

2019 Study of the United States Institutes for Student Leaders from Europe Announcement

The U.S. Embassy in Ukraine is pleased to announce a competition for the **2019 Study of the United States Institutes for Student Leaders**. This program is sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and will cover all participant costs, including program administration, travel, housing and subsistence, as well as book, cultural, and incidental allowances.

Study of the U.S. Institutes (SUSIs) for Student Leaders from Europe are intensive short term academic programs whose purpose is to provide groups of undergraduate student leaders with a deeper understanding of the United States, while simultaneously enhancing their leadership skills. The SUSI programs for Student Leaders from Europe are five-week Institutes that consist of a balanced series of seminar discussions, readings, group presentations, and lectures. Each Institute will have up to 20 international participants and will include a four week academic residency component and a one week integrated study tour. The coursework and classroom activities will be complemented by educational travel, site visits, leadership activities, and volunteer opportunities within the local community. During the academic residency, participants will also have the opportunity to engage in educational and cultural activities outside of the classroom. The program will take place in June to August 2019.

Brief descriptions of each of the three institutes follow. Applications are available at the U.S. Embassy's website <https://ua.usembassy.gov/education-culture/current-programs-grants> or by email to KyivAccess@state.gov

**The deadline for receiving applications at the Public Affairs Section is
January 16, 2019.**

Institute Descriptions:

A. The Study of the U.S. Institute for European Student Leaders on Civic Engagement will provide participants with an overview of how citizens have shaped U.S. history, government, and society both as individuals and groups. The academic program will define civic engagement, examine its development in the United States, and explore topics such as citizenship, community building, economic development, grassroots activism, political leadership, and volunteerism. In order to enhance the academic experience, to the Institute may focus on a specific theme or sub-themes such as civil rights and protections, public health, education, entrepreneurship, ethics, leadership, or media. To the extent possible, academic sessions will be complemented with hands-on sessions or workshops designed to build skills in the topics mentioned above. The Institute will encourage participants to develop innovative and practical plans to become engaged citizens in their own communities.

B. The Study of the U.S. Institute for European Student Leaders on Entrepreneurship and Economic Development will provide participants with an overview of entrepreneurial approaches by reviewing the development, history, challenges, and successes of U.S. entrepreneurial enterprises, including social enterprises,

business leadership and women's economic empowerment, in the United States and globally. Topics may include, but are not limited to, trade, investment, financial literacy, banking, microfinance, organizational development and management, innovation, emerging markets and risk analysis, strategic business planning, corporate social responsibility, and minorities in entrepreneurship. To the extent possible, academic sessions will be complemented with hands-on sessions or workshops designed to build skills in the topics mentioned above.

C. The Study of the U.S. Institute for Student Leaders from Europe on Youth, Education, and Closing the Skills Gap will explore how advances in technologies such as artificial intelligence, automation, and robotics are shaping how we work, where we work, and the skills and education required to work. The Institute will expose participants to global issues in the context of the future of work by examining educational, social and economic trends. Using an interdisciplinary approach, the academic program will examine the role of U.S. educational institutions, particularly community colleges, in preparing Americans with the skills needed to succeed in multiple industries and sectors including business, technology, science, higher education, the creative arts and other fields. Topics may include, but are not limited to, communication, entrepreneurship and the gig economy, globalization and urbanization, innovation and technology, organizational development and management, skills development, and reskilling and retraining. The Institute will also provide opportunities for participants to engage with educational and industry leaders, policy makers, trade associations and other key actors.

Candidate Description and Qualifications:

The candidates are expected to be highly motivated **first through third year undergraduate students** from colleges, universities, and other institutions of higher education, who demonstrate leadership through academic work, community involvement, and extracurricular activities. Their fields of study will be varied and may include the sciences, social sciences, humanities, education, business, and other professional fields. The ideal candidates should be from non-elite backgrounds, with little or no prior experience in the United States or elsewhere outside their home country, and should include historically underserved groups, indigenous groups, disadvantaged groups, individuals with disabilities, members of the LGBTI community, and ethnic minority communities.

Candidates nominated for this program will:

- be proficient in English;
- be interested in the Institute topic;
- be between 18 and 25 years of age;

- have at least one semester left of their undergraduate studies, and therefore be committed to return to their home universities following completion of the program;
- demonstrate strong leadership qualities and potential in their university and community activities;
- indicate a serious interest in learning about the United States;
- have a sustained high level of academic achievement, as indicated by grades, awards, and teacher recommendations;
- demonstrate commitment to community and extracurricular university activities;
- have little or no prior study or travel experience in the United States or elsewhere outside of their home country;
- be mature, responsible, independent, confident, open-minded, tolerant, thoughtful, and inquisitive;
- be willing and able to fully participate in an intensive academic program, community service, and educational travel; and,
- be comfortable with campus life, prepared to share living accommodations, and able to make adjustments to cultural and social practices different from those of their home country.