

Fulbright Commission - Portugal



Statistical Report

2008 / 2019

Portugal

on the

Study of the U.S. Institutes for Student Leaders from Europe – SUSI SLE

A program of the Bureau of Educational and Cultural Affairs, U.S. Department of State

March 2019

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Study of the U.S. Institutes (SUSI) for Student Leaders from Europe

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¹ Higher Education Institution

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About this report

This report presents the cumulative statistical data gathered from 2008 to 2019 from the applicants and grantees of the current SUSI SLE and the previous designations of this program. The information presented on the tables, graphs and maps relates exclusively to the part of the Program in Portugal, although this program is administered in other European countries. Since the first editions of the competition for this Program required a fewer amount of information from the applicants compared to the subsequent years, some of the data presented relates only to the competitions which took place after 2013. All candidates' personal information has been omitted.

About the Program

The *Study of the U.S. Institutes for Student Leaders from Europe - SUSI SLE*, a program of the Bureau of Educational and Cultural Affairs, U.S. Department of State, 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 consisting of a balanced series of seminar discussions, readings, group presentations, and lectures. Each institute accepts up to 22 participants and includes a four-week academic residency component and a one-week integrated study tour. The coursework and classroom activities are complemented by educational travel, site visits, leadership activities, and volunteer opportunities within the local community. During the academic residency, participants also have the opportunity to engage in educational and cultural activities outside of the classroom.

Participation is open to students from Belarus, Denmark, Estonia, Finland, France, Greece, Hungary, Latvia, Lithuania, Moldova, Netherlands, Norway, Portugal, Romania, Russia, Spain, Sweden, Ukraine, and United Kingdom regardless of race, color, age, gender, national origin, religion, or disability. All activities are conducted in English.

At the inception of the program in Portugal in 2008, the name of the program was *Summer Institute for Outstanding European Students*, in 2011 the name changed to *Summer Institutes for European Student Leaders*, in 2015 to *Study of the U.S. Institutes (SUSI) for European Student Leaders*, and in 2016, to the current name.

In 2019, the Fulbright Commission in Portugal administered the three institutes listed below. The other institutes have been discontinued.

Study of the U.S. Institute for Student Leaders from Europe on Civic Engagement provides participants with an overview of how citizens have shaped U.S. history, government, and society both as individuals and groups. The academic program defines civic engagement, examines its development in the United States, and explores topics such as citizenship, community building, economic development, grassroots activism,

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political leadership, and volunteerism. Other topics such as civil rights, entrepreneurship, ethics, leadership, and media are discussed. Students also have the opportunity to leave the classroom to meet with community leaders, entrepreneurs, and representatives of non-profit organizations. The academic residency is complemented by an educational tour that takes participants to another area of the U.S. where they meet with local, state, private, and not-for-profit organizations working in the field. The Institute then concludes with a visit to Washington, D.C. The University of South Carolina, SC, hosted one Portuguese student on this institute in 2016, two in 2017 and two in 2018.

The Study of the U.S. Institute for Student Leaders from Europe on Entrepreneurship and Economic Development provides 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 are complemented with hands-on sessions or workshops designed to build skills in the topics mentioned above.

The Study of the U.S. Institute for Student Leaders from Europe on Youth, Education, and Closing the Skills Gap explores 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 exposes 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 examines 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 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 also provides opportunities for participants to engage with educational and industry leaders, policy makers, trade associations and other key actors.

Discontinued programs administered before 2019

Study of the U.S. Institute for European Student Leaders on Environmental Issues explores current themes in environmental studies, which may include natural resource management, sustainable development/ sustainable agricultural practices, food security, ecotourism, energy generation (new and traditional forms), and water management and treatment. The program is interactive and experiential, with field trips

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to research facilities and opportunities for classroom discussion. The issues are explored from numerous angles: local grassroots activism and civic initiatives, market-oriented approaches, and federal government policies and regulation. The Institute might also examine the relationship between environmental security and national security. In addition, the Institute explores environmental issues in the context of a globalized society, and draws comparisons between the United States and the participants' home countries. We expect the Institute on Environmental Issues to provide opportunities for participants to engage with policy makers, individuals in technical positions, community representatives, indigenous leaders, and other key actors committed to the protection and management of the environment. The academic residency is complemented by an educational tour that will take participants to another area of the U.S. where they will meet with local, state, private, and not-for-profit organizations working in the field. The institute then concludes with a visit to Washington, D.C. The University of Oregon, OR, hosted one Portuguese student for this Institute in 2016, one in 2017 and will host two in 2018.

Study of the U.S. Institute for European Student Leaders on Social Entrepreneurship examines social entrepreneurship in the United States, including the development, history, challenges, and successes of U.S. social enterprises. The program is interactive and experiential, and combines classroom instruction with panel discussions, business visits, and volunteer opportunities. The Institute gives participants a foundation in how to employ entrepreneurial skills to address social issues and provides opportunities to meet with American local community leaders. The Institute may address topics such as business ethics, negotiations, emerging markets and risk analysis, microfinance, corporate social responsibility, strategic business planning and innovation, and women and minorities in entrepreneurship. The academic residency is complemented by an educational tour that takes participants to another area of the U.S. where they meet with local, state, private, and not-for-profit organizations working in the field. The Institute then concludes with a visit to Washington, D.C. The University of Tennessee – Chattanooga, TN, hosted two Portuguese students in 2016, two in 2017 and will host one in 2018. In 2015, 2014 and 2013, the Indiana University in Bloomington, IN, hosted two Portuguese students on each year.

Institute on Environment / Environmental Stewardship explores current topics in environmental sustainability and climate change. Participants examine the links between business, law, society, and the environment, take part in hands-on activities and projects and engage with policy makers, individuals in technical positions, community representatives, indigenous leaders, and other key actors committed to the protection and management of the environment. The Kansas University in Manhattan, KS, administered this institute in 2015, 2014, 2013 and 2011 hosting one Portuguese student each year. The University of Minnesota, MN, administered this program in 2010 and hosted two Portuguese students.

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Institute on Civic Activism offered participants a program focused on civic engagement. Participants explored a range of institutions and practices that have contributed to social well-being and development and developed public service projects of their own that address needs in their home communities. Participants looked at the ways social networking and hands-on activities can bring together citizens and policy makers to advance democracy. The Drexel University, PA, administered this institute in 2011 hosting one Portuguese student, one in 2010, one in 2009 and two Portuguese students in 2008.

Institute on Education in the 21st Century was designed for undergraduates who were studying to become primary or secondary school teachers and provided participants with a deeper understanding of the U.S. system of education through discussions of the history of public-school education in the United States, current U.S. education policy, and integration and diversity in American schools. This institute was administered by Eastern Washington University, WA, in 2011 hosting two Portuguese students.

Institute on Entrepreneurship / Innovation and Economics was designed to prepare participants to become entrepreneurs and leaders in business and industry. Participants learned about different forms of entrepreneurship and explore links between commerce, politics, the arts, and scientific discovery. This institute was administered by Georgetown University in 2011 hosting one Portuguese student. In 2010, 2009 and 2008, it was administered by Bentley University, formerly Bentley College, MA, hosting two, two and one Portuguese students respectively.

All program costs are fully funded by the U.S. Department of State.

The following pages present data concerning the Portuguese participants selected by the Fulbright Commission Portugal since the inception of these programs in the summer of 2008.

Fast Facts & Figures

TABLE 1 – NUMBER OF GRANTEES BY HOME HEI

Home Institution	Grantees
University of Porto	11
Nova University of Lisbon	6
University of Lisbon	5
Catholic University - Porto	4
ISCTE	2
Lisbon Polytechnic Institute	2

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University of Coimbra	2
University of Minho	2
University of Beira Interior	2
University of the Algarve	2
Catholic University - Lisbon	1
Leiria Polytechnic Institute	1
Santarém Polytechnic Institute	1
University of the Azores	1
Viseu Polytechnic Institute	1
Total grantees	43

GRAPH 1 – GRANTEES BY HOME HEI IN PERCENTAGE

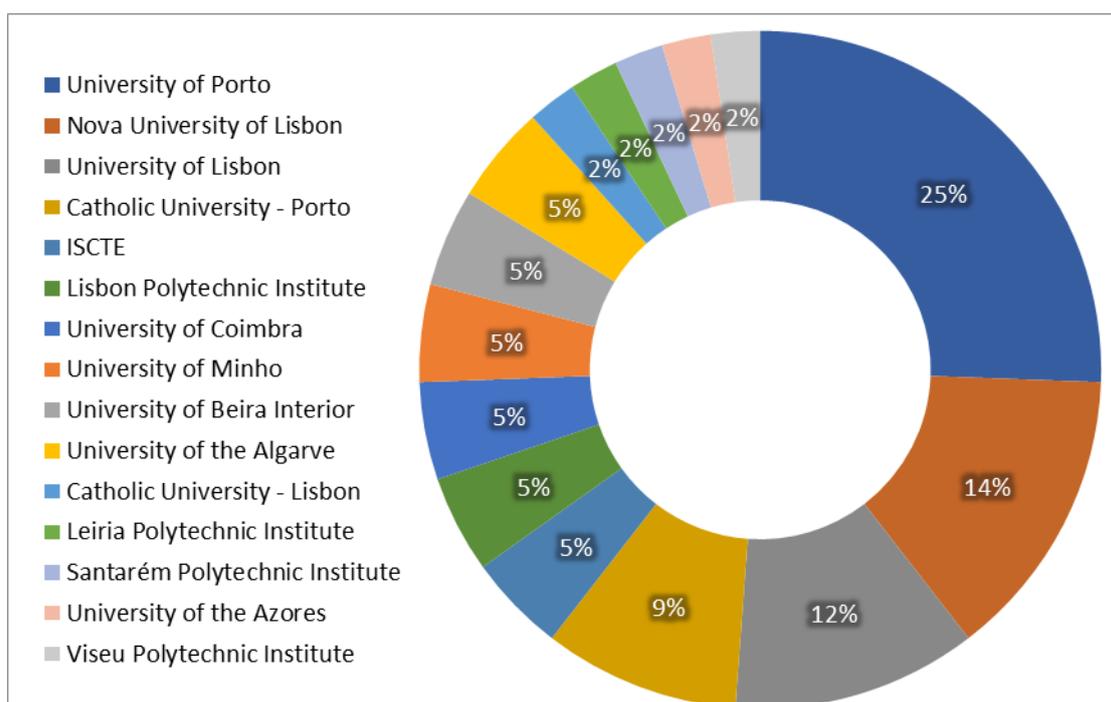


TABLE 2 – NUMBER OF GRANTEES BY FIELD OF STUDY

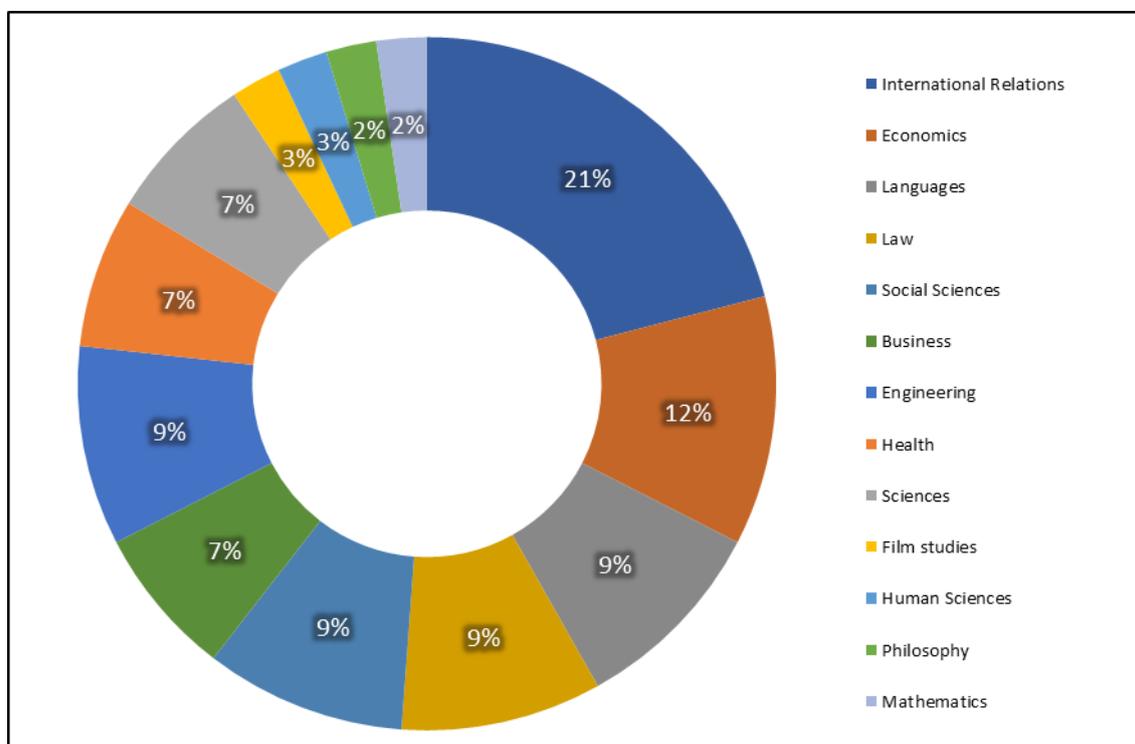
Field	Grantees
International Relations	9

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Economics	5
Languages	4
Law	4
Social Sciences	4
Business	3
Engineering	4
Health	3
Sciences	3
Film studies	1
Human Sciences	1
Philosophy	1
Mathematics	1
Total grantees	43

GRAPH 2 – GRANTEES BY FIELD OF STUDY IN PERCENTAGE



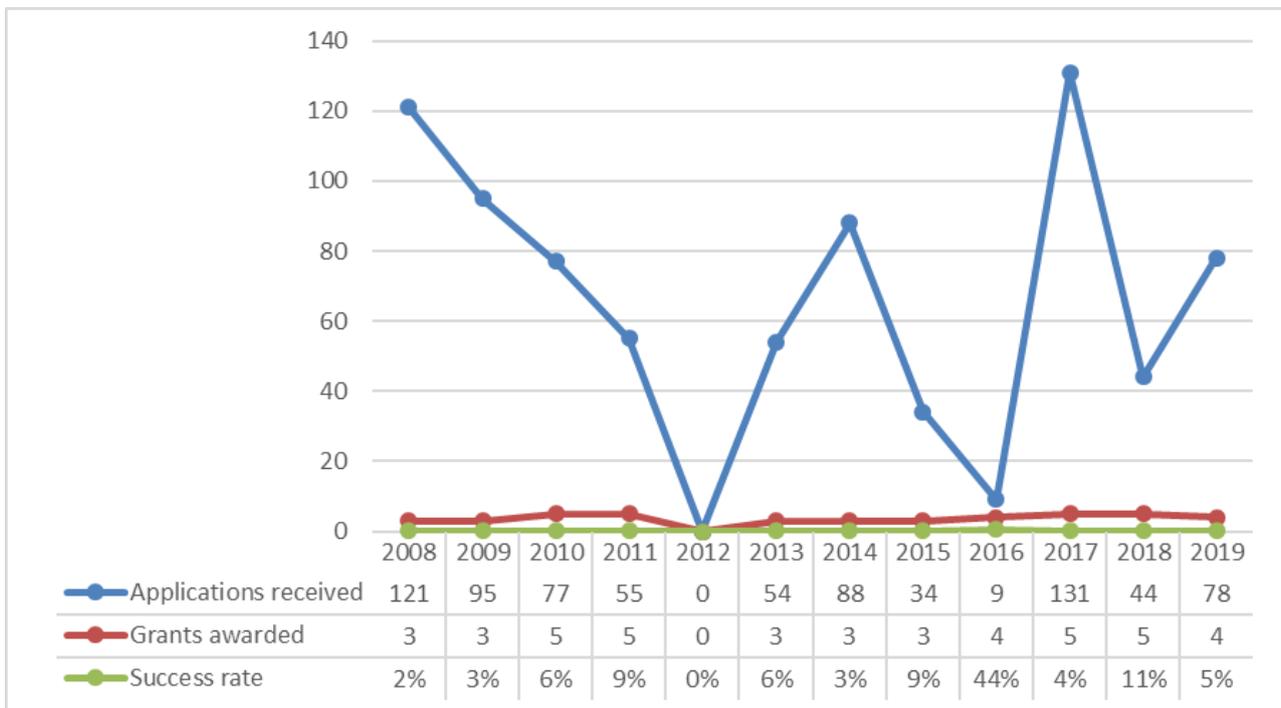
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GRAPH 3 – GRANTEES’ AVERAGE GRADE ON THE SCALE 0-20



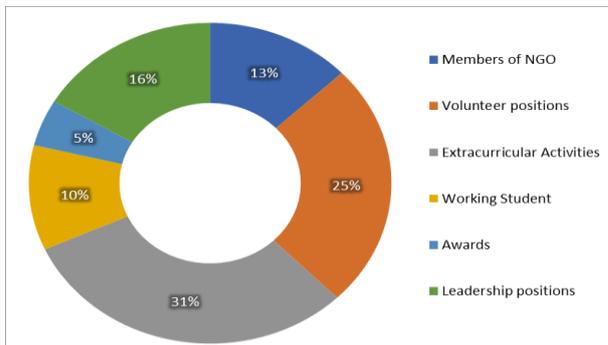
GRAPH 4 –APPLICATIONS RECEIVED BY YEAR VS GRANTS AWARDED



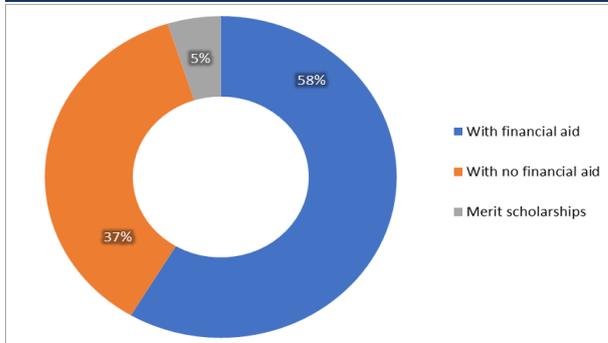
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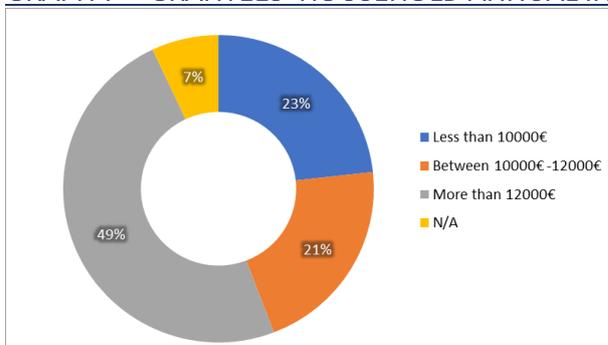
GRAPH 5 – BREAKDOWN OF EXTRACURRICULAR ACTIVITIES 2013-2019



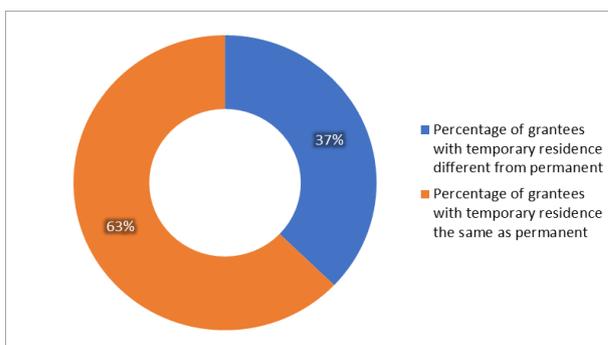
GRAPH 6 - GRANTEES WHO RECEIVE FINANCIAL AID IN PERCENTAGE 2008-2019



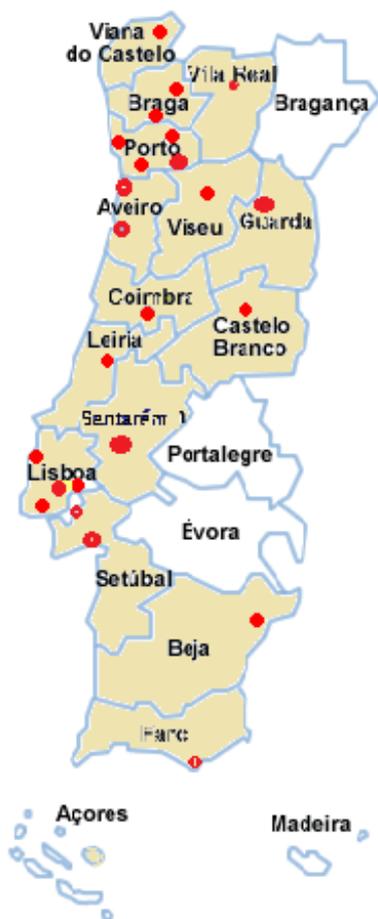
GRAPH 7 – GRANTEES’ HOUSEHOLD ANNUAL INCOME 2008-2019



GRAPH 8 –GRANTEES WITH TEMPORARY RESIDENCE DIFFERENT FROM PERMANENT 2008-2019



MAP 1 - GRANTEES' GEOGRAPHICAL DISTRIBUTION BY PERMANENT RESIDENCE 2008-2019



Distrito de Aveiro

- Anadia
- Espinho
- Sangalhos
- São João da Madeira

Distrito de Beja

- Moura

Distrito de Braga

- Guimarães
- Felgueiras
- Vizela

Distrito de Castelo Branco

- Covilhã
- Fundão

Distrito de Coimbra

- Coimbra

Distrito de Faro

- Olhão

Distrito da Guarda

- Mangualde

Distrito de Lisboa

- Cascais
- Ericeira
- Massamá
- Mem-Martins
- Lisboa
- Loures
- Póvoa de Santa Iria

Distrito de Santarém

- Minde

Distrito de Setúbal

- Seixal
- Setúbal

Distrito de Leiria

- Caldas da Rainha
- Loureira
- Santa Catarina da Serra

Distrito do Porto

- Lordelo
- Maia
- Matosinhos
- Paranhos
- Paredes
- Porto
- Póvoa de Varzim
- Santo Tirso
- Valongo
- Vila Nova de Gaia

Distrito de Santarém

- Alpiarça

Distrito de Viana do Castelo

- Viana do Castelo

Distrito de Vila Real

- Vila Pouca de Aguiar

Distrito de Viseu:

- Tondela

Açores - Ilha terceira

- Angra do Heroísmo

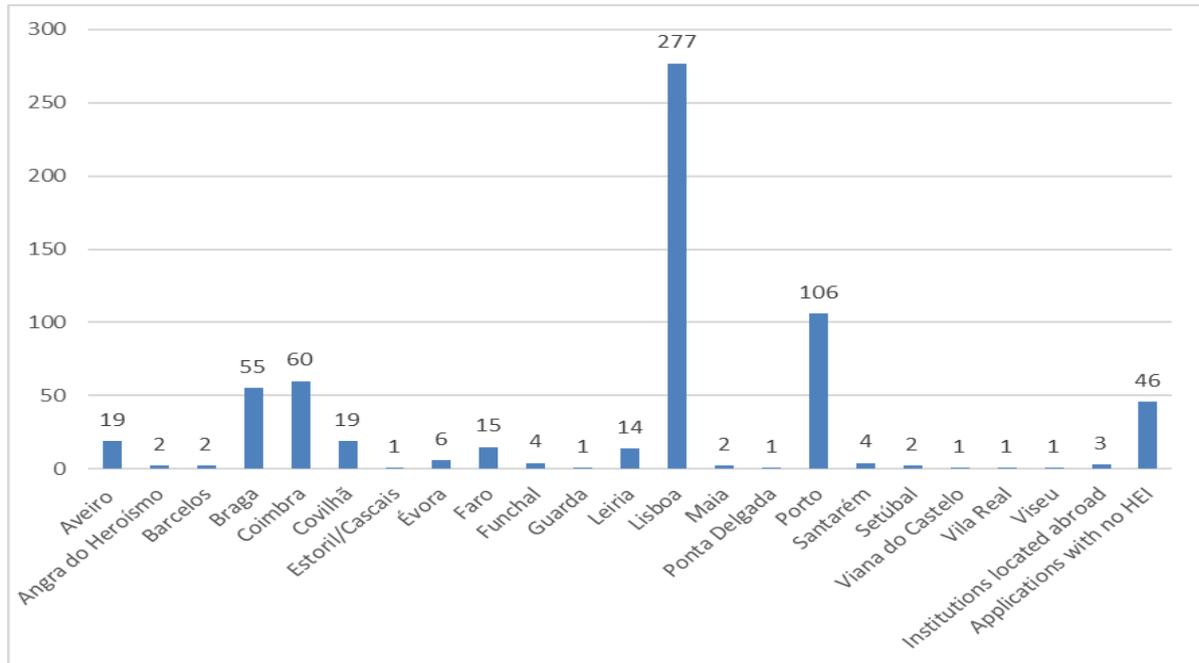
MAP 2 - NUMBER OF GRANTEES BY LOCATION OF HOME HEI² (2008-2019)



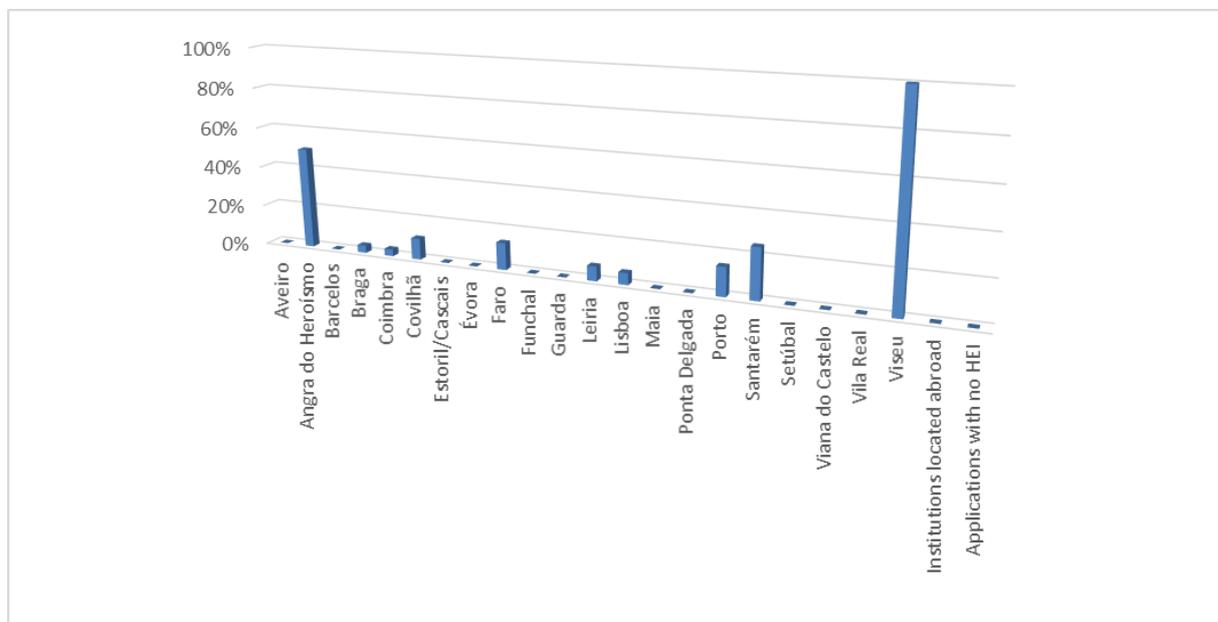
Lisboa	16 grantees
Porto	15 grantees
Braga	2 grantees
Coimbra	2 grantees
Covilhã	2 grantees
Faro	2 grantees
Angra do Heroísmo	1 grantee
Leiria	1 grantee
Santarém	1 grantee
Viseu	1 grantee

² Higher Education Institution

GRAPH 9 - NUMBER OF APPLICATIONS RECEIVED BY LOCATION OF CANDIDATE’S HOME HEI³ (2009-2019)



GRAPH 10 – SUCCESS PERCENTAGE OF APPLICATIONS RECEIVED BY LOCATION OF CANDIDATE’S HOME HEI (2009-2019)



END OF REPORT

³ Higher Education Institution