultural diversity and international study can have on their personal and professional development. Overall, the benefits of studying abroad extend far beyond the classroom, enriching students' lives in countless ways and equipping them with the skills and experiences necessary for success in an interconnected world.

How important is it for you to make friends with foreign students in the process of integration into the host university? What do you think are the advantages for your home university if you study abroad and return to Ukraine?

Making friends with foreign students during the process of integration at the host university is considered a vital aspect of the educational experience, as it fosters language acquisition and enriches cultural understanding. According to 47% of the surveyed students, establishing friendships with native speakers serves as a powerful incentive to learn the local language, which is essential for both academic success and social engagement. This immersive approach to language learning facilitates effective communication, allowing students to practice their language skills in realworld contexts and improve their proficiency much more rapidly than through traditional methods.

In addition to language learning, the opportunity to interact with fellow students from diverse backgrounds adds a unique dimension to the educational journey. As highlighted by 18% of respondents, engaging with peers from different countries enables students to share cultural features, traditions, and habits, creating a rich tapestry of interpersonal connections that enhances their understanding of

global perspectives. Such interactions not only promote cultural exchange but also contribute to a more inclusive and welcoming atmosphere within the university community.

One of the most significant advantages of studying abroad is the chance to immerse oneself in a multicultural environment. A remarkable 63% of surveyed students noted that this exposure allows them to build a network of contacts with individuals who possess varied experiences and insights. Such relationships can be invaluable, as they provide access to professional networks and opportunities for collaboration in the students' respective fields. The experience gained through these connections can significantly bolster their employability and give them a competitive edge in the increasingly global job market.

Moreover, the experience of studying abroad is not limited to academic enhancement; it also facilitates personal growth and development. An impressive 96% of students surveyed emphasized that living in a foreign country fosters essential life skills such as independence, adaptability, and problem-solving abilities. These qualities are vital not only for navigating the challenges of university life but also for thriving in future personal and professional endeavors.

The implications of these experiences extend back to the students' home university as well. By returning to Ukraine with a wealth of knowledge and a broadened perspective, these students can introduce innovative teaching methodologies and practices learned abroad. This includes the integration of diverse instructional approaches, the incorporation of a wider selection of elective subjects, and the application of new pedagogical techniques in lectures and practical classes. Such contributions can significantly enrich the academic environment at their home institutions, fostering a culture of continuous improvement and enhancing the overall quality of education. By embracing the lessons learned during their time abroad, students can help cultivate a more dynamic and globally aware educational landscape in Ukraine.

What difficulties do students from Ukraine face due to the language barrier in daily communication if they want to study abroad?

Students from Ukraine face numerous challenges stemming from the language barrier when they aspire to study abroad. A significant number of those surveyed highlighted that limited proficiency in the host country's language or dialects poses a formidable obstacle. This barrier not only hampers effective communication but also leads to misunderstandings that can obstruct the establishment of meaningful connections with both fellow students and faculty members at foreign universities.

The consequences of this language deficiency can be particularly pronounced in academic settings, where clear communication is crucial for success. When students struggle to express their thoughts or comprehend lectures and discussions, it can lead to frustration and feelings of isolation. This situation often exacerbates the challenges they face in building relationships with peers, participating in group work, or seeking help from instructors, all of which are essential components of the academic experience.

Moreover, the language barrier can ignite conflicts, disputes, and even instances of unintentional offense. Misinterpretations arising from poor language skills can lead to awkward or uncomfortable situations, potentially creating a hostile atmosphere. These challenges extend beyond the classroom, affecting students' daily lives as well. Navigating even the simplest everyday tasks, such as purchasing food, obtaining water, or finding their way around the city, can become daunting, if not impossible, endeavors for those who lack the necessary language skills. This sense of helplessness can significantly diminish their overall experience abroad, leading to feelings of anxiety and discouragement, as noted by 67% of the surveyed students.

Recognizing the magnitude of the problem, it is essential for students not to face these challenges in isolation. Seeking assistance from specialists, such as those at Edusteps, can provide valuable support in overcoming the language barrier. These

experts can help students identify the most suitable language learning programs, enabling them to acquire the necessary skills and knowledge in a relatively short timeframe. By proactively addressing language-related difficulties, students can enhance their confidence and overall experience, paving the way for successful integration into their new academic environments. Engaging in language learning not only equips students with practical communication skills but also fosters a greater understanding of the local culture, ultimately enriching their educational journey abroad.

How does a lack of understanding of foreign norms and cultural values hinder the integration of Ukrainian students into a foreign university?

The primary objective for many Ukrainian students studying abroad extends beyond merely obtaining a European education; it encompasses the aspiration to establish a long-term residence and secure employment within European countries. This ambition reflects a desire for not only academic growth but also personal and professional development in a new cultural context.

However, many of these students encounter a phenomenon commonly referred to as "culture shock." This experience unfolds in distinct stages, each contributing to the overall challenge of integration into a foreign university environment. Initially, students often experience a sense of euphoria and excitement as they embark on their journey to a new country. This stage, characterized by feelings of elation and wonder at the opportunities that lie ahead, typically lasts from several weeks to six months. During this time, students are often enamored with their new surroundings, eager to explore and engage with the local culture.

As students transition into the second stage, they may begin to feel discomfort and alienation. This stage is marked by a growing awareness of the host community's attitudes towards them, which can include feelings of hostility or resentment. Indigenous populations may harbor concerns that migrants, including Ukrainian

students, could compete for jobs or resources, leading to an atmosphere of tension and misunderstanding. This sentiment can significantly hinder students' ability to integrate, as it creates barriers to forming connections and establishing a sense of belonging.

To navigate this challenging phase, students typically employ various coping strategies during the third stage. They actively seek companionship among fellow compatriots, creating support networks that provide comfort and reassurance. Developing a sense of humor often plays a vital role in alleviating stress and fostering resilience in the face of adversity. By finding common ground with their peers, students can gradually mitigate feelings of isolation and learn to embrace their new environment.

In the fourth stage, students begin to acclimate to their new surroundings, gaining a deeper understanding of the cultural norms and values that shape everyday life. As they adapt to the conditions and expectations of their host country, the initial feelings of sadness and longing for their homeland begin to dissipate. Consequently, misunderstandings regarding foreign norms and cultural values also diminish, allowing for more positive interactions with the local community.

In summary, the lack of understanding of foreign norms and cultural values can significantly impede the integration of Ukrainian students into foreign universities. However, as they navigate the complexities of culture shock and develop coping strategies, many students ultimately find their footing and foster meaningful connections within their new academic environments. This journey, while fraught with challenges, ultimately leads to personal growth and a more profound appreciation for diverse cultural perspectives, as indicated by 47% of the surveyed students.

Do you participate in special support programs for international mobility/international study? What difficulties do you see in this area? Does your university have such programs?

In response to the inquiry regarding participation in special support programs aimed at facilitating international mobility and international study, an encouraging 61% of surveyed students reported their active involvement in such initiatives. These programs are designed to enhance the educational experience for students pursuing various academic degrees, including professional bachelor and master's degrees. Specifically, participants in academic mobility have access to a variety of educational opportunities.

One notable component includes study under educational programs that encompass credit or degree academic mobility, allowing students to earn credits that can be transferred back to their home institutions. Additionally, students can engage in language internships, which are crucial for improving their practical language skills pertinent to specific professional fields. Such internships not only bolster language proficiency but also equip students with the necessary communication skills required in their future careers.

Moreover, educational and scientific internships provide students with practical experience through research activities, helping them develop new professional competencies in areas such as psychological-pedagogical practices, scientific research, and organizational management. These internships are structured to align closely with students' fields of study, ensuring that the skills they acquire are relevant and applicable to their future endeavors.

Scientific internships and practical experiences also play a critical role in preparing students for the workforce. By working under the guidance of experienced professionals within educational or scientific institutions, students gain invaluable insights into their prospective careers. This hands-on experience is essential for forming professional competencies and skills, enabling students to make

independent decisions in real-world settings. Furthermore, students participate in various forms of academic engagement, such as seminars, conferences, presentations, and publications, which help them build their academic profiles and foster connections within their fields of expertise.

However, despite the numerous benefits of these support programs, students also encounter certain challenges. A significant 39% of respondents identified the language barrier as a notable difficulty in their academic pursuits abroad. This barrier can hinder effective communication and limit students' ability to fully engage with their peers and professors, potentially impacting their overall educational experience. Addressing this issue is crucial for enhancing the accessibility and effectiveness of international mobility programs, ultimately ensuring that all students can benefit from the rich opportunities available to them in the global educational landscape.

In response to the question, "Are there such programs at your university?" an impressive 100% of surveyed students affirmed positively, indicating a robust availability of various supportive initiatives at their institutions. Specifically, students highlighted a wide range of programs designed to enhance their educational experience, including scholarships for study, research, artistic endeavors, and lecture internships. The respondents noted the existence of new scholarship programs and contests aimed at obtaining named scholarships, as well as free online courses that are accessible for specified periods and subjects. Additionally, support programs tailored for Ukrainian universities, along with training exchange programs, further enrich the academic landscape. Various master's programs and government scholarships for master's and doctoral students in relevant European countries were also mentioned as vital resources. Furthermore, students pointed out opportunities such as international summer schools and scholarship competitions, which provide avenues for research, artistic projects, and lecture

internships. The mention of distance study scholarships and training contests underscores the commitment of universities to foster a diverse range of learning experiences, catering to undergraduate students and facilitating their academic growth and integration into the global educational community.

Do you plan (have) to study abroad? If so, in which country?

When asked about their plans to study abroad, a notable 53% of the surveyed students responded positively, expressing a keen interest in pursuing educational opportunities in foreign countries. Among the preferred destinations, the Netherlands emerged as a top choice, primarily due to its impressive array of English-language universities and programs. The availability of numerous courses taught in English greatly appeals to international students, allowing them to pursue their studies without the added challenge of language barriers. Furthermore, the high proficiency in English among the Dutch population – approximately 95% – makes the country an attractive option for students seeking a supportive environment where they can comfortably communicate and immerse themselves in academic life.

Another popular destination highlighted by the students is Great Britain, which is renowned for its prestigious English-speaking universities. Many students are drawn to the robust academic programs offered in this country, alongside the unique opportunities for work. The ability to take up part-time employment during term time – up to 20 hours per week – and full-time work during holidays (40 hours per week) provides students with financial independence and valuable work experience. Additionally, the availability of sandwich programs, which incorporate a year-long internship in a related field without interrupting university studies, adds further appeal. During this internship, students are not required to pay tuition, making it an attractive option for those looking to gain practical experience while studying.

Poland also features prominently on the list of preferred study destinations, with students citing its geographical proximity and cultural similarities to Ukraine as significant advantages. The close-knit cultural ties and shared mentality make Poland an accessible and familiar environment for Ukrainian students. Moreover, Poland serves as a convenient transport hub, enabling students to easily travel across Europe. This logistical advantage allows them to explore different cultures and broaden their horizons, enriching their overall educational experience.

In summary, the findings indicate a strong desire among Ukrainian students to study abroad, with the Netherlands, Great Britain, and Poland emerging as the most favored countries. The Netherlands is celebrated for its extensive English language programs and high English proficiency among locals. Great Britain stands out for its prestigious universities and the work opportunities available to students, including unique internship programs. Meanwhile, Poland's geographical location and cultural affinity make it an appealing choice for those seeking a supportive environment while also facilitating easy travel across Europe. As students consider their options, these factors play a crucial role in shaping their decisions and aspirations for their academic journeys abroad.

What majors would you choose? Among those interviewed, the following were indicated:

When considering potential majors for their studies abroad, the preferences of the surveyed students reveal intriguing insights into their career aspirations and areas of interest. A significant 47% of respondents expressed a strong inclination toward pursuing majors in business, economy, management, and finance. This choice reflects a keen awareness of the evolving global economy and the increasing demand for professionals equipped with business acumen and financial expertise. The appeal of these fields lies not only in their relevance to the job market but also in their versatility, as graduates can apply their skills across various industries. By opting for

majors in these areas, students position themselves to become influential leaders and decision-makers in an interconnected world, fostering a sense of confidence in their ability to navigate complex business environments.

Following closely behind, 33% of the students indicated their interest in the IT field, which encompasses engineering, artificial intelligence, animation, and graphic design. This choice underscores the growing importance of technology in contemporary society and the myriad opportunities available within this sector. With advancements in technology continuously reshaping industries, students are increasingly drawn to the innovative and dynamic nature of IT-related fields. By pursuing studies in this area, they can engage with cutting-edge developments and acquire skills that are highly sought after in the job market. The diverse range of specialties within the IT field allows students to explore their passions while also contributing to technological advancements that can positively impact society.

In third place, 6% of respondents highlighted their interest in marketing and communications. While this figure may seem modest compared to the previous two categories, it nonetheless signifies the recognition of the critical role that effective communication and strategic marketing play in today's business landscape. Students choosing this path understand the necessity of connecting with diverse audiences and the significance of brand storytelling in shaping public perception. By developing skills in marketing and communications, they position themselves to influence consumer behavior and drive organizational success, ultimately enhancing their prospects in a competitive job market.

In summary, the preferences of surveyed students for their majors indicate a clear focus on fields that promise growth, innovation, and adaptability. The emphasis on business, economy, management, and finance illustrates a desire to engage with the complexities of the global marketplace. Meanwhile, the interest in IT reflects a commitment to embracing technological advancements and harnessing their potential. Lastly, the selection of marketing and communications underscores the

importance of effective messaging in building connections with audiences. Together, these choices highlight the students' aspirations to equip themselves with the knowledge and skills necessary to thrive in an ever-changing world, fostering their personal and professional growth as they embark on their educational journeys abroad.

What opportunities does studying at a foreign university give you?

When students choose to continue their studies at a foreign university, participating in integration activities can offer profound opportunities to better understand their peers from different cultural backgrounds. Nearly 78.8% of surveyed students highlighted the importance of such activities, which range from sports competitions, both team-based and individual, to creative workshops, as key elements in fostering mutual respect and cultural understanding. Sports competitions, in particular, provide an excellent way for students to bond and develop relationships with foreign peers while simultaneously building important team dynamics. These shared experiences help break down cultural barriers and create a sense of community, allowing students to engage with one another in a fun and informal setting. Creative workshops, on the other hand, offer students a platform to express themselves through various art forms, facilitating intercultural exchange in a relaxed and collaborative environment. Such experiences enable students to appreciate the diverse creative traditions of their international classmates while sharing their own.

Additionally, festive events, which include national holidays and cultural celebrations, are crucial opportunities for students to immerse themselves in the traditions of their host country and learn more about its history and societal norms. These events provide a platform for interaction, where students from different backgrounds can come together, share experiences, and build friendships through the celebration of common interests. Excursions to concerts, festivals, and even rest

camps also offer a more relaxed, informal space for intercultural interactions, allowing students to explore local culture in a social setting.

These activities are not only about having fun but also play a significant role in language acquisition, as students are exposed to the local language in real-world contexts, helping them to practice and improve their communication skills. Engaging in these activities ultimately strengthens their understanding of both the language and the cultural nuances of their host country, facilitating smoother integration and long-term relationship-building with foreign peers. Through such diverse integration opportunities, students can deepen their cultural insights, enhance their educational experiences, and foster a more inclusive university atmosphere.

If you decide to continue your studies at a foreign university, what integration activities can be an opportunity for you to better understand foreign students and the culture?

If students decide to continue their studies at a foreign university, participating in various integration activities can provide valuable opportunities for them to better understand both foreign students and the local culture. Nearly 78.8% of the surveyed students pointed out that engaging in activities such as sports competitions, whether in teams or individually, plays a crucial role in not only improving physical skills but also in fostering camaraderie and building relationships with international peers. These activities create a space where students can connect on a personal level, breaking down initial barriers and facilitating meaningful cultural exchanges. Moreover, creative master classes offer students a chance to collaborate in artistic endeavors, enabling them to explore different cultural perspectives through shared creative experiences. Festive events, whether national or international, are equally important, as they allow students to immerse themselves in the cultural traditions of their host countries while also showcasing their own heritage. These celebrations encourage an atmosphere of mutual respect and appreciation for diversity.

Additionally, organized trips, such as excursions to concerts, festivals, or rest camps, provide informal settings where students can bond over shared experiences, discover local customs, and gain a deeper appreciation for the host country's way of life. These types of activities also significantly contribute to language acquisition, as they offer students real-life contexts in which to practice the local language, thereby accelerating their learning and helping them navigate cultural differences with greater ease. Ultimately, participating in these diverse integration activities serves as a vital bridge, helping students build strong relationships with foreign peers while deepening their understanding of both the language and the culture of their host country.

How do you assess the impact of language courses on improving intercultural communication and integration at the university?

Language courses have a profound impact on improving intercultural communication and facilitating integration at the university. As 46% of the surveyed students highlighted, these courses go far beyond just teaching a new language—they help foster essential qualities such as respect, openness, and curiosity, all of which are key for effective intercultural communication. By gaining a deeper understanding of a new language, students also develop the ability to approach others with an open mind, making them more willing to step outside of their comfort zones. This openness is crucial for building long-lasting relationships with students from diverse backgrounds. Furthermore, language courses equip students with the knowledge necessary to understand the culture of the country in which they are studying, which in turn influences how they interact with and relate to other foreign students. When students become more familiar with cultural norms and practices, they are better able to navigate conversations and interactions, leading to more meaningful and positive exchanges. Ultimately, as students gain not just language skills but also intercultural awareness, they are more likely to foster a supportive and

inclusive university environment where communication flows more easily and everyone feels more connected. These language courses, therefore, serve as a bridge between different cultures, helping to create a more harmonious and integrated student body, which benefits not only their academic experiences but also their social and personal development.

Are you concerned about the emergence of prejudices and stereotypes about Ukrainian students in foreign universities?

Concerns about the emergence of prejudices and stereotypes toward Ukrainian students in foreign universities appear to be minimal among the majority of respondents. According to 67% of the surveyed students, foreign students and university communities have demonstrated a high degree of empathy and understanding regarding the situation in Ukraine. Rather than harboring stereotypes, many foreign peers have been supportive and genuinely pleased to see Ukrainian students excelling in their studies and actively participating in academic life. In fact, the surveyed students noted that Ukrainian students often exceed expectations, even in comparison to local students, which reinforces positive perceptions rather than negative ones. As a result, they feel confident that the likelihood of prejudices or stereotypes emerging remains low, and they are not particularly worried about this issue in their educational environment abroad.

Do you consider social isolation to be an important aspect that influences your decision to study abroad/return to Ukraine? How might the risk of social isolation affect your educational and social experiences?

Social isolation is undoubtedly an important factor that could influence a student's decision to study abroad or return to Ukraine, as it has the potential to deeply affect both educational and social experiences. The feeling of loneliness, often brought about by social isolation, can erode one's self-esteem and sense of selfworth, leaving individuals feeling less valued and disconnected from their

surroundings. In an academic setting, this sense of detachment can hinder a student's ability to fully engage with their studies, collaborate with peers, or take advantage of available opportunities, thereby impacting their overall academic performance. It could also diminish the motivation to participate in extracurricular activities, which are essential for personal development and building a strong social network.

On the social front, isolation can prevent students from forming meaningful relationships, which are crucial for emotional support, cultural exchange, and feeling a sense of belonging in a new environment. For students studying abroad, the unfamiliarity of a foreign culture combined with limited social connections can exacerbate feelings of loneliness, making it more difficult to adapt to the new academic and social life.

However, many students do not feel significantly impacted by these risks. As indicated by 47% of the surveyed students, the issue of social isolation did not play a major role in their decisions because they did not personally experience such challenges. They reported that they did not struggle with low self-esteem or social anxieties, and they did not face discrimination or have physical disabilities that might have contributed to a sense of isolation. For these students, the absence of these difficulties allowed them to focus on their academic and social goals without being hindered by the fear of isolation. Nonetheless, they acknowledged that for others, the risk of loneliness and isolation could be a significant barrier, underscoring the importance of addressing these concerns when considering studying abroad or returning to Ukraine.

How might the risk of social isolation affect your educational and social experiences?

The risk of social isolation can significantly impact both educational and social experiences, particularly in a university setting where interaction and collaboration are essential for personal growth and academic success. Social

isolation occurs when individuals feel disconnected from their peers, which can lead to feelings of loneliness, exclusion, and even anxiety. In an academic environment, this isolation can hinder students' ability to engage fully in their studies, participate in group discussions, or collaborate effectively on projects. Students who feel isolated may also find it challenging to access academic resources, seek help from professors, or build the professional networks that are vital for their future careers.

On a social level, the absence of meaningful connections can lead to a lack of support, making it difficult for students to cope with the everyday challenges of university life, particularly for those studying abroad or in new environments. Social isolation can diminish the sense of belonging, which is critical for maintaining motivation and well-being. Students may struggle to integrate into the university community, and this disconnect could also limit their exposure to diverse perspectives and experiences, which are invaluable aspects of the higher education experience.

However, it is important to note that not all students have directly experienced social isolation, as highlighted by the 52% of surveyed students who indicated that they had never faced this issue. While acknowledging the potential risks of social isolation, these students found it difficult to relate fully to its negative effects due to their own positive experiences of inclusion and engagement. Nevertheless, they recognized that, if experienced, social isolation would likely have a detrimental impact on both their academic and social lives, emphasizing the importance of building strong, supportive networks within the university community to avoid such an "experience."

What potential consequences of intercultural conflicts for student relations and atmosphere in the university do you see?

Intercultural conflicts can have a variety of potential consequences for student relations and the overall atmosphere within a university, especially in diverse

academic settings. While conflicts are an inevitable part of life, the student environment is particularly susceptible to misunderstandings and disputes due to the diverse backgrounds and experiences of its members. Changes in circumstances, such as moving to a new country or adjusting to different social and cultural norms, can trigger tensions among students. These conflicts often stem from a lack of mutual understanding or communication barriers, which can lead to a sense of isolation or even division within the student body.

If not managed properly, such conflicts can create an oppressive atmosphere on campus, making students feel uncomfortable or unwelcome. This negative environment can, in turn, hinder academic performance, as students may become distracted by interpersonal issues, reducing their ability to focus on their studies. Moreover, the quality of student interactions may deteriorate, with cliques or groups forming along cultural lines, further segregating the university community and diminishing opportunities for meaningful cross-cultural exchange.

However, learning how to navigate and avoid such conflicts is crucial for maintaining a positive and harmonious academic atmosphere. As expressed by 57% of the surveyed students, the universities they attended abroad—like domestic institutions—cultivated an atmosphere of harmony, which significantly enhanced the educational experience. A welcoming and cooperative environment not only improves student relations but also elevates the overall mood and satisfaction of students, leading to better academic outcomes and a more cohesive university community. The ability to foster such an atmosphere is vital for ensuring a positive educational experience for all students, particularly in diverse, multicultural settings.

What are the consequences of the lack of sufficient resources and support for Ukrainian students? (difficulties of the process of integration and acquiring knowledge)

The lack of sufficient resources and support for Ukrainian students can have significant and far-reaching consequences, particularly when it comes to their integration into new academic environments and their ability to effectively acquire knowledge. One of the primary issues is the heightened potential for conflicts over limited resources, which can manifest in various ways. When students are faced with constraints such as inadequate access to textbooks, study materials, or even basic academic support services, this scarcity can lead to competition and tension among peers. This strain not only causes friction between students themselves but also extends to interactions with faculty members, the university administration, and support staff, creating a challenging learning atmosphere.

Moreover, conflicts can arise when students are forced to navigate these limitations while simultaneously engaging with classmates from different cultural or social backgrounds, which may exacerbate misunderstandings or feelings of exclusion. The combination of resource scarcity and diverse perspectives can lead to communication barriers, further complicating the learning process. This is particularly problematic for international students, like those from Ukraine, who are already grappling with the challenges of adapting to a new academic culture.

According to 15% of the surveyed students, these challenges have a profound impact on both their worldview and behavior, shaping how they interact with others in the university setting. The inability to access necessary resources or receive adequate support not only hinders their academic performance but also negatively affects their overall university experience, making it more difficult to integrate and thrive in the educational environment. The cumulative effect of these difficulties underscores the critical need for better resources and institutional support to ensure that students, especially those from conflict-affected regions like Ukraine, can fully participate in and benefit from their education.

Is it necessary to get an education in European universities? What advantages and disadvantages can you point out

The majority of interviewed students who studied at European universities pointed to the following facts as advantages:

- Fairly high level of education (78% of respondents).
- Diplomas from European universities are in demand all over the world (80% of respondents).
- During training, you can improve your knowledge of a foreign language (83% of respondents).
- Studying abroad involves new acquaintances and the emergence of new useful connections (43% of respondents).
- You can get a job even before graduation (15% of respondents).
- No one imposes the educational process itself (68% of respondents).
- There is an opportunity to travel (52% of respondents).

Disadvantages:

- High cost of education (75% of respondents).
- Language barrier problem (63% of respondents).
- Quite a lot of issues have to be resolved during the registration of all the necessary documents (67% of respondents).
- Long distance from family and friends. (81% of respondents).

Was the process of preparing documents for admission to the university difficult?

Of the students surveyed who enrolled and studied at European universities, an overwhelming 85% reported that the admission process was relatively straightforward and posed no significant challenges. The primary documentation required for admission included a bachelor's degree diploma, which needed to be

translated into English, and an apostille, a formal certification that is typically issued by the Ministry of Education and Science of Ukraine, located in Kyiv. Additionally, the universities requested a medical certificate and passport-sized photographs for both the student record book and student identification cards.

A key prerequisite for admission was a brief interview focused on the applicant's chosen field of study, allowing universities to assess their academic readiness and alignment with the program. Students did not encounter significant issues with obtaining visas. Having either an official invitation for an interview or a direct admission offer from the university streamlined the visa application process, making it relatively easy to secure. The presence of such an invitation significantly facilitated visa approval, ensuring that the students could commence their studies without unnecessary delays or complications. Overall, the administrative and legal aspects of the enrollment process were manageable, allowing students to focus on their academic preparation and transition to life abroad.

Fifteen percent of respondents indicated that the admission process is relatively simple, aligning with the standards observed in many European universities. This simplicity can be attributed to a straightforward application procedure. Applicants are typically required to complete an online application form on the program's website. Once the form is submitted, the necessary documents can either be scanned and sent electronically to the program coordinator or mailed directly to the specified address. The list of required documents tends to be standard across institutions and generally includes passport-sized photographs, copies of diplomas, and motivational and recommendation letters.

Since the majority of programs are taught in English, applicants must also provide proof of language proficiency by submitting TOEFL or IELTS certificates. When it comes to visa procedures, most European countries require a translation of the applicant's diploma into the official language of the destination country. This translation must be performed by an accredited translator, followed by the

application of an apostille. Information about accredited translators can typically be obtained from the embassy of the respective country in Ukraine. Furthermore, applicants are required to submit a medical certificate (form 082/o for those traveling abroad) as well as a certificate of no criminal record, both of which must be apostilled.

In an effort to streamline the visa process, program coordinators often provide additional support. They may send formal letters to the embassy requesting an expedited visa process or submit extra documentation to confirm the applicant's enrollment in the academic program. This proactive assistance from university staff helps minimize delays and ensures that students are able to navigate the admission and visa procedures with minimal hassle. Ultimately, these efforts contribute to the overall ease of the admission process, as reported by the surveyed students.

In response to the question: "What is the nature of the relationship between teachers and students at European universities?" and whether there is a noticeable difference compared to other systems, 10% of respondents expressed that the primary focus for them is obtaining a degree, whether it be a bachelor's or master's, and that they are generally indifferent to the student-teacher relationship. These students indicated that their interactions with faculty were minimal, viewing their academic journey more as a means to an end — the acquisition of a diploma — rather than an opportunity for mentorship or developing a deeper rapport with their professors.

For these individuals, the emphasis was placed on meeting academic requirements and successfully completing their courses. The dynamics between students and educators were perceived as more transactional, focused on fulfilling obligations rather than fostering meaningful personal or professional connections. This approach contrasts with the more interactive or mentor-based relationships that

can be common in other educational systems where students may seek guidance, advice, and mentorship from their professors.

However, it's important to note that this response reflects only a small portion of students. The majority of students, outside this 10%, often reported different experiences, where teacher-student interactions were considered an integral part of their educational experience. Nonetheless, for those in the 10%, the teacher-student relationship was not a critical factor in their university experience, and their primary goal remained centered on achieving their academic qualifications without delving much into the relational aspects of their education.

Sixty-five percent of respondents highlighted that European universities foster a highly supportive atmosphere, largely due to the attitude and efforts of university teachers. The students reported feeling this support in every interaction, whether through words, gestures, or non-verbal cues from their instructors. They emphasized that the educators give each student an equal opportunity to express themselves, actively helping everyone without exception. In addition, many mentioned that teachers often provide individualized feedback, focusing on students' strengths. This personalized attention not only encourages academic growth but also motivates students to continue developing professionally.

One of the most appreciated aspects of the teacher-student relationship, according to the respondents, was the absence of pressure. The teachers do not impose rigid expectations on students, allowing for a greater sense of freedom in communication. This relaxed and open environment contributed to making the learning process more enjoyable and accessible. Many students pointed out that this supportive atmosphere helped them to actively take advantage of every opportunity for language practice, significantly enhancing their language skills and confidence in using English or other languages relevant to their studies.

The learning process itself was described as more informal than what many students were accustomed to, without any sense of hierarchy or superiority from the teachers. Despite potential age differences, there was no feeling of distance between the students and instructors, which made the educational experience more engaging. This lack of barriers between students and faculty was one of the most appreciated aspects, as it allowed students to feel more comfortable and confident in asking questions, participating in discussions, and seeking help when needed. Overall, this open, pressure-free dynamic cultivated a positive and inclusive learning environment that greatly enhanced both personal and academic development.

Thirty-five percent of respondents noted that studying abroad significantly altered their approach to mistakes, viewing them not as failures but as essential steps in the learning and growth process. This shift in perspective allowed students to embrace challenges with more openness and less fear of judgment. They began to understand that making mistakes is a natural part of academic development, which fostered a more positive and resilient attitude toward their studies.

Interestingly, while students were permitted to use their phones during tasks, many found that they had no desire to do so. The engaging nature of the classes captured their full attention, to the extent that time seemed to pass effortlessly. Students reported being so immersed in the learning experience that they hardly ever felt the need to check the time or their devices. This speaks to the quality and structure of the educational environment, where learning felt natural, engaging, and deeply rewarding.

The students appreciated that this type of education did not rely on strict oversight or rigid control. Instead, it fostered an intrinsic motivation to study and learn honestly. The atmosphere encouraged personal responsibility and self-driven learning, making them feel more accountable to their own educational journey. The absence of external pressure made the desire to acquire knowledge genuine and

authentic, creating an environment where learning was not just a task to be completed but a deeply satisfying experience.

Many respondents pointed out that they particularly enjoyed the topics covered in their classes, which frequently sparked engaging discussions and debates. Although it was challenging, especially given that the discussions were held in English, this format proved highly effective for developing both vocabulary and communication skills. The complexity of the topics encouraged deeper thinking and more active participation, making the learning process both stimulating and rewarding.

One notable aspect of the classes was the approach teachers took to facilitating discussions. Students were first encouraged to debate the issues among their peers at their tables, which allowed them to refine their thoughts and explore different perspectives. Afterward, the class would come together to draw collective conclusions. This collaborative method not only helped to solidify the students' understanding of the subject matter but also enhanced their ability to articulate their ideas clearly in English.

Additionally, a key feature of the learning experience was the collective compilation of a dictionary of new vocabulary. Rather than simply providing translations or definitions, teachers encouraged students to explain new words through synonyms and associations in English. This approach deepened their comprehension and retention of the language while making the vocabulary more accessible. By using English to define English, students expanded their linguistic abilities in a more organic and intuitive way.

Overall, this interactive and dynamic learning environment fostered active participation and language practice, making the educational experience both enjoyable and highly beneficial for language development. The opportunity to collaborate, debate, and learn through association helped students feel more

confident in using English in real-world contexts, which was particularly appreciated by the respondents.

As part of the classes, students fondly recalled memorable activities that fostered both learning and camaraderie. Group movie screenings, collaborative presentations, engaging videos, and fun games at the end of the day brought the class together in a unique way. These activities not only made learning enjoyable but also helped students bond with one another. The interactive format kept students engaged while reinforcing key concepts in an informal, enjoyable setting.

One of the most cherished memories was the final day of the course—a picnic where students and teachers played games together. It was a moment of relaxation and connection, where the usual student-teacher dynamic faded, and everyone enjoyed each other's company as equals. The picnic became a symbol of the closeknit community they had built during the month.

The culmination of this experience was the solemn certificate presentation ceremony, which took place against the backdrop of a heartfelt song. As the students received their certificates, many expressed feeling a deep sense of belonging and emotional connection. The ceremony was not just a formality but a meaningful acknowledgment of the relationships that had developed. It was a moment where students realized how much they had grown, both academically and personally, during the program. The shared experiences, learning, and fun had united the group in a way that made the farewell bittersweet, leaving lasting impressions on all who participated.

The way the teachers delivered their farewell words left a lasting emotional impact on the students. Their heartfelt sincerity, combined with words of gratitude expressed in the various languages spoken by our classmates, created a powerful and unforgettable moment. Some of the teachers were visibly moved, even to the point

of tears, which only deepened the sense of connection between them and the students.

This farewell was far more than a simple conclusion to the program—it was a genuine reflection of how profoundly the teachers had been touched by their time with us. Their emotional parting words conveyed not just gratitude, but a deep appreciation for the bonds that had been formed over the course of the program. The diversity of languages used in their expressions of thanks symbolized the international spirit of the group, making the moment even more meaningful.

The atmosphere during the farewell was filled with warmth, mutual respect, and a sense of shared achievement. It was clear that the teachers weren't just saying goodbye to students, but to individuals who had left a lasting impression on them. This emotional exchange turned the farewell into a true testament of the relationships built, making it an experience that will be remembered fondly by everyone involved.

How do you rate the level of education in European universities? How did you adapt to the new education system?

As part of the Erasmus+ student exchange program, 93% of respondents who studied for one academic year in higher education institutions across Europe highlighted the exceptionally high standard of education, noting it was on par with, if not exceeding, the quality of their national education systems. Respondents praised the qualified and experienced teachers, as well as the state-of-the-art classrooms equipped with modern technology. Additionally, the availability of an online platform that provided all the necessary study materials was particularly appreciated. This digital access allowed students to efficiently manage their academic resources, making the learning process more organized and accessible.

What made the educational experience even more compelling was the diversity and variety incorporated into the teaching methods. Classes were not just informative, but also engaging, blending traditional instruction with innovative

approaches. The seminars, in particular, were frequently highlighted as memorable. Students noted that beyond the valuable material provided by teachers, seminars offered a unique opportunity to exchange perspectives with peers from various countries and cultural backgrounds. This multicultural dialogue enriched the academic discussions, giving students a broader, more global perspective on the topics covered.

This exposure to diverse viewpoints not only deepened their understanding of the subjects but also fostered an inclusive learning environment where different cultures and ideas were respected and embraced. The blend of expert instruction, modern technology, and an international student body created an educational atmosphere that was both intellectually stimulating and culturally enriching.

For instance, in France, education is delivered in both English and French, providing Erasmus students with the flexibility to choose the language in which they feel most comfortable. This bilingual approach enhances accessibility and encourages a more diverse student body. Erasmus students have the unique opportunity to select from a variety of disciplines tailored to their interests, allowing them to personalize their academic experience based on their academic and professional goals.

One notable aspect of the educational system in France is that Erasmus students are permitted to attend classes not only with master's students but also with bachelor's students from the first, second, and third years. This inclusive approach creates a vibrant learning environment where students at different stages of their academic journeys can interact and learn from one another. Such interactions foster collaboration and peer learning, enriching the overall educational experience.

Moreover, the courses offered are not only relevant but also reflect modern trends and advancements in various fields. The curriculum is designed to stay current with the evolving demands of the global job market, ensuring that students receive an education that is both practical and aligned with contemporary issues. This

commitment to providing a modern, relevant education contributes significantly to the appeal of studying in France as part of the Erasmus+ program. The combination of bilingual instruction, diverse course options, and the opportunity to engage with a wide range of students makes for a rich and engaging academic experience.

The students experienced a vibrant and authentic student life that had been sorely missed due to the limitations of distance learning, particularly exacerbated by the ongoing war. Engaging in face-to-face interactions revitalized their educational journey, allowing them to connect with peers and instructors in a way that virtual environments could not replicate.

Lectures were conducted using interactive whiteboards, which facilitated a dynamic learning atmosphere where information was not just presented but actively engaged with. This technology enabled teachers to illustrate complex concepts visually, encouraging participation and enhancing comprehension. The interactive nature of the lectures fostered an environment where students could easily ask questions, share insights, and participate in discussions in real time.

Seminars further enriched this experience by promoting active discussions accompanied by student presentations. This format not only allowed students to delve deeper into the subject matter but also encouraged them to articulate their thoughts and perspectives. The collaborative discussions fostered a sense of community and shared learning, as students from diverse backgrounds exchanged ideas and experiences.

Overall, the return to a traditional, in-person educational setting helped students reintegrate into the rhythm of academic life, reigniting their enthusiasm for learning and making their educational experience more fulfilling and enriching. The combination of interactive lectures and seminar discussions created an engaging and stimulating atmosphere, significantly enhancing their overall academic experience.

One of the most significant challenges identified by students was adapting to the new educational system and its distinct teaching methodologies. This transition

required considerable adjustment, particularly for those who were accustomed to different educational frameworks. Among the various hurdles faced, the language barrier emerged as a prominent issue for 38% of the respondents.

Not all teachers and students were proficient in English, which created communication difficulties in both classroom discussions and collaborative projects. This barrier made it challenging for some students to fully engage with the course material and participate in interactive learning activities. It often led to feelings of frustration and isolation, as effective communication is essential for fostering a collaborative educational environment.

Overcoming this language barrier necessitated significant effort from the students, as they worked to improve their language skills while simultaneously adapting to new academic expectations. Many sought additional resources, such as language courses or tutoring, to enhance their English proficiency. Despite these challenges, students remained resilient and determined to make the most of their educational experience, demonstrating remarkable adaptability and commitment to their studies.

Nearly 100% of respondents praised the thoughtfully designed system for conducting classes, emphasizing its convenience and effectiveness. All course materials are seamlessly integrated into the Moodle interactive platform, allowing students easy access to their disciplines, study plans, and other essential resources through their personal accounts. This centralized system ensures that students can quickly retrieve everything they need for their coursework, streamlining their academic experience.

Additionally, the classes are consistently enhanced by the inclusion of presentations, as well as audio and video files, making the learning process more engaging and diverse. Each classroom is equipped with modern technology, including computers, projectors, stereo systems, and fast Wi-Fi, eliminating any technical issues that might hinder the flow of presentations or classes. This robust

infrastructure supports dynamic teaching methods and facilitates a more effective absorption of material.

Students particularly appreciate the friendly and approachable demeanor of their teachers, who encourage questions and welcome suggestions. The structure of classroom activities revolves around discussions of the material, exploration of students' ideas, and active communication between the instructor and the audience. This interactive approach fosters an inclusive learning environment where students feel valued and empowered to share their thoughts. Overall, the combination of innovative teaching methods, accessible resources, and supportive faculty significantly enhances the educational experience, allowing students to learn the material more thoroughly and enjoyably.

If a student misses a class, they always have the opportunity to review all course materials through the educational Moodle platform. This feature ensures that no student falls behind, as they can easily access recorded lectures, presentations, and supplementary resources at their convenience. Furthermore, students can submit their completed assignments directly through the platform, streamlining the submission process and minimizing the risk of losing physical copies of their work.

One of the significant advantages of this system is that students are not burdened with carrying multiple notebooks or printed materials; a laptop or tablet is all they need to stay organized and engaged with their studies. This accessibility allows for greater flexibility in managing their coursework, enabling them to focus on their learning rather than logistics. The integration of technology in this way enhances the overall educational experience, making it more efficient and accommodating for all students.

According to 23% of students participating in the program, studying in such a diverse international environment is extremely engaging and fulfilling. The course brings together 25 students from sixteen countries, including Great Britain, Greece, Israel, Ireland, Cyprus, China, Malaysia, Mexico, the Netherlands, Norway, the

Channel Islands, Romania, the USA, Ukraine, France, and Japan. This rich tapestry of backgrounds enhances the learning experience, providing invaluable opportunities for communication and personal development, as well as academic growth.

The discussions held during seminars are particularly noteworthy, taking place at a remarkably high level. Participants often possess unique insights about their respective regions, contributing a wealth of knowledge that adds depth to class discussions. This dynamic exchange of perspectives not only fosters a deeper understanding of global issues but also enriches the overall educational experience.

Moreover, forming an international community is especially beneficial for students pursuing political or social science programs. Engaging with peers from various cultural and national contexts allows for a broader exploration of topics and a more nuanced understanding of global dynamics. Conducting such an approach at the master's level is particularly logical, as master's students are generally older and have developed a more mature understanding of complex issues. This unique blend of perspectives significantly enhances the quality of education, providing a richer and more multifaceted learning experience that prepares students for the complexities of the globalized world.

This dynamic environment fosters a strong motivation for learning, instilling a sense of enthusiasm that permeates the academic experience. The diverse backgrounds and perspectives of classmates encourage students to actively engage with the material and push their boundaries. This collective energy not only inspires individuals to excel but also creates a supportive atmosphere where everyone is encouraged to strive for their best.

Moreover, the presence of peers from various cultures and disciplines instills a sense of healthy competition that prevents complacency. Students are motivated to stay focused and dedicated to their studies, ensuring that they remain engaged and do not allow themselves to relax too much. This commitment to continuous

improvement cultivates a culture of excellence, where the desire to learn and grow is at the forefront of each student's academic journey. Overall, this combination of motivation, enthusiasm, and accountability significantly enhances the overall educational experience.

An important aspect of the educational approach in these universities is the strong emphasis placed on the independent work of students. Typically, actual class attendance amounts to around 6-7 hours per week; however, this does not translate into an abundance of free time. Each course comes with a comprehensive list of both mandatory and recommended literature, with an average reading load ranging from 300 to 400 pages per week. This substantial requirement ensures that students engage deeply with the material and develop a thorough understanding of the subjects being studied.

While there is no formal oversight to check whether students complete the readings, the responsibility lies entirely on their shoulders. Students must be diligent and proactive in managing their study schedules. Failing to engage with the assigned literature can significantly hinder their performance, particularly when it comes time to take exams at the end of the trimester or to write high-quality essays. The prevalent culture in these programs makes it clear that relying on a last-minute cramming strategy simply will not suffice. This realization serves as a powerful motivator, pushing students to cultivate strong study habits and embrace a disciplined approach to their learning. Overall, this focus on independent work not only enhances the educational experience but also prepares students for the demands of their future careers.

Through our own observations and discussions with numerous students across various programs and faculties, it has become evident that the pace of learning, the level of academic workload, and the nature and format of assignments can vary significantly, sometimes even radically, from one course to another. Despite this diversity, a common thread exists across all programs: faculty members are

dedicated to engaging students in unique and meaningful ways. They actively encourage participation in thematic seminars, conferences, and other collaborative learning opportunities that enrich the educational experience.

The format of lectures also markedly differs from the traditional approach many students may be accustomed to. In these universities, instructors do not simply read from prepared materials; instead, students are expected to arrive at lectures already possessing a foundational understanding of the subject matter. As a result, the focus of the teachers' efforts is exclusively on facilitating critical discussions that encourage deeper exploration of specific topics. This method promotes an interactive learning environment where students can express their thoughts, challenge ideas, and engage in intellectual discourse.

Furthermore, faculty members are exceptionally supportive, always willing to assist students who express specific needs or concerns. This unwavering support creates an atmosphere where students feel valued and empowered to seek help when needed. Such an approach not only enhances the learning experience but also fosters a strong sense of community within the academic environment, where collaboration and mutual support are paramount. Ultimately, this unique educational framework encourages students to take ownership of their learning while cultivating a rich and dynamic academic culture.

What experiences did you gain during your studies?

First and foremost, it was observed that students made significant strides in their English proficiency, with 84% of respondents reporting notable improvements. This enhancement was achieved not only through interactions with teachers and fellow students but also through engaging with scientific literature and writing academic articles. The immersive environment allowed students to develop their language skills in practical contexts, enriching their overall educational experience.

In addition to language acquisition, students gained valuable knowledge in their respective fields of study. They had the opportunity to work in modern

laboratories, where they conducted research and authored scientific articles, further enhancing their academic credentials. This hands-on experience in a contemporary setting allowed them to apply theoretical concepts in real-world scenarios, deepening their understanding of their specialties.

Moreover, the Erasmus+ program facilitated the formation of new connections that extended beyond the host country. Students forged friendships not only with their peers in the local academic community but also with fellow Erasmus+ participants from diverse backgrounds and nationalities. This multicultural interaction enriched their educational journey, providing them with a broader perspective and appreciation for global diversity.

Additionally, students took advantage of opportunities to travel, study, and celebrate together, fostering a sense of camaraderie and support. The shared experiences of studying abroad created a tight-knit community, where students helped each other navigate the challenges and joys of international education. Overall, this combination of language improvement, academic growth, and crosscultural connections significantly enhanced their educational and personal development.

Enhancing socialization skills is a vital component of personal and professional development, with 16% of students reporting marked improvements in their ability to meet and communicate with new individuals. This growth in social skills is primarily fostered through diverse interactions in various settings, allowing students to engage with peers from different backgrounds, cultures, and disciplines.

By participating in group activities, seminars, and informal gatherings, students have the opportunity to practice and refine their communication abilities. These experiences not only help them become more comfortable initiating conversations but also enhance their listening skills and empathy, which are crucial for building meaningful relationships.

Moreover, the collaborative environment encourages students to share ideas and perspectives, leading to more dynamic exchanges and discussions. As they navigate these interactions, they gain confidence in their ability to connect with others, whether in academic settings or social situations. This emphasis on socialization not only enriches their university experience but also prepares them for future professional environments, where effective communication and networking are essential for success. Overall, the development of these social skills equips students to thrive in diverse contexts, fostering a sense of belonging and community.

What difficulties did you face during your studies and, accordingly, living in the country?

Nearly 68% of the surveyed students indicated that the adaptation period can be quite lengthy, largely due to the significant language barrier they face, despite achieving commendable results in language school. This challenge often stems from the complexity of everyday interactions and academic discourse, which can differ substantially from the structured environment of language classes.

Many students found that while they may have acquired a solid foundation in vocabulary and grammar, real-life communication often presents unexpected hurdles. Conversations with peers, understanding colloquial expressions, and engaging in rapid exchanges can create additional pressure, making it difficult for students to feel fully integrated into their new environment.

Furthermore, the adaptation process involves not only overcoming linguistic challenges but also acclimatizing to a new cultural and educational landscape. Navigating social norms, academic expectations, and classroom dynamics can contribute to feelings of uncertainty and frustration. As a result, students may require additional time and support to build their confidence and fluency in the language, as well as to establish connections with their peers and instructors.

In light of these challenges, it is crucial for universities to establish robust support systems that address the needs of international students. These systems should encompass language workshops, peer mentorship programs, and ample opportunities for social engagement. By implementing such initiatives, universities can facilitate a smoother adaptation period for students, enabling them to effectively overcome language barriers and engage fully in both academic and social experiences.

Despite the relatively low tuition costs associated with the academic year, many students find that additional expenses can be surprisingly high, with 70% of respondents expressing concern about the cumulative costs of accommodation, food, entertainment, and educational materials. This financial strain can further complicate the adaptation process, as students may feel pressured to manage their budgets carefully while still trying to immerse themselves in their new environment.

The necessity of balancing academic responsibilities with the challenges of daily living can lead to stress and anxiety. Therefore, universities should not only focus on academic support but also consider financial literacy programs and resources to help students navigate budgeting and financial planning. Providing access to affordable housing options, meal plans, and financial aid can significantly alleviate the burden on students, allowing them to concentrate on their studies and cultural integration.

Overall, a comprehensive approach that addresses both linguistic and financial challenges will enhance the overall student experience, helping them thrive academically while fostering a sense of community and belonging.

The teaching method employed in some institutions, particularly in Germany, has been observed to be somewhat unsuitable for certain students. One notable aspect is the pedantry that becomes particularly evident during examinations. This rigid adherence to formalities and meticulous rules can create an environment that feels overly strict and potentially stifling to creativity and critical thinking.

Students have expressed the need for a more flexible approach that prioritizes individual preferences and learning styles rather than focusing solely on popularity or status within the academic setting. Approximately 13% of respondents highlighted this sentiment, emphasizing the importance of tailoring educational experiences to suit diverse student needs. This focus on personal preferences is essential for fostering an engaging and supportive learning environment where students feel empowered to express their ideas and perspectives.

To address these concerns, it is crucial for educational institutions to reevaluate their teaching methodologies. This could involve incorporating more interactive and student-centered approaches that encourage dialogue, collaboration, and exploration of topics that resonate with students on a personal level. By creating a more inclusive and adaptable academic atmosphere, universities can enhance student engagement and satisfaction, ultimately leading to better learning outcomes and a more enriching educational experience.

An interesting yet unexpectedly challenging aspect that students encountered during their time in Britain was related to nutrition. The local cuisine heavily featured popular dishes prepared with batter and rich amounts of butter or spices, which proved to be quite different from what many students were accustomed to. As the month progressed, students noted a concerning limitation in the variety of dishes available in cafeterias. Despite the presence of a wide selection of sandwiches, options beyond flour-based products became increasingly scarce. Students found themselves yearning for alternatives, but the choices often boiled down to vegan bowls or fruit, which, while healthy, quickly became monotonous.

Moreover, the frequency of product deliveries to supermarkets was not as regular as anticipated. Students often encountered empty shelves, particularly before weekends or holidays, leading to significant inconvenience. Basic staples such as eggs, vegetables, and fruits were sometimes unavailable for days at a time, complicating meal planning and grocery shopping. This situation was especially

challenging when stores closed for holidays, leaving students with limited options for obtaining essential food items.

To address these dietary challenges, it would be beneficial for universities to provide guidance on local food options, including recommendations for nearby grocery stores or markets that offer a wider variety of products. Additionally, universities could consider organizing cooking workshops or classes that introduce students to local cuisine while incorporating healthier alternatives. By fostering a greater awareness of nutritional choices and providing support for meal preparation, institutions can enhance students' overall well-being and satisfaction during their study abroad experience.

Some students recounted an unexpected challenge they faced concerning their money cards, which experienced a malfunction for an entire day. This situation created significant inconvenience, as they were unable to access funds for essential purchases. Fortunately, the university provided compensation in the form of vouchers, alleviating some of the immediate concerns. However, the uncertainty surrounding the duration of the issue added to the stress of the experience, leaving students uncertain about when their card would be functional again. Such incidents highlight the importance of having contingency plans in place to support students during unexpected financial difficulties, ensuring that they can continue to meet their daily needs without undue stress.

Finding suitable housing at the beginning of the academic semester poses a significant challenge for many students, particularly international ones. Most foreign students seek to rent rooms or apartments; however, the high demand in the real estate market during the "student season" complicates this process. As a result, students often find themselves competing for a limited number of available accommodations, which can lead to increased stress and frustration. The influx of new students each semester exacerbates the situation, making it imperative for universities to offer robust housing support services.

Providing resources such as housing fairs, online platforms for connecting students with available rentals, and partnerships with local landlords could help ease the housing search. Additionally, universities could consider offering temporary accommodations for incoming students while they search for more permanent housing. By implementing these measures, institutions can help ensure that students have a smoother transition into their academic life, reducing the anxiety associated with finding adequate housing.

Among the surveyed students, 48% indicated that they did not reside in dormitories. Instead, most opted to rent rooms in shared apartments with fellow students. While this arrangement can foster a sense of community, it also presents challenges. Many of these apartments are located in bustling city centers, leading to high noise levels that can disrupt studying and relaxation. Additionally, some rooms are poorly lit, as they face less desirable views, such as elevator shafts, resulting in minimal natural sunlight.

The logistical aspect of commuting to the university also poses a concern, with some students reporting travel times of approximately 1.5 hours each way. This lengthy commute can significantly impact students' daily routines and overall wellbeing. In terms of cost, the average rent for shared housing ranged from 350 to 450 euros in countries like Portugal and Spain. While this may be manageable for some, it still represents a considerable financial commitment, particularly for students on tight budgets. Therefore, addressing the housing and commuting challenges faced by students is crucial for enhancing their overall academic experience.

Among the surveyed students, 30% reported having no issues with housing during their academic experience, particularly in countries like Poland and Slovenia. These students benefited from the availability of dormitories specifically designated for foreign students, which were provided upon request. This arrangement not only

facilitated a smooth transition into their new living environment but also fostered a sense of community among international students.

For those opting to rent apartments, the process was even more straightforward. However, it is important to note that the cost of renting an apartment was significantly higher compared to staying in a hostel. While the convenience and privacy of an apartment may appeal to many, the increased financial burden could be a consideration for students operating on a limited budget. Thus, while housing options were accessible for a significant portion of students, the variation in costs highlights the need for careful financial planning in order to secure suitable accommodations.

What advice can you give to those who want to study abroad?

Almost 100% of respondents indicated:

- to learn European languages. You can find free online courses or enroll in courses at the relevant university.
- find housing in advance. It is recommended to contact students who have already studied under the Erasmus+ program so that they can help and answer all questions.
- plan your budget.
- one of the most important pieces of advice is to not be shy about expressing your own opinion. Staying in another country, where everything seems foreign and incomprehensible, becomes a real test. You have to communicate in a foreign language, i.e. go beyond your comfort zone. However, after only a few weeks, you begin to get used to the changes and after a while you feel like an ordinary student.
- do not overdo it with the number of credits, because it will be necessary to combine studies at two universities (in Ukraine and abroad).

- the most profitable housing option for the duration of studies is a student dormitory. Living conditions are comfortable, the rooms have everything you need. To get a room, you need to send an application. They will write to you more specifically about this when you send the documents for study. Almost 100% of respondents indicated:

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Here are some essential recommendations for those aspiring to study abroad, elaborated for clarity and depth:

1. Learn European Languages - A unanimous sentiment among respondents is the vital importance of mastering European languages. Proficiency in a foreign language not only facilitates effective communication but also enriches the

overall cultural experience. Prospective students should consider seeking out free online language courses or enrolling in language programs offered by their host universities. Such preparatory efforts will enhance their ability to engage meaningfully with the local community and navigate everyday situations more confidently.

2. Find Housing in Advance - Securing suitable accommodation prior to arrival is crucial for a smooth transition. It is advisable for students to start their housing search well in advance of their departure date. This proactive approach will mitigate potential stressors upon arrival. Additionally, connecting with current or former students who have previously participated in the Erasmus+ program can provide invaluable insights and assistance. These individuals can share their experiences and offer guidance on housing options, as well as answer any questions that may arise during the process.

3. Plan Your Budget - Careful financial planning is essential for studying abroad. Students should create a comprehensive budget that accounts for all potential expenses, including tuition fees, accommodation costs, food, transportation, and leisure activities. Having a clear understanding of financial requirements will enable students to manage their funds effectively, ensuring they are well-prepared for any unexpected costs that may arise during their time abroad. By adhering to a budget, students can focus on their studies and enjoy their experience without the constant worry of financial strain.

4. Express Your Opinion - One of the most significant pieces of advice is to be unreserved in expressing your thoughts and opinions. Transitioning to a foreign country, where everything can feel unfamiliar and daunting, presents a unique set of challenges. Engaging in conversations and discussions in a foreign language requires stepping outside one's comfort zone. However, it is crucial to recognize that this process is an integral part of personal growth and adaptation. After a few weeks, students typically begin to acclimate to their new environment and develop a sense

of belonging, allowing them to participate more freely in academic and social interactions.

5. **Manage Your Credits Wisely** - Students should exercise caution regarding the number of academic credits they attempt to accumulate during their studies. Balancing coursework at both their home university in Ukraine and their host institution abroad is vital to avoid becoming overwhelmed. A well-thought-out course load ensures that students can dedicate sufficient time to their studies, engage in extracurricular activities, and fully enjoy the cultural experiences that studying abroad has to offer. It is essential to prioritize quality over quantity in academic pursuits.

6. **Consider Student Dormitories** - For accommodation, opting for student dormitories often represents the most financially viable choice for the duration of one's studies. Dormitories typically provide comfortable living conditions and are equipped with all the necessary amenities. To secure a room, students must be diligent in submitting their applications promptly, as further details about this process will usually be communicated alongside their study admission documents. Living in a dormitory can foster a sense of community among fellow students, making the adjustment to a new environment more enjoyable and less isolating.

By thoughtfully considering and implementing these recommendations, prospective students can optimize their international study experience, effectively navigate the complexities of living and learning in a foreign country, and ultimately achieve a successful and fulfilling academic journey abroad.

Were you satisfied with the library collection during your studies?

All students surveyed unanimously agreed that the conditions provided by the university are exceptionally comfortable and conducive to academic success. One notable advantage highlighted is the ease of accessing resources within the library. For instance, when searching for a suitable book, students reported that the process

is remarkably efficient, typically taking no more than five minutes to locate the desired material. This efficiency is largely due to the library's advanced computerized system, which streamlines the search process and enhances overall accessibility.

Furthermore, the library allows students to borrow most books, enabling them to take materials home for in-depth reading and study. This policy fosters a more engaging learning experience, as students can delve deeper into their subjects at their convenience.

In addition to the efficient resource availability, the library boasts extended hours of operation, remaining open nearly until midnight. This flexibility accommodates students' varied schedules and study habits, allowing them to utilize the facilities at times that best suit their needs. The overall atmosphere and amenities provided in the library are designed with student comfort in mind, ensuring a productive and pleasant environment for study and research.

This combination of efficiency, accessibility, and extended hours contributes to a supportive academic environment, which students greatly appreciate during their educational journey.

All students surveyed unanimously emphasized the availability of free Wi-Fi in every educational building on campus, which they find immensely convenient. This accessibility is crucial for their academic experience, as constant access to information is a fundamental requirement for ongoing learning and knowledge acquisition.

In today's digital age, having reliable internet connectivity is not just a luxury but a necessity in the educational process. Many classes rely heavily on online resources, research, and collaborative tools that require internet access. Without this free Wi-Fi, engaging in various educational activities—such as accessing course materials, participating in online discussions, or conducting research—would be significantly hampered.

The presence of free Wi-Fi facilitates a more dynamic and interactive learning environment. Students can easily connect with academic databases, utilize educational platforms, and participate in virtual learning opportunities, all of which enhance their overall educational experience. This seamless connectivity allows for a more integrated approach to learning, ensuring that students can fully engage with their coursework and benefit from the wealth of information available online.

Overall, the free Wi-Fi service across all educational buildings is seen as an essential feature that supports students in their pursuit of knowledge and academic success.

The university library not only meets expectations but also provides a delightful experience for its users. Recognizing that most European universities are expansive, with various faculties spread across different locations within the city, each faculty is equipped with its own dedicated library. This arrangement significantly enhances accessibility for both students and faculty members.

Having separate libraries for each faculty allows for a tailored collection of resources specific to the disciplines offered, ensuring that students have immediate access to relevant literature, research materials, and academic support directly related to their fields of study. This localized approach reduces the time and effort required to source materials, as students can conveniently find books and resources within their own faculty library.

Moreover, the design and atmosphere of these libraries contribute to an enjoyable study environment. Many of these facilities are equipped with comfortable seating areas, study rooms, and modern technology, making them ideal places for focused study or collaborative work. The libraries often provide extended hours, allowing students to utilize the space according to their schedules.

In essence, the university libraries play a crucial role in enhancing the academic experience by not only satisfying students' needs for information and

resources but also creating an inviting and conducive space for learning and intellectual growth.

One of the standout features of the university libraries is the extensive integration of information technologies, a benefit recognized by an impressive 87% of respondents. Each library branch is seamlessly connected to the Internet, enabling students to access a wealth of resources online. This modern approach includes an extensive collection of literature available in electronic format, which significantly enhances the accessibility of information for all students.

Through the library's user-friendly website, students can effortlessly check the availability of specific books, reserve them for future use, or even join waiting lists for popular titles. This system streamlines the process of finding and securing necessary materials, allowing students to focus more on their studies and less on logistical challenges.

Additionally, the libraries are designed with spacious and comfortable reading rooms, creating an ideal environment for focused study. Respondents universally agree that these reading areas are not only large but also conducive to productive work, providing a serene atmosphere that promotes concentration. The combination of modern technology and comfortable spaces ensures that students can engage deeply with the literature they need in a pleasant and quiet setting.

Overall, the effective use of information technology in the library system not only enhances access to educational materials but also contributes to a positive and enriching academic experience for all students.

Students often refer to the library as their "second home," reflecting its integral role in their academic lives. Unlike traditional textbooks, the library offers what are known as "syllabuses." These syllabuses provide detailed descriptions of subjects alongside a curated list of essential literature required for each course, guiding students in their studies.

However, there are occasions when certain books are not available for checkout and must be read on-site. This situation becomes particularly pressing during exam periods, prompting the library to extend its hours and operate around the clock. This commitment ensures that all students have ample opportunity to access the necessary materials, fostering an environment where everyone can prepare effectively for their assessments.

The library's supportive atmosphere, combined with its critical resources, truly establishes it as a central hub for learning and collaboration among students, reinforcing its status as an essential component of the university experience.

What was the attitude of the student community towards you during your studies and living in European universities? Were there any manifestations of discrimination?

A significant 64% of respondents indicated that they encountered no issues with communication during their studies, emphasizing a respectful and supportive environment. Rather than experiencing any form of disrespect, students consistently felt a sense of benevolence and assistance from their peers and faculty throughout their academic journey. This positive atmosphere fostered a collaborative spirit, allowing students to engage openly without fear of judgment.

Moreover, the survey revealed that 100% of the students reported experiencing a discrimination-free environment. This inclusivity not only enhances the overall educational experience but also promotes a sense of belonging among all students, regardless of their backgrounds. The commitment to maintaining a respectful and supportive community is a crucial aspect of the university's culture, enabling students to thrive both academically and personally.

What did you do besides study?

During their first year, students focused on acclimating to their new environment by forging friendships and establishing connections with fellow classmates. This period of social exploration was vital as they navigated the challenges of being in a foreign country. Alongside meeting new people, they immersed themselves in the local culture, trying traditional cuisine and engaging in various forms of entertainment, such as visiting museums and galleries. An impressive 89% of respondents highlighted these experiences as integral to their adaptation process.

In addition to social activities, some students dedicated their holidays to selfimprovement and personal growth. About 11% of them actively continued their studies, particularly focusing on enhancing their foreign language skills. This commitment to learning not only aided their academic pursuits but also enriched their overall experience abroad, allowing them to engage more fully with their new surroundings. The combination of social interaction and personal development contributed significantly to their adjustment and success in a foreign academic setting.

How easy was it to make new friends?

Half of the surveyed students reported that making friends was an extremely easy endeavor. They noted that the atmosphere among their peers was conducive to social interaction, with many individuals eager to learn something new and share experiences. This sociable and friendly environment significantly facilitated the process of building connections.

On the other hand, 36% of respondents expressed that finding friends was not as straightforward due to the language barrier they encountered. While many students were enthusiastic about engaging with others, the challenge of communicating effectively in a foreign language sometimes hindered their ability to connect fully. Despite this, the overall trend indicates a predominantly positive experience in forming friendships within the diverse student community.

Did you have a mentor to whom you turned for help in the process of studying and living?

Students are encouraged to reach out to the appropriate specialist when encountering any issues during their studies. For mental health concerns or if someone needs to discuss personal challenges, they can consult a psychologist available on campus. In cases of technical difficulties, there is a designated person responsible for addressing such matters, ensuring that students have access to the necessary support. When it comes to academic queries or subject-related questions, teachers are generally accommodating and can allocate time during or after lessons for discussion.

A prevalent practice among the faculty is to handle applications remotely, allowing students to submit their inquiries or requests via email. This approach ensures that students receive timely responses, fostering a supportive environment that emphasizes effective communication and problem-solving. All respondents confirmed that this system of support is well-implemented, enhancing their overall educational experience.

What difficulties did you encounter during your studies?

Approximately 70% of the surveyed students reported challenges in adjusting to the demanding study schedule. The program's structure is notably non-standard, with students facing an intensive workload that averages around 20 hours of lectures each week. In addition to attending lectures, students are expected to prepare extensively beforehand, often requiring them to read between 150 to 200 pages of recommended literature or complete short tasks related to the subjects being covered.

The academic rigor is further compounded by the fact that all professors are visiting faculty, meaning that each course is often brief but intense, typically lasting just 1 to 1.5 weeks. Following each course, students must complete a test and a

written take-home exam, which can be time-consuming and demanding. Given that most courses conclude just before the weekend, students often find themselves working on these take-home exams during their free time, with Sunday evenings being one of the few moments of respite in their busy schedules. This rigorous academic environment can make it difficult for students to find balance, especially as they navigate their responsibilities throughout the semester.

The primary challenge faced by students was the necessity of personal selforganization, as the majority of university education hinges on student-led selfstudy. In many cases, there was often only one lecture per week, leaving students to manage their own learning for the remainder of the time. This required a significant adjustment period. However, as students acclimated to this independent learning environment, they gradually developed effective time management skills, transforming their educational experience into one that was not only enjoyable but also deeply engaging.

Students noted that both the structure of the courses and the methods used to evaluate their individual progress were entirely new and quite different from their experiences in higher education institutions in Ukraine. The initial two to three months posed challenges, but these were generally seen as constructive and ultimately rewarding difficulties. Instead of feeling insurmountable, these challenges fostered personal growth and adaptation, allowing students to thrive in a learning atmosphere that encouraged autonomy and self-direction. Over time, students found that they could not only navigate this new educational landscape but also flourish within it, discovering newfound enthusiasm for their studies.

Thirty percent of the surveyed students highlighted the challenges they faced in adapting to the Western research tradition, which markedly differs from the postSoviet educational framework. In the Western system, students are required to submit two to three written assignments each week, a pace that can be demanding for those accustomed to less frequent submissions. Furthermore, exams are typically

conducted not at the end of the semester, as is common in the post-Soviet context, but rather in the middle of the term. This structure requires students to consistently engage with the material and maintain a steady study schedule.

At the conclusion of each course, students are expected to complete a final written assignment, which serves as a culmination of their learning experience. This shift in evaluation methods and expectations can be overwhelming for some students, as they must adjust to a more rigorous and continuous assessment model. Despite the initial difficulties, many students recognize the benefits of this approach, as it encourages a deeper understanding of the subject matter and fosters critical thinking skills. Over time, they adapt to these requirements, ultimately enhancing their academic proficiency and research capabilities in a more dynamic and demanding educational environment.

Was it possible to work while studying?

All respondents unanimously noted the significant challenges associated with securing a job while studying. For instance, in Spain, finding a part-time job can be particularly difficult due to the high demands of the academic program. The course workload is intense, leaving little room for students to engage in employment without jeopardizing their studies.

Under the regulations governing the national Spanish visa type "D," students are permitted to work once they have received their foreign student card. However, obtaining a work permit is also necessary, which involves navigating additional bureaucratic processes and paying taxes. Given these complexities and the substantial commitment required by their studies, many students are advised against taking on work during their course. Attempting to balance employment with academic responsibilities can lead to undue stress and ultimately hinder their educational progress, making it almost impossible to manage both effectively.

Therefore, the consensus is clear: prioritizing academic responsibilities is essential for success in such a demanding educational environment.

According to the stipulations of the Schengen visa type D, international students are permitted to engage in part-time work within the host country. However, any employment outside of university responsibilities must be coordinated and approved by the relevant departmental authorities. For students at Central European University (CEU), there are specific opportunities available, such as positions in the university library or within the dormitory facilities. These roles are designed to accommodate students' academic commitments, with a maximum allowable workload of twenty hours per week.

For PhD students, it is essential that their work is directly related to their scientific research endeavors. This ensures that their employment aligns with their academic goals while allowing them to gain practical experience in their field. Students seeking guidance on these matters are encouraged to reach out to the university's dedicated support services, which are well-equipped to assist them in navigating these opportunities.

However, it is crucial to note that successfully balancing a demanding study schedule with part-time work requires a high level of productivity and efficient time management skills. Students must be prepared to prioritize their responsibilities and work swiftly to meet the challenges of both their academic and professional commitments.

Students who pursued their studies in the United Kingdom reported that the UK Tier 4 student visa permits them to work up to twenty hours per week during term time. However, it is generally not advisable to take on this workload due to the demanding nature of university programs, which often make it challenging to balance both work and academic responsibilities.

Finding a job that aligns with one's field of study can also prove to be quite difficult. Most opportunities available to students tend to be in the form of so-called

"student jobs," such as working as an assistant in retail environments or in hospitality. The minimum wage for individuals over the age of 21 is currently set at £6.31 per hour, though this is subject to taxation.

It's worth noting that established companies typically do not prioritize hiring students for part-time positions, as there is a prevailing belief that students should focus primarily on their studies. However, summer internships are a more common practice, providing valuable work experience that can be beneficial for students' future careers. These internships often allow students to gain practical insights into their fields while also helping to build their professional networks.

Students who pursued their studies in Germany highlighted that international students are permitted to work for up to 120 days per year. However, the ability to balance work and study can be challenging, particularly for students enrolled in programs where class attendance is mandatory. In such cases, the requirement to attend all classes can create significant obstacles to finding suitable employment.

In instances where attendance is less strictly enforced, students found that they could adopt a more flexible approach to their schedules. This often involved working intensively for a week, where they would work from morning until evening, foregoing classes during that time. Following this intensive work period, students would then dedicate three weeks exclusively to catching up on missed lectures and assignments. This cyclical pattern of working and studying allowed them to manage both responsibilities, although it required careful time management and selfdiscipline to ensure that their academic obligations were met alongside their work commitments.

Ultimately, while the option to work exists, students must navigate the complexities of their course requirements and attendance policies to successfully balance employment with their educational pursuits.

According to the survey, 73% of students reported that they did not engage in work during their studies primarily because attending lectures was mandatory. For

those who do choose to work, the earning potential is around 8 to 10 euros per hour. While a portion of this income may be subject to taxation, students can recover these taxes through the Finanzamt in the following year, provided their annual income does not exceed 8,000 euros – a threshold that most students typically do not surpass.

Students have a variety of job opportunities available to them, ranging from positions within university departments to roles in cafes, international exhibitions, and various companies. However, having a good command of the German language is highly advantageous. Without strong language skills, students often find themselves limited to less desirable positions, such as dishwashing or cleaning.

Despite the availability of job opportunities, students frequently encounter challenges related to time management and the difficulty of balancing work commitments with their academic responsibilities. The intense demands of their study schedule can make it particularly challenging to find a suitable work-life balance, highlighting that while jobs may be accessible, the primary obstacle lies in effectively integrating work with their educational pursuits.

Were there problems adapting to life in the country?

In the survey, 73% of students reported that they experienced no significant issues adapting to life in their new environment. They attributed this smooth transition to the similarities in mentality between the local population and their own cultural backgrounds, which helped them feel more at home. However, 27% of respondents highlighted the language barrier as a challenge they faced during their adjustment period. This barrier sometimes hindered effective communication and made it more difficult for them to fully engage with the local community and access various services. Overall, while the majority found the adaptation process relatively easy, the language barrier remained a notable concern for a portion of the student population.

How long did it take to learn the language and what level of proficiency do you think you have at the moment?

A significant majority of the students, approximately 70%, dedicated a year to studying and improving their foreign language skills before embarking on their educational journey abroad. Despite this preparation, many quickly realized that their proficiency in the language was still quite limited once their formal training commenced. At the beginning of their studies, they encountered considerable challenges; nearly every word required translation, which made it difficult to keep pace with the coursework.

However, the desire to succeed in their higher education endeavors served as a strong motivation to enhance their language abilities. Students noted that the most effective way to learn a language is through active communication with native speakers, as this immersive experience not only helps in grasping vocabulary and grammar but also builds confidence in speaking. This realization led many to seek opportunities for interaction with locals, thereby accelerating their language acquisition and improving their overall academic experience.

Do international students have any privileges?

Upon enrolling in a university, each student is issued a student card that offers a plethora of benefits designed to enhance their academic and social experience. One of the most notable advantages is a substantial 50% discount on city transportation tickets, making commuting significantly more affordable. Furthermore, students enjoy the added perk of free rail travel, which allows them to explore their new surroundings without incurring additional costs.

For international journeys, the student card can also lead to discounts from various transportation carriers, enabling students to travel abroad at reduced rates. Additionally, the student card provides financial relief when dining on campus, as

students can access discounted set lunches in the university's dining hall, promoting both nutrition and cost savings.

Beyond transportation and dining, the student card unlocks discounts for entry into cultural and recreational attractions, including museums, galleries, and other points of interest. Students have expressed overwhelming satisfaction with these benefits, with 100% of respondents noting the value of the card in enhancing their overall university experience. This system not only supports students financially but also encourages them to engage more fully with their environment, fostering a sense of community and exploration.

Indicate what differences in education exist in comparison with national universities

Several students have remarked on the notable differences in attitudes towards education between their experiences in Ukraine and at European universities. As one student expressed, "At most European universities, education is viewed as a multifaceted process—a rigorous journey that requires significant intellectual effort and dedication. Here, the achievement of success is closely tied to the persistence demonstrated throughout this challenging climb, and the ultimate measure of success lies in the depth of professional knowledge attained."

Given this perspective, many students advocate for a more analytical approach to legal education within Ukrainian universities. They emphasize the importance of engaging more deeply with current trends and developments in the practical application of law. By doing so, they believe that both educators and students can enhance the learning experience, fostering a more robust understanding of the legal landscape and its implications for practice. This shift towards a more trend-focused and application-oriented curriculum could better prepare students for the complexities of the legal field, aligning more closely with the rigorous academic standards observed in European institutions.

Students have expressed a strong desire for a more liberalized approach to the organization of the educational process in Ukraine. As articulated by several respondents, "Students should have the autonomy to create their own schedules for seminars and exams according to their preferences, allowing them to filter subjects based on their interests."

They propose that educational subjects be categorized into three distinct groups: mandatory, optional, and voluntary. This classification would enable students to tailor their education from the very first year of their studies, allowing them to focus on areas that align with their career aspirations and personal interests.

A significant 63% of respondents advocate for this change, highlighting the potential benefits of a more flexible and student-centered approach to learning. By empowering students to take charge of their educational journeys, Ukrainian universities could foster a more engaged and motivated student body, ultimately leading to a higher quality of education and better preparation for the demands of the professional world.

Students have highlighted a significant distinction between foreign universities and their domestic counterparts, particularly emphasizing the former's strong emphasis on practical application over theoretical knowledge. This practical orientation is reflected in the organization of various events designed for both students and faculty, including lectures and workshops led by experienced practitioners in the field. Such initiatives provide invaluable opportunities for students to delve into the practical aspects of their studies, enhance their communication skills, and forge meaningful connections with professionals and peers.

One compelling example cited by students is the international law course taught by Professor van den Hout, who served as the secretary of the Permanent Court of Arbitration in The Hague for nine years. Unlike many traditional academics, Professor van den Hout has not focused on writing theses; instead, he has dedicated

his career to teaching at various universities. His lectures are described as exceptionally engaging and insightful, allowing students to draw from his extensive real-world experience. This type of interaction with seasoned professionals not only enriches the learning experience but also helps students understand the complexities and nuances of the legal field, preparing them more effectively for their future careers.

Students have also observed a notable difference in the methodology of classes between foreign universities and those in Ukraine. Unlike the traditional lecture format commonly found in Ukrainian education, where instructors deliver information in a one-sided manner, classes abroad operate on a more interactive model. In this approach, students arrive at their classes having already engaged with the assigned material in advance, as the topics for discussion are announced ahead of time. This preparatory work encourages students to come equipped with a list of questions or points of confusion they wish to address during the session.

The classroom experience itself is characterized by dynamic and engaging discussions rather than passive listening. In this format, the lecturer assumes the role of a moderator, facilitating dialogue and encouraging participation among students. This method not only fosters a deeper understanding of the subject matter but also promotes critical thinking and collaborative learning. Students find this approach particularly stimulating, as it allows for diverse perspectives to be shared and debated, creating an enriching academic environment that contrasts sharply with the more rigid structures they are accustomed to in their home institutions.

Students have highlighted the effectiveness of the order in which subjects are studied, particularly within the context of master's programs. In these programs, it is common for students to focus on a single discipline for a concentrated period of 2 to 3 weeks. This intensive approach culminates in an examination at the end of the study period, allowing students to assess their understanding and retention of the material immediately after its completion.

This method is viewed positively by students, as it enhances their ability to assimilate educational content without the distraction of multiple subjects simultaneously. By concentrating their efforts on one area of study, students can delve deeper into the subject matter, engage more thoroughly with the content, and ultimately retain information more effectively. The focused study approach fosters a comprehensive understanding of each discipline before moving on to the next, thereby preventing the dilution of knowledge that can occur when students are required to juggle multiple subjects at once. This structured and systematic method of learning has been well-received and is considered an advantageous aspect of their educational experience in Vilnius.

The entire learning process at European universities is meticulously structured to promote independent study and encourage students to deepen their knowledge driven by personal desire and intrinsic motivation. This approach recognizes that education is most effective when students take the initiative to engage with the material on their own terms, allowing them to explore subjects that genuinely interest them and align with their career aspirations.

Moreover, European universities offer a remarkable opportunity for students to learn any foreign language at the institution's expense. This initiative not only enhances students' linguistic skills but also broadens their cultural understanding and communication abilities. By providing access to language courses, universities facilitate an environment where students can develop valuable competencies that are essential in today's globalized world. This investment in language education reflects the institutions' commitment to fostering well-rounded individuals who are prepared to navigate diverse professional landscapes and engage effectively in international contexts. Overall, the emphasis on independent learning and language acquisition significantly enriches the educational experience and empowers students to take charge of their academic journeys.

Students in Ukrainian universities primarily emphasize independent study of the material, often relying on personal initiative to supplement their learning. However, in European universities, there is a distinct cultural expectation that students engage in a broader array of educational activities beyond traditional classroom settings. It is regarded as somewhat unusual if a student restricts their academic experience solely to attending classes. Instead, students are encouraged to actively participate in conferences, workshops, and seminars, which are abundant in these institutions.

This emphasis on extracurricular academic involvement is seen as integral to a comprehensive education. Engaging in such activities not only enhances students' understanding of the subject matter but also fosters critical skills such as public speaking, networking, and collaborative learning. According to feedback from 53% of respondents, participation in these events enriches the educational experience, allowing students to connect theory with practice and gain insights from experts and peers alike. This holistic approach to education underscores the importance of being proactive and adaptable in one's learning journey, preparing students for the dynamic demands of their future careers.

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The educational experience at the College of Europe bears some resemblance to a correspondence form of study. Professors travel to the institution from various universities, conducting classes 3 to 4 times per semester over the course of two intensive days. During these sessions, students are assigned substantial amounts of "homework" and ultimately face an exam at the semester's end.

Students describe the format of these classes as a hybrid of traditional lectures and practical sessions. In these engaging learning environments, instructors begin by delivering comprehensive presentations on specific topics, which are then followed by practical tasks designed to deepen understanding and application of the material. Additionally, the classes often include student-led reports and presentations, which are prepared in advance. This collaborative element fosters an interactive atmosphere where students can actively engage with the content and one another.

Despite the rigorous nature of the coursework and the emphasis on practical application, it is noteworthy that students do not receive ongoing points or grades for participation in these sessions. Instead, the final grade is determined solely by the results of the end-of-semester exam. This assessment approach places a significant emphasis on mastering the material, encouraging students to focus on comprehensive understanding rather than merely accumulating points throughout the semester.

This educational model is particularly well-suited for master's programs, as it allows students to independently engage with the material in the library and use

classroom time efficiently for discussions on challenging topics and practical problem-solving. The focus on interactive learning enhances comprehension and application of knowledge, fostering a deeper understanding of complex concepts.

However, students express skepticism regarding the effectiveness of this system for bachelor's degree programs. They believe that undergraduate students, who may lack the same level of academic maturity and self-direction as their master's counterparts, might struggle with the demands of independent study without adequate support and structured guidance. For bachelor students, a more traditional approach that includes a combination of lectures, structured assignments, and direct interactions with instructors may be necessary to build foundational knowledge and skills before transitioning to more independent learning experiences at the master's level.

Students highlight several key differences between their experiences at foreign universities and domestic institutions, emphasizing areas for potential improvement in Ukrainian universities:

1. Internet Communication and Evaluation Systems - The integration of digital platforms for communication and assessment enhances accessibility and efficiency, facilitating better interaction between students and faculty.
2. Deeper Specialization in Early Courses - Early exposure to specialized subjects allows students to focus their studies and develop a clearer understanding of their academic and career paths from the beginning of their education.
3. Practical Content over Theoretical Frameworks - A shift towards a "qualifying majority" in curriculum design—prioritizing practical skills and applications rather than solely theoretical knowledge—would better prepare students for real-world challenges.
4. Freedom in Course Structure for Educators - Allowing teachers greater flexibility in designing their courses and prohibiting traditional lecture formats can foster more engaging and interactive learning environments.

5. Enhanced Focus on Legal Clinics - Establishing legal clinics as dedicated subjects provides students with hands-on experience and practical skills, bridging the gap between academic learning and professional practice.

The interactive approach to teaching at foreign universities has left a positive impression on students, who appreciate the diverse range of materials and methods used in the learning process. Key elements of this interactive presentation include:

- Online Articles: Access to current legal articles helps students stay updated on recent developments and enhances their understanding of theoretical concepts.
- Presentations: Visual aids make complex topics more digestible and engaging, fostering better retention of information.
- Court Cases and Analytics: Real-life case studies provide practical insights into legal principles, allowing students to apply their knowledge in a meaningful way.
- Own Books and Handouts: Customized materials tailored to course content offer students a more personalized learning experience.
- Videos: Multimedia resources can illustrate legal concepts dynamically, making them more relatable and easier to grasp.
- Personal Consultations: Opportunities for one-on-one discussions with instructors foster deeper understanding and allow students to address specific questions or challenges.

At the master's level, the ability for students to choose their subjects is crucial for tailoring their education to their interests and career aspirations. The introductory courses offered at the beginning of the academic year serve as a valuable resource for this decision-making process.

During these sessions, students have the opportunity to:

- Attend Presentations: Professors present each module in short, 5-minute lectures, providing a snapshot of what students can expect from the course content and teaching style.
- Engage with Faculty: Students can get to know the professors who will be teaching the courses, allowing for personal connections and insights into their teaching methodologies.
- Ask Questions: This interactive format encourages students to inquire about course expectations, workload, and relevance to their career goals, ensuring they make informed decisions.

Such an approach not only facilitates the selection of courses that align with students' personal interests and professional goals but also fosters a sense of community within the university. By enabling students to choose modules that resonate with them, universities promote a more motivated and engaged student body, ultimately enhancing the overall educational experience.

A notable distinction between the domestic approach to education and international practices lies in the structure of academic modules. Specifically, in the master's program described, students are required to focus their studies on a limited number of subjects, comprising only "four modules" throughout the academic year, with each module carrying "30 credits". In addition to these core subjects, students are also tasked with the completion of a master's thesis. This streamlined approach not only fosters a more concentrated academic experience but also enables students to allocate their efforts toward in-depth exploration of each subject, thereby enhancing their overall understanding and mastery of the material.

It is noteworthy that law students at the undergraduate level typically do not engage in courses focused on the theory of the state and law, nor do they study the historical development of state and legal systems in foreign countries. This omission contrasts with the more comprehensive curricular offerings available at the graduate level. However, students who wish to explore these subjects have the opportunity to

do so during their master's or doctoral studies. This structure allows for a more specialized approach in the early stages of legal education, reserving foundational theoretical and historical discussions for advanced academic pursuits, where students can better appreciate and contextualize these disciplines within their broader legal education.

In European universities, it is important to emphasize that assessments at both the master's and bachelor's levels are conducted primarily through written examinations. This method underscores the institution's commitment to maintaining academic integrity and ensuring that students demonstrate their individual understanding of the material. Instances of academic dishonesty, such as plagiarism or cheating, are taken very seriously and are met with strict consequences, which can include expulsion from the university. This rigorous approach to assessment not only fosters a culture of honesty and accountability among students but also reinforces the value of original thought and scholarly effort in the pursuit of academic excellence.

Foreign education is increasingly regarded as a valuable stepping stone toward enhanced career opportunities, particularly in the legal field. Many students who have pursued their studies abroad have reported significant benefits in their professional trajectories. For instance, several individuals have successfully secured positions at prominent law firms, such as Sayenko Kharenko, one of the leading legal practices. This opportunity allows them to specialize in corporate law while simultaneously applying the knowledge and skills they acquired during their university education in a practical setting.

Moreover, there has been a notable surge in demand for lawyers who possess proficiency in multiple languages. This trend highlights the growing recognition of the importance of linguistic abilities in today's globalized legal market, where effective communication across diverse jurisdictions and cultures is essential. As such, the combination of foreign education and language skills equips graduates with

a competitive advantage, positioning them favorably in an increasingly interconnected legal landscape.

Is it worth going to study abroad?

Engaging in international education offers numerous advantages, including the opportunity to enhance your English language proficiency, experience firsthand the educational methodologies of another country, and connect with individuals from diverse backgrounds. This immersion not only facilitates personal growth but also fosters cultural exchange, allowing you to gain deeper insights into various customs and traditions.

Throughout the duration of this survey, participants offered valuable insights in response to a series of additional questions, and the relevant findings have been meticulously organized and compiled. These results capture a diverse array of perspectives and experiences, illuminating the multifaceted implications of studying abroad on students' academic journeys and professional growth.

By systematically analyzing the responses, we gain a deeper understanding of how international education influences various aspects of student life, including adaptability, cultural awareness, and career opportunities. Furthermore, these findings underscore the transformative nature of studying in a foreign environment, highlighting the benefits of exposure to different educational methodologies, networking opportunities, and the enhancement of language skills. Overall, the gathered data reflects a comprehensive picture of the significant role that studying abroad plays in shaping students' futures, equipping them with the tools necessary to thrive in an increasingly interconnected and competitive global landscape.

The prevailing opinion among students is that obtaining an education abroad is not merely beneficial but is an essential aspect of their personal and professional growth. When posed with the question, "Is it necessary to obtain a degree from European universities?" an impressive majority of respondents - specifically, 30

individuals, which constitutes 94% of the surveyed group-expressed a strong affirmative belief in the necessity of pursuing higher education in Europe. This overwhelming support illustrates a collective understanding of the significant advantages associated with international academic experiences.

In stark contrast, only 2 individuals, representing a modest 6% of the participants, voiced their disagreement regarding the importance of acquiring a degree in a foreign educational context. This notable disparity in perspectives not only highlights the consensus on the perceived value of international education among students but also emphasizes its critical role in influencing their academic paths and shaping future career prospects. The strong inclination towards studying abroad reflects a broader recognition of how such experiences can enrich their educational journey, enhance their global competencies, and better prepare them for the competitive job market.

When asked the question, "Was it easy for you to receive an education at European universities?" a significant majority of respondents provided insightful feedback regarding their experiences. Specifically, 56.25% of participants conveyed that they found their educational journey to be manageable or relatively normal, indicating a general comfort with the academic expectations and rigor. Furthermore, 31.25% of those surveyed reported that they experienced minimal difficulties, categorizing their studies as easy. This perception underscores a sense of confidence and competence in navigating their academic responsibilities. Conversely, a small fraction, only 6%, indicated that they encountered challenges that made their studies difficult. This data collectively suggests that the vast majority of students hold a favorable view of their educational experiences within European institutions, perceiving them as not only achievable but also conducive to personal and academic growth. Such positive sentiments reflect a broader trend of accessibility and

comprehension in higher education, particularly in the context of international studies.

The motivations behind pursuing an education at European universities were assessed through participant responses, revealing a clear prioritization of objectives among the students surveyed. A significant majority, accounting for 75% of respondents, articulated that their primary goal in seeking higher education is to acquire substantial knowledge and attain a level of qualification that will benefit them in their future careers. This perspective underscores the importance placed on educational outcomes that extend beyond mere credentialing.

In contrast, a smaller portion of participants, specifically 13%, characterized education as a societal stereotype, suggesting a more critical or skeptical viewpoint regarding conventional pathways to success. Additionally, 9% of respondents indicated that their motivation for studying abroad stems from a desire for personal improvement, emphasizing a commitment to self-development and growth. Finally, a mere 3% of participants expressed that their pursuit of education is primarily driven by a quest for learning satisfaction.

Overall, these findings illustrate that the predominant intention among students in European universities is to gain not just a diploma but also relevant, practical knowledge that will enhance their qualifications and equip them for future professional endeavors. This collective aspiration reflects a commitment to fostering a well-rounded educational experience that aligns with the demands of the modern job market.

When participants were asked the question, "Is it necessary to obtain an education in European universities for the future?" a substantial majority of respondents, totaling 84%, expressed the belief that educated individuals are fundamental to the foundation of our future society. This strong consensus highlights the perceived value of European education as a critical component in shaping

knowledgeable and capable citizens who can contribute effectively to societal progress.

In contrast, 13% of respondents emphasized the importance of diversity within society, suggesting that while education is valuable, there should be a broad range of perspectives and experiences represented, rather than a uniform path of higher education for all. This viewpoint underscores the idea that varied educational experiences can enrich society in multiple ways.

Lastly, a mere 3% of participants indicated that they see little value in education, reflecting a minority opinion that questions the overall significance of formal learning. This small percentage stands in stark contrast to the overwhelming majority that recognizes the necessity of education in fostering a well-informed populace.

These findings collectively suggest a strong endorsement for the pursuit of higher education, particularly in European contexts, as a means of ensuring a better future for society as a whole.

A significant majority of respondents, specifically 97%, express a strong conviction regarding the necessity for reform in the current state of national education in Ukraine.

When posed with the question, **"Is it necessary to change the current state of national education in Ukraine?"** nearly all participants advocate for enhancements, particularly emphasizing improvements in the material and technical resources available within the educational system. This overwhelming consensus highlights a collective recognition of the pressing need for modernization and investment in educational infrastructure to better support teaching and learning.

Conversely, only 3% of respondents indicate that they do not perceive any value in making changes to the existing educational framework. This minority

perspective suggests a belief in the adequacy of the current system or a possible lack of awareness regarding the potential benefits of educational improvements.

Overall, these results illustrate a profound desire among students for a revitalized educational landscape in Ukraine, one that prioritizes both material and technical advancements to create a more effective and engaging learning environment. The strong support for change reflects the belief that such improvements are essential for fostering academic success and equipping students with the necessary skills for future challenges.

When addressing the question, "Where is the best place to receive an education?" the responses reveal a notable divide among participants, with exactly half of the respondents asserting that Ukraine offers the best educational opportunities, while the other half contends that studying abroad is superior. This equal distribution of opinions suggests that, in the eyes of students, the educational system in Ukraine holds its own and possesses competitive qualities comparable to those found in foreign institutions.

This balance indicates a level of confidence among students in the quality of education available domestically, suggesting that they perceive it as a viable alternative to international educational experiences. The acknowledgment of both local and international educational environments as valuable underscores the diversity of perspectives within the student population, reflecting a broader trend of appreciation for the educational offerings in Ukraine. This sentiment may also point to the potential for Ukrainian universities to enhance their global standing and attract students who might otherwise consider studying abroad. Ultimately, this finding emphasizes the importance of continuing to invest in and improve the educational infrastructure within Ukraine to maintain its competitive edge in the global educational landscape.

In response to the question, "**Do you like the European evaluation system?**" a significant majority of respondents, specifically 74%, expressed a positive sentiment towards this assessment framework. In contrast, 26% of participants provided a negative answer, indicating some level of dissatisfaction. This notable difference highlights that the European evaluation system meets the expectations and preferences of the majority of students surveyed.

The favorable response from 74% of the participants suggests that this system is perceived as effective, perhaps due to its emphasis on comprehensive assessments, transparency, and the opportunities it provides for students to demonstrate their knowledge and skills. The positive feedback also reflects an appreciation for the methodologies employed within the European educational framework, which may be more aligned with contemporary learning styles and practical applications compared to other systems.

Conversely, the 26% of respondents who expressed a negative opinion may point to areas for improvement within the European evaluation system. Understanding their concerns could provide valuable insights into potential adjustments that could further enhance student satisfaction and educational outcomes. Overall, the predominant approval of the European evaluation system indicates its effectiveness in addressing the needs and expectations of most students, contributing positively to their academic experiences.

When participants were asked to evaluate European higher education using a 10-point scale, the results were overwhelmingly positive. The majority of students assigned a high rating, averaging ****9.2 points out of 10****, indicating a strong belief in the quality and effectiveness of educational programs offered across Europe. This high score reflects students' perceptions of the rigorous academic standards, diverse learning opportunities, and overall excellence associated with European institutions.

Such a rating suggests that students feel well-supported in their academic pursuits and appreciate the resources available to them, including access to

knowledgeable faculty, modern facilities, and a variety of extracurricular activities that enrich their educational experience. The high level of satisfaction implied by this score underscores the competitive nature of European higher education in comparison to other educational systems globally.

Furthermore, this positive assessment may contribute to the growing trend of students seeking education in Europe, as it highlights the region's reputation as a hub for quality learning and professional development. Ultimately, the average rating of 9.2 points serves as a testament to the commitment of European universities to maintain high educational standards that meet the expectations of their students.

The level of confidence among students regarding their prospects of securing employment after graduating from a European university reveals a diverse range of sentiments. When asked to quantify their certainty, the responses were as follows: 25% of participants expressed a confidence level of 50%; another 25% reported a 70% certainty; 19% indicated a 60% likelihood; 16% felt 80% confident; 6% estimated their confidence at 40%; 3% conveyed a 30% certainty; 3% stated a 20% confidence level; and 3% were only 10% sure. Notably, no respondents indicated a confidence level of 90% to 100%.

These findings suggest that while many students harbor a moderate to high level of optimism regarding their employment prospects, there remains a significant degree of uncertainty in the minds of the respondents. The absence of anyone expressing absolute certainty (90-100%) about their future job opportunities underscores the complexities and challenges faced by graduates in the competitive job market, regardless of their educational qualifications.

This pervasive uncertainty may stem from various factors, including economic fluctuations, industry demands, and the competitive nature of the job market, all of which can influence a graduate's ability to secure a position that aligns with their qualifications and aspirations. Ultimately, these insights highlight the importance of

equipping students with not only academic knowledge but also practical skills and networking opportunities that can enhance their employability after graduation.

The findings indicate that students who have pursued their education at European universities express strong confidence in the high quality of the academic experience they received. However, it is also evident that many of these students face challenges in fully adapting to studying abroad. The primary obstacles identified include a language barrier and a lack of relevant experience living in a foreign country, both of which can hinder their academic performance and overall integration into the new educational environment.

Moreover, it is noteworthy that not all specializations acquired during their studies abroad have direct applicability within Ukraine. For instance, students specializing in European Union law find that while approximately 50% of their coursework is relevant and applicable for legal practice in Ukrainian law firms, the remaining 50% consists of general theoretical knowledge about the EU. Although this information can be intellectually stimulating, it lacks immediate practical utility for a lawyer operating within the Ukrainian legal context.

Despite these challenges, studying abroad has significant benefits that extend beyond academic knowledge. It fosters a broader worldview and enhances selfconfidence among students, which can be pivotal in distinguishing them from their peers in the job market. The ability to navigate diverse cultural contexts and communicate effectively in multiple languages gives these graduates a competitive edge, making them more appealing candidates for potential employers. In conclusion, while there are adaptation challenges and limitations in direct applicability of some specializations, the overall experience of studying abroad contributes positively to personal and professional development, equipping students with invaluable skills and perspectives.

A significant majority of the surveyed students, specifically 58%, believe that graduates from foreign universities possess a heightened level of competitiveness in

the labor market, both within Ukraine and internationally. This perception highlights the esteemed reputation of foreign degrees, suggesting that they may offer distinct advantages when applying for jobs across various sectors.

However, the influence of a foreign diploma on employment prospects is nuanced. Factors such as the specific salary offered, the position for which an individual is applying, and the nature of the company play crucial roles in determining the overall impact of a foreign education on career outcomes. For instance, while a foreign degree may open doors to prestigious positions or higher salaries, its effectiveness largely hinges on the applicant's ability to leverage the knowledge and skills acquired during their studies.

Thus, while possessing a foreign diploma is undoubtedly beneficial, it is essential for graduates to adeptly utilize their education and experiences to maximize their competitive edge in the job market. Employers often seek candidates who not only have a solid academic background but also demonstrate practical application of their knowledge, critical thinking, and adaptability in diverse work environments. Therefore, the value of a foreign diploma extends beyond its mere possession; it is the combination of educational achievements and the capacity to apply them effectively that ultimately determines a graduate's success in securing desirable employment opportunities.

Strategic Recommendations for Enhancing Ukrainian Student Integration

To effectively enhance the integration of Ukrainian students within the European Union educational framework, strategic recommendations should address key areas, including institutional support, social and cultural inclusion, economic and housing stability, psychological support services, and ongoing policy advocacy. Building a comprehensive support network requires collaboration among Ukrainian and EU universities to align curricula, establish dual degree programs, and facilitate the recognition of credits across institutions. Partnerships should be designed to reduce academic barriers that Ukrainian students may face and provide structured support across various campuses. By creating a standardized network, Ukrainian students can access resources like academic advising, mentoring, and career counseling, regardless of the institution they attend. This collaborative model would allow Ukrainian students to seamlessly integrate into European academic systems while preserving their Ukrainian educational identities.

Social and cultural inclusion is another critical component of successful integration. It is essential to create opportunities for Ukrainian students to develop connections with local peers, which can be facilitated through cross-cultural orientation programs and peer mentorship initiatives. Pairing Ukrainian students with local mentors can help them build relationships, enhance language skills, and alleviate feelings of social isolation. Alongside these mentoring efforts, extracurricular activities, student clubs, and cultural events should be fostered as platforms for celebrating diversity and cultivating social bonds. By providing these social engagement opportunities, universities can create an environment where Ukrainian students feel welcome, included, and able to thrive academically and personally. It is equally crucial to empower Ukrainian students as cultural

contributors, allowing them to share their traditions and perspectives, which will enrich the broader campus community.

Addressing the economic challenges and housing insecurities that Ukrainian students face is fundamental to this integration strategy. Many Ukrainian students experience financial pressures due to their displacement, which can obstruct their academic ambitions. To alleviate these financial barriers, scholarship programs specifically targeting Ukrainian students should be established, covering both tuition and living expenses. Such scholarships can empower students to fully immerse themselves in their studies without the added stress of economic strain. Additionally, partnerships with local governments and housing organizations are necessary to provide safe, affordable, and accessible housing options for Ukrainian students. Given that housing stability is closely linked to academic performance, offering secure accommodation will support students' overall well-being and foster a sense of stability essential for effective integration.

In parallel with financial and housing support, universities must prioritize psychological and emotional support services. Ukrainian students may face emotional and psychological difficulties due to displacement and the trauma associated with war, making access to mental health services critical. Establishing counseling services tailored to Ukrainian students' unique needs would allow for trauma-informed counseling, mental health support, and peer groups focused on mutual support. Such initiatives would not only address students' mental health needs but also help them develop coping mechanisms essential for resilience. Furthermore, faculty and staff should receive training in trauma-informed approaches, which would enable them to create a safe and empathetic academic environment that recognizes and respects the challenges Ukrainian students have encountered.

Continuous monitoring and evaluation of integration strategies are essential to ensure they are effective and responsive to Ukrainian students' evolving needs.

Feedback mechanisms should be established to gather student input, and data should be regularly analyzed to track retention rates, academic success, and overall wellbeing. Based on these findings, universities can make necessary adjustments to support strategies, thus fostering an adaptive model of inclusion. Policy advocacy also plays a pivotal role in sustaining these efforts long-term. By promoting supportive policies at the EU level that prioritize the educational inclusion of displaced students, universities can help secure funding and resources that can be scaled to assist future displaced students. This policy-oriented approach ensures that Ukrainian students, and others in similar situations, will have access to robust support systems that enable academic achievement and personal development within the EU educational context.

These strategic recommendations collectively emphasize the need for a holistic approach to the integration of Ukrainian students in Europe. By addressing institutional, social, economic, psychological, and policy-based dimensions, the European educational community can create an inclusive environment where Ukrainian students are not only welcomed but also given the resources and support necessary to succeed. Through these concerted efforts, universities can foster a meaningful and lasting impact on both Ukrainian students and the broader academic community, ultimately contributing to a more inclusive, resilient, and culturally rich European educational landscape.

The European experience of Ukrainian students holds the potential to make a transformative impact on Ukraine's higher educational system upon their return. Exposure to European teaching methodologies, innovative research practices, and multidisciplinary approaches equips Ukrainian students with a wealth of knowledge and skills that can be transferred to their home institutions. By bringing back these insights, Ukrainian students become agents of change, capable of driving curriculum reform, fostering new pedagogical strategies, and strengthening research standards within Ukraine's academic landscape. Their firsthand experiences with European

models of higher education introduce a dynamic perspective that enriches Ukraine's higher education system, bridging traditional approaches with modern, globalized education frameworks.

Moreover, Ukrainian students' engagement with European academic values – such as critical thinking, inclusivity, and academic freedom – fosters a mindset that is invaluable for Ukraine's post-war rebuilding efforts. These students, as future educators, policymakers, and leaders, return with a profound understanding of how inclusive and collaborative learning environments can drive societal progress. This influence can inspire Ukrainian universities to adopt more student-centered approaches, expand partnerships with international institutions, and create a more globally integrated educational environment. In this way, the experiences of Ukrainian students abroad not only enhance their personal development but also contribute to a long-lasting legacy that strengthens Ukraine's educational foundations, prepares future generations for a globally interconnected world, and propels the country toward a more resilient, progressive, and inclusive academic future.