

# Global Education in USA – Emerging Global Leaders to the world

G. Revanth Kumar

BBA Faculty, Nizam College, Osmania University, Hyderabad, Telangana State, India

## Abstract

*The USA has the world's largest international student population, with more than 800,000 students deciding to pursue their education and life experience. Almost 4% of all students enrolled in higher-level education in the United States are foreign students, and the numbers are increasing. From the mid-1950's, when international student enrollment was just reaching 35,000, international education in the USA has come a long way. The role of international students as catalysts for internationalization and related reforms in the US higher education sector is increasing. With increase in the number of international students every year, administrators and academics are identifying ways to enable international students to adapt to the US environment and enhance their experiences as students to become global leaders. This article examines the country wise enrollment of international students in the colleges and universities of USA and also to identify the leaders in different countries who graduated from USA. It is observed that students from China, India and South Korea are taking the lead to join in various public and private universities of USA. Students on successful completion of the course are joining the local organizations or starting their own business in USA, which helps them to develop global competencies in becoming the global leaders in their home nations, laying path for the betterment of their societies.*

## Introduction

### International Students

An international student is anyone studying in the U.S. on a non-immigrant, temporary visa that allows for academic coursework. These students include both degree and non-degree students.

### Leadership

The definition of "Leadership" is associated predominantly with the army, but also with the economy and politics. Most of us hear the concepts of military leadership, economic leadership, national leadership or political leadership.

Kissinger, one of the greatest American statesmen, said that a leader's mission is to bring his people from the place where they are to a place where there have never been. Therefore, leadership is necessary and relevant for education the same as it relevant in economy: "to bring his people from the place where they are to a place where there have never been". Educational leadership is a long-term campaign which grows out of knowledge, experience and requires patience and time, and its leadership can be enjoyed in the long run. While evidence about leadership effects on student learning can be difficult to interpret. Especially when we think of leaders in the administrative roles, greater the challenge, greater the impact of their actions on learning. While the evidence shows significant effects of leadership actions on student learning process across the spectrum of schools, present research also manifests that demonstrated effects of successful leadership are considerably greater in schools that are in more difficult situations. Indeed, there were no documented instances of troubled schools being turned around without intervention by a powerful leader. Various other factors may contribute to such turnarounds, but leadership is the catalyst. Therefore, point to the value of changing environment, or adding to, the leadership capacities of low performing schools as part of their improvement efforts or as part of school reconstitution.

This applies not only for local students but also for the students who come to USA from different nations. The foreign nationals who come from different parts of the world are influenced by their own countries traditions and customs which show clear impact on personality of the student to emerge as a global leader. Since the mid-20<sup>th</sup> century, the United States has been the destination for many international students. When pursuing education abroad, many are attracted by the quality of its higher education system, its

welcoming culture, and the prospect of transitioning into the labor market after graduation. Although the U.S. share of the worldwide international student population has declined in the recent years, from 23 percent in 2000 to 19 percent in 2013, the number of international students enrolled in U.S. colleges and universities has grown in the recent years. In 2013, the United States hosted more of the world's 4.1 million international students than any other country. The next two destinations, the United Kingdom and Australia, hosted 10 percent and 6 percent, respectively. International student enrollment in U.S. colleges and universities increased 10 percent between school year (SY) 2013-14 and SY 2014-15, the highest growth rate in 35 years, reaching a record high of 975,000 students. The students from other countries who choose USA as their destination for both education and career are increasing every year which shows that America is still the leader in the world in all the fields, which can create and generate leaders of the world.

## Objectives of Study

- To examine the international student enrollment in US universities.
- To identify the leaders in various countries, who graduated from United States.

## Plan of Study

The total paper has been divided into two parts.

*Part A* gives information about the international students joining in USA, country wise, from 2005 to 2015.

*Part B* identifies the leaders of different countries, who graduated from USA.

## Period of Study

The study has been conducted for the period of 10 years i.e. from 2005 to 2015

## Scope of Study

The study concentrates only on the international students joining in the colleges and universities of USA and the leaders of different countries who studied in USA.

## Sources of data

The data considered for this project is Secondary data. The data collected is from the government websites, research journals, books, new letters and internet also.

## Part – A

### Review of Literature

Literature on International students was done by many scholars, in which the researchers concentrated on the cultural impacts, problems and issues faced by international students in the universities and comparing local and foreign students. Some observations also identified the importance of finding the clinches in the education system in order to overcome the hurdles and how to develop the leadership qualities in the students who come from different areas. Many scholars have given their view and opinions on international students depending upon their research and observations as follows

American society is more diverse now than at any previous time (Keller, 2002). It is no surprise, then, that knowledgeable observers both inside and outside the academy say that an important goal of higher education is to prepare culturally competent individuals with the ability to work effectively with people from different backgrounds (Carnevale, 1999; Mori, 2000; Sandhu, 1995, Smith & Schonfeld, 2000). Promising approaches include creating learning environments that promote and value diversity, as well as intentionally exposing students to multiple and sometimes competing perspectives that challenge previously unexamined assumptions. Such challenges, when imbedded in appropriate pedagogy, can promote high levels of intellectual and personal development (Astin, 1977, 1993; Chickering & Reisser, 1993; Keniston & Gerzon, 1972; Kuh, et al., 1991; Sanford, 1962). Thus, diversity on college campuses is not a gratuitous or idealistic goal; it is essential in order for college students to learn how to live and work effectively with others who differ from themselves (Gurin, 1999; Smith & Schonfeld, 2000).

International students constitute an increasingly relevant and important source of diversity on college campuses. Attending a school enrolling substantial numbers of international students may advantage American students in the marketplace, to the extent that the experience increases their culturally sensitivities and skills in working with people from different backgrounds (Calleja, 2000; Carnevale, 1999). The good news is that more American students may now be getting these opportunities. In 2001, the total international student enrollment at colleges and universities in the U.S. was nearly 550,000, a 6.4% increase over 2000 and the biggest single year jump in 20 years (Institute of International Education, 2002). International students represent almost 5% of all students (Department of Education, 2001). About 237,000 are undergraduates, almost 3% of the total number of undergraduates in the U.S. (U. S. News and World Report, 2000). Asian students comprise over half (56%) of all international enrollments, followed by students from Europe (14%), Latin America (12%), the Middle East (7%), Africa (6%), and North America and Oceania (5%) (Institute of International Education, 2002).

Although U.S. colleges and universities enroll more international students than any other country in the world (U. S. News and World Report, 2000), most of what is reported in the literature about their experiences emphasizes the transition challenges they face in adapting to a new, foreign living and learning environment.

Most international students report some degree of culture shock when they arrive and begin their studies (Furnham, 1988; Olaniran, 1996, 1999; Selvadurai, 1992; Thomas & Althen, 1989) typically manifested as stress, anxiety, and feelings of powerlessness, rejection and isolation (Oberg, 1960). Being exposed to new values, attitudes and behavior patterns is not necessarily debilitating, however; indeed, the experience can be transformative. In fact, some research shows that international students seem to be able to cope relatively well when faced with other stressful life events (Leong, Mallinckrodt, & Krolj, 1990; Parr, 1992).

Friendship networks seem to be a critical factor in how well international students deal with stress (Furnham & Alibhai, 1985). Those who have a strong social support system tend to more quickly and effectively adjust to college life in their host country (Al-Sharideh & Goe, 1998; Boyer & Sedlacek, 1988; Schram & Lauver, 1988). International students indicate a stronger preference for making friends from the same country or students from other nations over students from the host country (Bochner, et al., 1977; Furnham & Alibhai, 1985). At the same time those international students who do cultivate friendships with American students tend to adapt and adjust more easily (Bochner, et al., 1977; Furnham & Alibhai, 1985).

Becoming accepted into an affinity group that offers social support is much more difficult for international students if few students are from their country or global region. Moreover, adapting to customs and mores of American society and campus life may conflict with aspects of the personal and cultural identity of students from other countries (Furnham & Alibhai, 1985). As a result, they are more likely to report feeling isolated and lonely, which can escalate into severe depression (Dillard & Chisolm, 1983; Mori, 2000; Owie, 1982; Schram & Lauver, 1988). This, in turn, may have a dampening influence on their participation in activities that contribute to important learning and personal development outcomes of college. One common coping mechanism is to focus more on academic achievement (Chu, Ye, Klein, Alexander, & Miller, 1971; Dozier, 2001).

While it is plausible that international students channel their efforts toward academics to compensate for what may be a less than satisfying social life, the literature is silent on the extent to which they engage in other effective educational practices -- activities that decades of research show are associated with high levels of learning and personal development (Chickering & Gamson, 1987; Ewell & Jones, 1993; 1996). In fact, relatively little is known about the extent to which international students are satisfied with their experience, interact with peers and faculty members, and participate in a variety of other educationally purposeful activities. Faculty members, academic and student life administrators, and institutional researchers need more information about what international students do in college in order to know whether and where to intervene to improve their experience and, in the process, enhance the quality of undergraduate education for all students.

Educational Leadership is the first step for a student, which will impart the leadership characteristics in the student at the schooling level which helps the students to nurture the necessity skills and capabilities to become the future leaders. A student who transforms into a leader can build up the society and lead the people and to improve the country. Leadership qualities when practiced from the school and college age, the student will experience good management skills which will improve his performance and the organizations, leading to the growth of the country. Literature

related to Education Leadership supports the same point to create leaders for the betterment of the society. Literature from different authors are presented below

The definition of “Leadership” is associated predominantly with the army, but also with the economy and politics. Most of us hear the concepts of military leadership, economic leadership, national leadership or political leadership. Kissinger, one of the greatest American statesmen, said that a leader’s mission is to bring his people from the place where they are to a place where there have never been.

Therefore, leadership is necessary and relevant for education the same as it relevant in economy: “to bring his people from the place where they are to a place where there have never been”.

Educational leadership is a long-term campaign it grows out of knowledge, of experience and requires patience and much time, and its leadership can be enjoyed only in the long run.

What it is known about educational leadership?

Throughout the world, the present period is the Golden Age of school leadership (Mulford, 2008: 1). In addition to the great interest in leadership governments and funds throughout the world invest in research and development this field. Training programs for school managers are now common. Many countries followed the way in which the National College for School Leadership (NCSL) in England developed and performed its mission. Other countries tried to go on its path and established a Leadership Institute or programs to train managers, or updated methods existing long before the Institute was founded. The empirical findings that accumulated are enough to persuade doubters of the importance of leadership (Day & Leithwood, 2007:1).

The importance is expressed by Leithwood, Day, Sammons, Harris, & Hopkins. (2006:4) that school leadership is of secondary importance to learning, after the quality of classroom teaching. Criticism of schools in England (Whelan, 2009: 78) shows that of every 100 schools that are administered well, 93 will have good achievements. Out of every 100 schools that are not having managed well, only one will have good levels of student achievement.

Accordingly, Whelan (2009) concludes that the students’ achievements in school rarely surpass the leadership and management there.

Hallinger & Heck (1996: 14) determine that research regarding a principal’s leadership has hardly any meaning if it does not relate to the school context. Leithwood, Jantzi & Steinbach, (1999: 4) declare that excellent leadership is characterized by “superb sensitivity to contexts in which it functions”. The place and the persons involved have immense influence on his actions and his behavior as a leader.

It is essential for the leaders to understand the context which they are leading. Most leaders are aware of the professional environmental very early. A new manager in new school, and a new context contribute to their intense distinction between this experience and another in a previous school. School leaders try to understand how matters are conducted. They analyze cultural and social alienation, the procedures and running the school.

Effective leaders have “contextual literacy” which includes understanding the type of school behavior and the reasons for it, and learning values on which it is based. Such literacy also requires such leaders to delve into the social and inter-personal dynamics in school - the organizational structure, history and politics. They have to get to know the role-holders and to understand the micro-politics inside and outside school. They also face issues connected

to the level of school performance, strengths and weaknesses, and the opportunities to develop and learn that exist there. They must also take into account the economic factors and the character of the community that the school serves.

The policy dictated by the local, regional or district administration has more direct influence than ever before on schools, since much authority is designated to them. The more authority designated, the greater the need for awareness by successful school principals to developments and special emphases in the field of special policy. Almost all the successful school principals draw on a shared pool of basic leadership methods (Leithwood et al., 2006). Leithwood et al. (2006) raise the possibility that much of the difference in effectiveness among leaders stems from a small number of personality attributes. In addition, the most successful school leaders are those with “an open mind” and willingness to learn from others. Their thought processes within the core values are more flexible than dogmatic, and they are more devoted to the objective (for example their expectations of high motivation amongst the staff, commitment, learning, achievements for all). They are also optimistic. Effective leadership creates motivation, and we expect the educational leader to be optimistic, good-natured, with a conscience and ethical, with a developmental orientation that enables improvement.

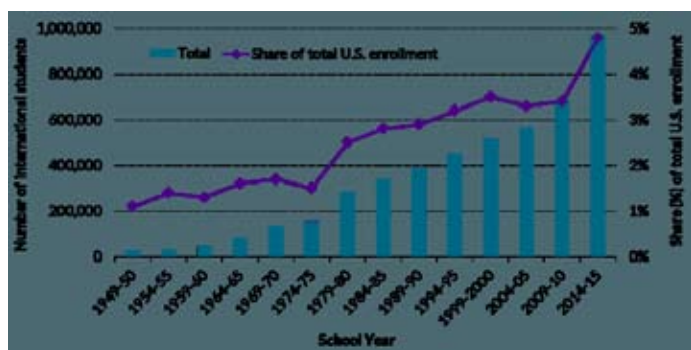
Besides the core missions and characteristics, we know that values are an inseparable part of leadership. As indicated in Flintham’s (2003) work, the core values of the leaders are used for moral compass for their work. Work on moral purpose (Fullan, 2003), with moral and spiritual aspects of leadership (West-Burnham, 2002) and with leaders who are motivated by emotional heat (Flintham, 2009) clearly shows that the path they pave is led by values embedded in the vision every leader develops for his school.

The McKinsey report of education systems with a high level of performance confirms the need for focus on these facets. The conclusions of that report are that systems with a high level of performance are different from other systems in that they focus in promoting high quality teaching throughout the system. The level of performance of any education system depends on the quality of the teachers (Whelan, 2009: 52). In other words, “quality of the education system cannot raise the level of the teachers”, (Barber & Mourshed, 2007:16). This statement can be translated, believes this author, as, the quality of the school is no higher than the quality of the teachers.

## **International Students admission in the universities of USA**

### **1. Enrollment Numbers and Trends**

The number of international students enrolled in United States colleges and universities has surged significantly over time (see Figure). This population grew from 26,000 in 1949-50, slightly doubling each decade to reach 286,000 in 1979-80, then growing by 33 percent each decade between 1979-80 and 2009-10 to reach 691,000. Between 2009-10 and 2014-15, the number of students further increased to 41 percent with a record high of 975,000. Similarly, international students’ share of total enrollment in U.S. colleges and universities increased from 1 percent in 1949-50 to 5 percent in 2014-15.



**2. Geographic Distribution**

In 2014-15, one in three international students studied in California, New York, or Texas (see Table). Together with Massachusetts, Illinois, Pennsylvania, and Florida, these top seven states hosted more than half of all foreign students in the United States. The international student population is more evenly spread out across the country than the overall U.S. foreign-born population, 25 percent of whom resided in California in the year 2014.

State	Number	Share (%)
United States	975,000	100.0
California	135,000	13.9
New York	107,000	11.0
Texas	76,000	7.8
Massachusetts	55,000	5.7
Illinois	47,000	4.8
Pennsylvania	46,000	4.7
Florida	39,000	4.0
Ohio	36,000	3.7
Michigan	32,000	3.3
Indiana	28,000	2.9
Other states	374,000	38.4

International students occupied 5 percent of all students enrolled in higher education across the country, but have an enrollment share higher than the national average in Washington, DC (12

%), Massachusetts (11 %), New York (8 %), Washington (7 %), and Rhode Island (7 %).

In 2014-15, New York University was the leading university for the two years in a row. It was one of eight institutions to enroll more than 10,000 international students. The enrollment was observed to be as New York University (13,000); University of South California (12,000); Columbia University (12,000); Arizona State University (11,000); University of Illinois, Urbana-Champaign (11,000), Northeastern University (11,000); Purdue University, West Lafayette (10,000); and University of California, Los Angeles (10,000).

**3. Country of Origin**

International student population has changed markedly over time (see Table). In 1949-50, Canada, Taiwan, India, and a number of European and Latin American countries were the major countries from which students have come. Three decades later in 1979-80, Asian countries featured more predominant among the top ten origin countries following the passage of the Immigration and Naturalization Act of 1965 that removed the national origin quota.

In 2014-15, China was the top origin country for international students in the United States, representing 31%, followed by India (14 %), South Korea (7 %), Saudi Arabia (6 %), and Canada (3 %). In the same year, 89,000 more students enrolled in U.S.A. colleges and universities when compared to the previous year, growth that can largely be accredited to an increase in the number of students from India, China, and Brazil. While China remained the top origin country, increasing 11 % between 2013-14 and 2014-15 to 304,000, growth in the number of students from India outpaced those from China, increasing 29 % to 133,000. The number of students from Brazil, Kuwait, and Saudi Arabia, also increased significantly as a result of substantial investment by origin country governments in international scholarships for their nationals.

SY 1949-50		
Country	Number	Share (%)
Total	26,400	100.0
Canada	4,400	16.5
Taiwan	3,600	13.8
India	1,400	5.1
United Kingdom	800	3.1
Mexico	800	3.1
Cuba	700	2.8
Philippines	700	2.7
Germany	700	2.5
Colombia	600	2.2
Iran	600	2.2
Other countries	12,100	46.0

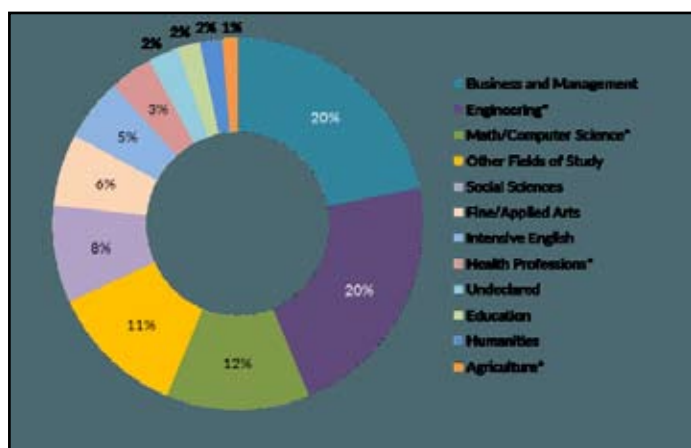
SY 1979-80		
Country	Number	Share (%)
Total	286,000	100.0
Iran	51,000	17.9
Taiwan	18,000	6.1
Nigeria	16,000	5.7
Canada	15,000	5.3
Japan	12,000	4.3
Hong Kong	10,000	3.5
Venezuela	10,000	3.4
Saudi Arabia	10,000	3.3
India	9,000	3.1
Thailand	7,000	2.3
Other countries	129,000	45.1

SY 2014-15		
Country	Number	Share (%)
Total	975,000	100.0
China	304,000	31.2
India	133,000	13.6
South Korea	64,000	6.5
Saudi Arabia	60,000	6.1
Canada	27,000	2.8
Brazil	24,000	2.4
Taiwan	21,000	2.2
Japan	19,000	2.0
Vietnam	19,000	1.9
Mexico	17,000	1.7
Other countries	288,000	29.5

**4. Field of Study**

While international students engage in a variety of fields, there are three clear favorites: Business Management, Engineering, and Computer science, accounted for more than half of all international enrollments at U.S. higher education institutions in 2014-15. Notably, close to half (44%) of international students were in a STEM field, the majority of whom are eligible for the extended 36-month OPT. Between 2013-14 and 2014-15, five

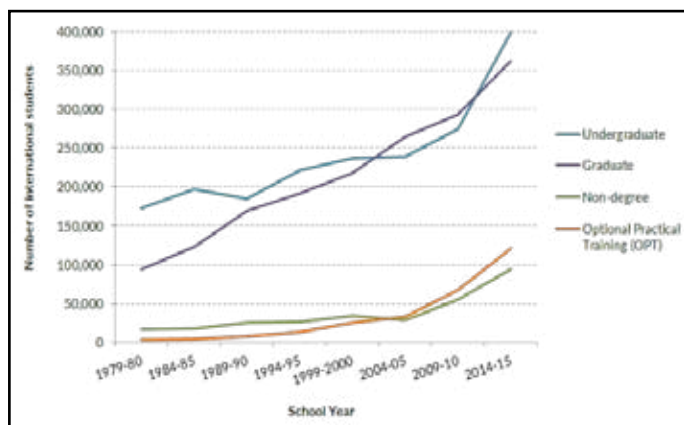
fields of study—maths and computer science (24%), engineering (16 %), agriculture (15 %), intensive English (13 %), and fine and applied arts (11 %)—experienced double-digit growth rates, while the share of students in education (1 %) and the humanities (2 %) decreased.



Students from different countries tend to pursue different majors. For instance, the overwhelming majority of students from India (80 %), Iran (79 %), and Nepal (69 %) were enrolled in STEM programs in the year 2014-15. By comparison, only 14 % of Japanese students were enrolled in STEM fields, instead favoring business and management (19 %) and intensive English (15 %). More than a quarter of students from Vietnam (33 %), Indonesia (29 %), China (27 %), and Germany, France, and Venezuela (26 % each) were in business and management programs, while roughly one among ten students from Taiwan (13 %), South Korea (12 %), and Hong Kong (10 %) studied fine or applied arts.

### 5. Academic Level

International student enrollment in all academic levels and participation are on the rise (see Figure). As of 2014-15, undergraduate international students outnumbered graduate students, and students enrolled in a degree program greatly outweighed non-degree students and those engaged in OPT.



### 6. Economic Impact

International students contributed more than \$30.5 billion to the U.S.A. economy in 2014-15. In that year, 72 % of all international students received the majority of their funds from sources outside the United States, 64 % from personal and family resources and another 8 % from foreign governments or universities.

### 7. Transition of International students into the U.S. Labor Market

While the benefits of accommodating international students in colleges and universities are well understood, research tracking their transition into the U.S. labor market and measuring their economic value for the United States is relatively limited due to the lack of longitudinal data.

The research that does exist suggests a low transition rate into the U.S.A. labor market among international students in recent years, pointing to the limited availability of work visas as the main barrier. Economist Giovanni Peri, in a 2016 regional study, highlights the extremely low retention rates of F-1 visa holders in local economies, and recommends both expanding work visa options for STEM graduates and giving state governments more flexibility to create incentives for graduates to stay.

### International Students enrollment in USA (2005-16)

USA is the destination for many countries for education and various other reasons. As United States is the world leader country, many people throughout the world look into what is going on in USA. All the technological developments or new innovations are still invented and taking birth in USA. Students who want their career in IT, business management and Science, research related fields, etc choose USA as their destinations. Most of the students across the world believe that education in USA is much more advanced and better than other countries. Scholarships and the job opportunities also make students to choose USA.

International students come from different countries to study in USA. The countries which are on the top positions, where students are coming from are China, India, Saudi Arabia and South Korea. The number of international students who enroll in the colleges and universities of USA are increasing all through the years. Even though little increase was seen in the first 5 years in the Students from the countries like china, India and South Korea, after which there was an identifiable surge. Slight changes are observed from the student of other countries. Overall it can be observed that international students who choose USA as their educational destination is increasing inspite of the scholarships and other facilities given by other countries. Proving that USA is the global leader in education also.

Rank	Place of Origin	2005-06		2006-07		2007 - 08		2008 - 09	
		Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
1	China	62,582	11.1%	67,723	14.4%	81,127	13.0%	98,235	14.6%
2	India	76,503	13.5%	83,833	14.4%	94,563	15.2%	103,260	15.4%
3	South Korea	59,022	10.5%	63,392	10.7%	69,124	11.1%	75,065	11.2%
4	Saudi Arabia					9,873	1.6%	12,661	1.9%
5	Canada	28,202	5.0%	28,280	4.9%	29,051	4.7%	29,697	4.4%
6	Brazil								
7	Taiwan	27,876	4.9%			29,001	4.6%	28,065	4.2%
8	Japan	38,712	6.9%	35,282	6.1%	33,974	5.4%	29,264	4.4%

9	Vietnam							12,823	1.9%
10	Mexico	13,931	2.5%	13,826	2.4%	14,837	2.4%	14,850	2.2%
11	Turkey	11,622	2.1%	11,506	2.0%	12,030	1.9%	12,148	1.8%
12	All Others	228,722	40.5%	233,506	40.1%	241,221	38.7%	255,548	38.0%

Rank	Place of Origin	2009-10		2010-11		2011-12		2013 - 14		2014 - 15	
		Number of Students	Percent of Total	Number of Students	Number of Students	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
1	China	127,628	18.5%	157,558	21.8%	194,029	25.4%	274,439	31.0%	304,040	31.2%
2	India	104,897	15.2%	103,895	14.4%	100,270	13.1%	102,673	11.6%	132,888	13.6%
3	South Korea	72,153	10.4%	73,351	10.1%	72,295	9.5%	68,047	7.7%	63,710	6.5%
4	Saudi Arabia	15,810	2.3%	22,704	3.1%	34,139	4.5%	53,919	6.1%	59,945	6.1%
5	Canada	28,145	4.1%	27,546	3.8%	26,821	3.5%	28,304	3.2%	27,240	2.8%
6	Brazil									23,675	2.4%
7	Taiwan	26,685	3.9%	24,818	3.4%	23,250	3.0%	21,266	2.4%	20,993	2.2%
8	Japan	28,842	3.6%	21,290	2.9%	19,966	2.6%	19,334	2.2%	19,064	2.0%
9	Vietnam	13,112	1.9%	14,888	2.1%	15,572	2.0%	16,579	1.9%	18,722	1.9%
10	Mexico	13,450	1.9%	13,713	1.9%	13,893	1.8%	14,779	1.7%	17,052	1.7%
11	Turkey	12,397	1.8%	12,184	1.7%	11,973	1.6%	13,286	30.9%		
12	All Others	251,804	36.4%	251,330	34.7%	252,287	1.6%	273,426	30.9%		

Source: Institute of International Education, Open Doors Report

## Part - B

### Foreign Students Yesterday in USA, World Leaders Today

The United States has historically “been the most chosen to students from other countries.” Almost 300 current and former leaders have participated in American academic programs.

While top U.S. schools, such as members of the Ivy League and other prestigious universities, are a popular choice for students, many world leaders attended other schools around the country. For instance, the University of Wisconsin has “alumni officials from Bangladesh, Jordan, Peru, Sri Lanka and Sweden.” Other schools like George Washington University, Louisiana State University, the University of Chicago and the University of Michigan have also had students who went on to serve in powerful positions in various countries.

The statistics clearly depicts that the number of international students enrollment increase every year. It masks the fact that individual universities and programs may have large ratio of international students, particularly if institutional missions focus on educational goals associated with internationals studies, intercultural learning, diversity, or globalization or if they are located in the areas of the country that attract international students. Many campuses realize the benefits of international student enrollments. Even for those whose main motivation for admitting international students is

financial, are best served by supporting their source of revenue. Institutions with low international student enrollments also have the potential benefit.

National interests are promoted when higher education produces graduates with the intercultural sensitivity and competence to be effective in a global workforce. International students can be significant contributors to this goal. They enrich institutions by enabling American students to have direct contact with those from outside their national borders, thereby preparing them to global citizens. Survey findings representing a broad spectrum of Americans indicate that they recognize the importance of preparing future generations with the ability to participate in an interconnected world. United states believe that this goal can be accomplished through gaining knowledge about world cultures and developing the skills to operate in an interconnected society through interaction with people from other countries. Rapid technological changes and communication advances are impacting the lives of the people worldwide and creating a global society. As this society emerges, those possessing world knowledge and international capabilities will have the advantage.

Education in USA, developed the leadership qualities in the student. Below is the list of international students who have studied in United nations and have become the Leaders in politics, Business, Education etc in their home nations.

COUNTRY	NAME	TITLE	UNIVERSITY/COLLEGE
AFGHANISTAN	Hedayat Amin-Arsala	Vice-President	Southern Illinois University
AFGHANISTAN	Amir Shah Hasanyar	Minister of Higher Education	Colorado State University
AFGHANISTAN	Mohummad Sharif Faez	Minister of Higher Education (former)	University of Arizona

AFGHANISTAN	Enayatullah Qasemi	Minister of Transport	Baltimore University
AFGHANISTAN	Amin Fatemi	Minister of Health	Boston University
AFGHANISTAN	H. E. Ishaq Shahryar	Ambassador to the United States	University of California at Santa Barbara
AFGHANISTAN	Abdul Zahir	(former) Prime Minister	Columbia University
ANTIGUA & BARBUDA	Lester Bird	Prime Minister	University of Michigan
ARGENTINA	Raul Ricardo Alfonsin	President (former)	University of New Mexico
ARGENTINA	Guido Di Tella	Minister of Foreign Affairs (former)	MIT
ARGENTINA	Jorge Alberto Rodriguez	Minister (former)	University of Nebraska
ARMENIA	Vartan Oskanian	Foreign Minister	Harvard University Tufts University
AUSTRALIA	David Kemp	Federal Minister for Environment (former)	Yale University
AUSTRALIA	Zelman Cowen	Governor General (former)	Harvard University
AUSTRALIA	Nick Greiner	Premier of New South Wales (former)	Harvard University
AZERBAIJAN	Elmar Mammadyarov	Foreign Minister	Brown University
BAHAMAS	Dame Ivy Dumont	Governor General	University of Miami
BAHRAIN	Shaikh Salman bin Hamad Al Khalifa	Crown Prince and Commander in Chief of the Bahrain Defense Force	American University
BANGLADESH	Iajuddin Ahmed	President	University of Wisconsin
BELIZE	John Briceño	Minister of Finance	University of Texas
BELIZE	Vildo Marin	Minister of Health, Labor, and Defense	University of South Western Louisiana
BELIZE	Francis Fonseca	Attorney General and Minister of Education and Culture, Youth, and Sports	University of South Western Louisiana
BELIZE	Godfrey Smith	Minister of Foreign Affairs, Foreign Trade, and Tourism	Tufts University
BELIZE	Sylvia Flores	Minister of Human Development and Housing	Hunter College
BHUTAN	Lyonpo Yeshey Zimba	Minister for Trade and Industry	University of Wisconsin Madison
BHUTAN	Lyonpo Jigmi Thinley	Minister of Home and Cultural Affairs	Pennsylvania State University
BOLIVIA	Eduardo Rodriguez Veltze	President	Harvard University
BOLIVIA	Jorge Quiroga Ramirez	President (former)	Texas A & M
BOLIVIA	Gonzalo Sanchez de Lozada Bustamante	President (former)	University of Chicago
BHUTAN	Lyonpo (Minister) Jigmi Thinley	Foreign Minister (former)	Pennsylvania State University
BRAZIL	Fernando Henrique Cardoso	President of Brazil (former)	Columbia University
BRAZIL	Celso Lafer	Minister of Foreign Affairs (former)	Cornell University
BRUNEI	Pengiran Anak Dato Haji Puteh	Ambassador to the United States	Fletcher School of Law and Diplomacy
CANADA	Lloyd Axworthy	Minister of Foreign Affairs (former)	Princeton University
CHILE	Andres Bianchi	Ambassador to the United States	Yale University
CHILE	Ricardo Lagos Escobar	President	Duke University
CHINA	Wan Exiang	Grand Justice, Vice President of Supreme People's Court (former)	Yale University

COLOMBIA	Álvaro Uribe Vélez	President	Harvard University
COLOMBIA	Luis Alberto Moreno	Ambassador to the United States	Florida Atlantic University, Thunderbird University
COLOMBIA	Carolina Barco Isakson	Minister of Defense	George Washington University
COLOMBIA	Jorge Alberto Uribe Echavarría	President (former)	George Washington University
COLOMBIA	Virgilio Barco Vargas	President (former)	MIT
COLOMBIA	Ernesto Samper Pizano	President (former)	Columbia University
COSTA RICA	Jaime Darenblum	Ambassador to the USA	Fletcher School/Tufts University
COSTA RICA	Alejandro Guzman Stein	Minister of Agriculture (former)	Texas Technical University, Harvard
COSTA RICA	Abel Pacheco	President	Louisiana State University
COSTA RICA	Jose Maria Figueres Olsen	President (former)	West Point, Harvard University
COSTA RICA	Rene Castro	Minister of Energy (former)	Harvard University
COSTA RICA	Alvara Umana	Minister of Natural Resources (former)	Stanford University
COTE D'IVOIRE	Pascal Kokora	Ambassador to the USA (former)	Georgetown University
CROATIA	Ivan Grdesic	Ambassador to the USA	Indiana University, Virginia Tech.
CYPRUS	Averof Neophytou	Min. of Communications, Public Works, & Transport (former)	NY Institute of Technology
CYPRUS	George Iacovou	Foreign Minister	Boston University
DOMINICA	Roosevelt Sherrit	Prime Minister	University of Mississippi
ECUADOR	Jamil Mahuad Witt	President (former)	Harvard University
EGYPT	Atef Muhammad Muhammad Ebid	Prime Minister	Illinois University
EGYPT	Ali Dessouki	Minister of Youth	Princeton University
EGYPT	Kamal Ahmed al-Ganzuri	Prime Minister (former)	Michigan University
EGYPT	Boutros Boutros Ghali	UN Secretary General (former)	Columbia University
EL SALVADOR	Alfredo Felix Cristiani	President (former)	Georgetown University
FRANCE	Jacques Chirac	President	Harvard University
GERMANY	Ernst Carl Julius Albrecht	Prime Minister (former)	Cornell University
GEORGIA	Mikhail Saakashvili	President	Columbia University
GEORGIA	George Papuashvili	Minister of Justice	American University
GEORGIA	Aleksi Aleksishvili	Minister of Economy	Duke University
GERMANY	Ernst Carl Julius Albrecht	Prime Minister (former)	Cornell University
GHANA	Kofi Annan	UN Secretary General	Macalester College, MIT
GHANA	Kwame Nkrumah	President(former)	Lincoln University
GREECE	Andreas George Papandreou	Prime Minister (former)	Harvard University
GUYANA	Janet Jagan	President (former)	University of Detroit Wayne University Michigan State College
HONDURAS	Ricardo Madura	President	Stanford University
HONDURAS	Carlos Roberto Flores	President (former)	Louisiana State University
HONDURAS	Rodolfo Pastor Fasquelle	Minister of Culture and Tourism (former)	Tulane University
HONG KONG	Ambrose Lee	Secretary for Security	Harvard University



HONG KONG	Arthur Li	Secretary for Education and Manpower	Harvard Medical School
HONG KONG	Regina Suk Lee Ip Lau	Secretary of Security, Director of Immigration (former)	Stanford University
HUNGARY	Geza Jeszensky	Ambassador to the USA (former)	University of California, Santa Barbara
HUNGARY	Janos Martonyi	Foreign Minister (former)	
INDONESIA	Susilo Bambang Yudhoyono	President	Webster University
INDONESIA	Hasan Wirayudha	Minister of Foreign Affairs	Harvard University
INDONESIA	Juwono Sudarsono	Minister of Defense	University of California - Berkeley
INDONESIA	Hamid Awaludin	Minister of Justice and Human Rights	American University
INDONESIA	Dr. Boediono	Finance Minister	University of Pennsylvania Wharton School of Business
INDONESIA	Taufik Effendy	Minister of State Administrative Reform	International
INDONESIA	Purnomo Yusgiantoro	Minister of Energy and Mineral Resources	University of Colorado School of Mines
INDONESIA	Sri Mulyani	Minister of National Development Planning	University of Illinois
INDONESIA	Marie Pangestu	Minister of Trade	University of California - Davis
INDONESIA	Andung Nitimihardja	Minister of Industry	University of Pittsburgh
INDONESIA	Alwi Shihab	Minister of Foreign Affairs (former)	Temple University
INDONESIA	Bambang Sudibyo	Minister of National Education (formerly Minister of Finance)	University of North Carolina, University of Kentucky
INDONESIA	Mohamad S. Prakosa	Minister of Agriculture (former)	University of Tennessee, University of California - Berkeley
INDONESIA	Makmur Widodo	Director General for Multilateral Affairs, Ministry of Foreign Affairs	Ohio University
INDONESIA	Megawati Sukarnoputri	President (former)	
IRELAND	Mary Robinson	President (former) UN High Commissioner for Human Rights (former)	Harvard University
ISRAEL	Moshe Katsav	President	University of Nebraska (honorary doctorate)
ISRAEL	Moshe Arens	Minister of Defense (former)	MIT California Institute of Technology
ISRAEL	Ehud Barak	Prime Minister (former)	Stanford University
ISRAEL	Benjamin Netanyahu	Prime Minister (former)	MIT
ISRAEL	Shimon Peres	Prime Minister (former)	New York University, Harvard University
ITALY	Giandomenico Picco	Under Secretary General of the United Nations	University of California at Santa Barbara
ITALY	Antonio Martino	Minister of Defense	University of Chicago
ITALY	Domenico Siniscalco	Minister of Economics	Johns Hopkins University
ITALY	Lamberto Dini	Foreign Minister (former)	University of Minnesota
ITALY	Giuliano Amato	Prime Minister (former)	Columbia University
ITALY	Romano Prodi	Prime Minister (former)	Harvard University
JAMAICA	Hon. John Junior	Minister of Health	Howard University
JAMAICA	Hon. Dr. Paul Robertson	Minister of Development	University of Michigan
JAMAICA	Hon. Keith D. Knight	Minister of Foreign Affairs and Foreign Trade	University of Pittsburgh
JAMAICA	Percival James Patterson	Prime Minister and Minister of Defense	Northeastern University, Brown University

JAMAICA	Portia Simpson Miller	Minister of Local Government, Community Development and Sport	Union Institute in Miami
JAMAICA	Maxine Henry-Wilson	Minister of Education, Youth, and Culture	Rutgers University
JAMAICA	Gordon Shirley	Ambassador to the United States and the OAS	Harvard University
JAMAICA	Hon Dr. Omar Davies	Minister of Finance & Planning	Northwestern University
JAMAICA	Hon. Dr. Peter Phillips	Minister of National Security	Princeton University, SUNY
JAMAICA	Hon. Anthony Hylton	Minister of State, Ministry of Foreign Trade (former)	Morgan State University
JAPAN	Nobutaka Machimura	Minister of Foreign Affairs	Wesleyan University
JAMAICA	Hon. Dr. Peter Phillips	Minister of National Security	Princeton University, SUNY
JAPAN	Yoriko Kawaguchi	Minister of Foreign Affairs, Minister of the Environment (former)	Yale University
JAPAN	H.E. Yohei Kono	Foreign Minister (former)	Stanford University
JAPAN	Nobuteru Ishihara	Minister of State for Administrative Reform	Elmira College (NY)
JAPAN	Makiko Tanaka	Minister of Foreign Affairs (former)	Germantown Friends School (PA)
JAPAN	Sadako Ogata	United Nations High Commissioner for Refugees	University of California at Berkeley Georgetown University
JAPAN	Masako Owada	Crown Princess	Belmont College Harvard University
JAPAN	Jun Saito	Member of Parliament, Yamagata Prefecture	Yale University
JAPAN	Kotaru Tamura	Member of Parliament	Yale University UCLA University of Nebraska
JORDAN	Abdullah Bin Al-Hussein	King of Jordan	Georgetown University
JORDAN	Marwan Qassem	Minister of Foreign Affairs (former)	University of Michigan Columbia University
JORDAN	Adnan Badran	Minister of Defense	Michigan State University
JORDAN	Ali Abul Ragheb	Prime Minister Defense Minister	University of Tennessee
JORDAN	Mohammad Adwan	Minister of State for Political Affairs & Environment	California State University in San Jose University of Colorado
JORDAN	Salah Al-Bashir	Minister of Trade & Industry	Harvard University Law School
JORDAN	Bassem Awadallah	Minister of Planning	Georgetown University
JORDAN	Nader Dahabi	Minister of Transport	Auburn University
JORDAN	Mahmoud Dweiri	Minister of Agriculture	University of Wisconsin
JORDAN	Haidar Mahmoud	Minister of Culture	University of California
JORDAN	Michel Marto	Minister of Finance	University of Southern California Stanford University
JORDAN	Marwan Muasher	Minister of Foreign Affairs	Purdue University
JORDAN	Taleb Rifai	Minister of Tourism & Antiquities	Illinois Institute of Technology University of Pennsylvania
JORDAN	Mohammad Thneibat	Minister of State for Administrative Development	University of California University of Soothe California
JORDAN	Khaled Toukan	Minister of Education	University of Michigan MIT
JORDAN	Karim Kawar	Ambassador to the United States	Boston College
JORDAN	Sharif Zeid Ben Shaker	Prime Minister (former)	US Staff & Command College
JORDAN	Fawwaz Zu'bi	Minister of ICT	Duke University
KAZAKHSTAN	Nurlan Balgimbayev	Prime Minister (former)	University of Massachusetts

KENYA	Wangari Maathai	Nobel Peace Prize Winner	University of Pittsburgh
KENYA	Chirau Ali Mwakwere	Minister of Foreign Affairs	University of Connecticut
KENYA	Jonathan K.N. Ng'eno	Minister of Public Works and Housing (former)	Greenville College, Southern Illinois University
KENYA	Joseph Kamotho	Minister of Education (former)	Syracuse University
LATVIA	Aivis Ronis	Ambassador to the USA (former)	Columbia University
LATVIA	Aigars Kalvitis	Prime Minister	University of Wisconsin
LATVIA	Artis Pabriks	Minister of Foreign Affairs	New School University
LATVIA	Eriks Jekabsons	Minister of the Interior	Luthern School of Theology
LATVIA	Ina Druvieta	Minister of Science and Education	University of Pittsburgh
LATVIA	Ainars Latkovskis	Minister for Social Integration	University of Washington
LATVIA	Krisjanis Karins	Minister of Economics	University of Pennsylvania
LEBANON	Emile Lahoud	President	Naval Command College
LEBANON	Farid Abboud	Ambassador to the United States	University of California Los Angeles
LESOTHO	Mohlabi Tsekoa	Minister of Education and Training	University of Massachusetts
LESOTHO	Mamphono Khaketla	Minister of Natural Resources	University of Wisconsin
LESOTHO	Molelekeng Ernestina Rapolaki	Ambassador to the United States	University of Southern California
LIBERIA	Milton Teahjay	Minister of Information (former)	Kent University, Howard University
LIBYA	Shukri Ghanem	Prime Minister	Fletcher School of Law and Diplomacy
LIECHTENSTEIN	Ernst Walch	Minister of Foreign Affairs	New York University School of Law
LITHUANIA	Valdas Adamkus	President	University of Illinois
LUXEMBOURG	Luc Frieden	Minister of Justice, Treasury and Budget, and Defense	Harvard Law School
LUXEMBOURG	Arlette Conzemius	Ambassador to the United States	Fletcher School of Law and Diplomacy
MADAGASCAR	Pierrot Rajaonarivelo	Vice Prime Minister of Budget	Columbia University
MADAGASCAR	Narisoa Rajaonarivony	Ambassador to the United States	Fletcher School of Law and Diplomacy
MALAWI	Bingu wa Mutharika	President and Minister of Defense	Alexander Hamilton Institute
MALAWI	Ngwazi Kamuzu Banda	President (former)	Meharry Med. College, University of Indiana, University of Chicago
MALAYSIA	Mahathir bin Mohammed	Prime Minister (former)	Harvard University
MALAYSIA	Datuk Leo Moggie Anak Irok	Minister of Energy, Communications & Multimedia	Pennsylvania State University
MALAYSIA	Datuk Rais Yatim	Minister of Land and Regional Development (former)	Northern Illinois University
MALI	Ousmane Issoufi Maiga	Prime Minister and Minister of Industry and Commerce	American University
MEXICO	Vicente Fox Quesada	President	Harvard University
MEXICO	Luis Ernesto Derbez Bautista	Foreign Secretary	University of Oregon, Iowa State University
MEXICO	Jesus Reyes-Heroles	Secretary of Energy, Mines (former)	MIT
MEXICO	Carlos Ruiz Sacristan	Secretary of Communications and Transport (former)	Northwestern University

MEXICO	Jose Angel Gurria Trevino	Secretary of Foreign Affairs (former)	University of Southern California, Harvard University
MEXICO	Herminio Blanco Mendoza	Secretary of Commerce/Industrial Dev.	University of Chicago
MEXICO	Juan Ramon de la Fuente	Secretary of Health (former)	University of Minnesota
MEXICO	Guillermo Ortiz Martinez	Secretary of Finance and Public Credit (former)	Stanford University
MEXICO	Adolfo Zinser	Permanent Rep. to the United Nations	Harvard University
MICRONESIA	Joseph J. Urusemal	President	Rockhurst College
MICRONESIA	Sebastian L. Anefal	Secretary of Foreign Affairs	Eastern OR State University, OR College of Education, OR State University, University of Hawaii
MICRONESIA	Jesse Marehalau	Ambassador to the United States	Chaminade University
MICRONESIA	Bailey Olter	President (former)	University of Hawaii
MONGOLIA	Tsakhia Elbegdorj	Prime Minister	Harvard University
MOROCCO	Aicha Belarbi	Ambassador to the European Union	Harvard University
MOROCCO	Mohamed Benaissa	Minister of Foreign Affairs and Cooperation	University of Minnesota
NAMIBIA	Hopelong Ipinge	Ambassador to the United States	Washington International University
NAMIBIA	Hage Gottfried Geingob	Prime Minister (former)	Fordham University Columbia College
NEPAL	Kul Chandra Gautam	Deputy Executive Director UNICEF	Princeton University
NEPAL	Mr. Ram Hari Joshy	Honorable Member of Parliament	Oregon State University
NEPAL	Dr. Prakash Chandre Lohani	Minister of Finance, Agriculture and Cooperatives, Labor and Transportation Management (former)	Indiana University
NETHERLANDS	Ben Bot	Foreign Minister	Harvard Law School
NETHERLANDS	Laurens Jan Brinkhorst	Deputy Prime Minister and Minister of Economic Affairs	Columbia University
NEW ZEALAND	Peter John Benjes	General Manager of Treasury (former)	Harvard University
NEW ZEALAND	Geoffrey Palmer	Prime Minister (former)	University of Chicago
NICARAGUA	Nora Astorga	Ambassador to the United Nations (former)	Catholic University of Washington
NIGERIA	Godwin Olu Patrick Obasi	Secretary General, World Meteorological Organization	MIT
NORWAY	Gudmund Hermes	Minister of Health (former)	Johns Hopkins University
NORWAY	Haakon Magnus	Crown Prince	University of California - Berkeley
NORWAY	Gro Harlem Brundtland	Prime Minister (former)	Harvard University
NORWAY	Johan Joergen Holst	Minister of Foreign Affairs (former) Key figure in Oslo Peace Accord	Columbia University
PAKISTAN	Benazir Bhutto	President of Pakistan (former)	Harvard U.
PAKISTAN	Abdul Razak Dawood	Minister for Commerce, Industries, & Production (former)	Columbia University, Harvard University
PAKISTAN	Shafqat Ali Shah Jamot	Federal Minister for Food, Agriculture, & Livestock (former)	University of Virginia
PAKISTAN	Nafis Sadik	UN Secretary General's Special Envoy for HIV/AIDS in Asia	Johns Hopkins University
PAKISTAN	Jehangir Karamat	Ambassador to the United States	Stanford University
PALAU	Tommy Remengesau	President	Grand Valley State University
PALESTINE	Hanan Ashrawi	Political Activist	University of Virginia
PANAMA	Martin Torrijos	President	Texas A&M

PANAMA	Ernesto Balladares	President (former)	University of Pennsylvania Wharton School of Business
PANAMA	Eric Arturo Delvalle Henriquez	President (former)	Louisiana State University
PARAGUAY	James Spalding Hellmers	Ambassador to the United States	University of Massachusetts, Rutgers University
PERU	Alejandro Toledo	President	Harvard University Stanford University University of San Francisco
PERU	Eduardo Ferrero Costa	Ambassador to the United States	University of Wisconsin, University of California San Diego
PERU	Beatriz Merino	Prime Minister (former)	Harvard University
PHILIPPINES	Gloria Macapagal Arroyo	President	Georgetown University
PHILIPPINES	Corazon Cojuangco Aquino	President (former)	College of Mt. St. Vincent Boston University Fordham University
PHILIPPINES	Fidel V. Ramos	President (former)	US Military Academy, West Point, University of Illinois
PHILIPPINES	Domingo Siazon, Jr.	Foreign Secretary (former)	Harvard U.
PHILIPPINES	Rodolfo Certeza Severino, Jr.	ASEAN Secretary-General (former)	John Hopkins University
POLAND	Marek Belka	Prime Minister	Columbia University, University of Chicago
POLAND	Przemyslaw Grudinski	Ambassador to the USA (former)	Princeton University
POLAND	Wlodzimierz Cimoszewicz	Minister of Foreign Affairs (former)	Columbia University
ROMANIA	Constantin Dudu Ionescu	Minister of Interior (former)	Jackson State University
ROMANIA	Alexandru Popescu	Secretary of State	Jackson State University
ROMANIA	Monica Macovei	Minister of Justice	New York University
ROMANIA	Florin Georgescu	Minister of Finance (former), Deputy of Lower Chamber of Parliament	University of Kansas City
ROMANIA	Alexandru Luminita Petrescu	Counselor of State (former), President of the Foundation for Pluralism	University of Arizona, University of Minnesota, Saint Thomas University
ROMANIA	Mihai Lucian	Chairman, Constitutional Court	
RUSSIA	Alexander Zhukov	Deputy Prime Minister	Harvard University
ST. VINCENT & THE GRENADINES	Ellsworth I.A. John	Ambassador to the United States	Baruch College, Strayer University
SAUDI ARABIA	Prince Saud Faisal	Minister of Foreign Affairs	Princeton University
SAUDI ARABIA	Mr. Susa'ad Al Sinani	Minister of Labor and Social Affairs, Riyadh (former)	Arizona State University
SAUDI ARABIA	Mr. Osamah Faqeeh	Minister of Commerce, Riyadh	Arizona State University
SAUDI ARABIA	Soliman Abdul-Aziz Al Solaim	Minister of Commerce (former)	University of Southern California, Johns Hopkins University
SAUDI ARABIA	Dr. Madany Alaqi	Minister of State, Royal Court, Riyadh	Arizona State University
SAUDI ARABIA	Dr. Nasir Al Sallum	Minister of Communications, Riyadh	Arizona State University
SENEGAL	Cheikh Tidiane Gadio	Minister of Foreign Affairs	Ohio State University
SERBIA & MONTENEGRO	Ivan Vujacic	Ambassador to the United States	Harvard University

SINGAPORE	Shunmugam Jayakamur	Minister of Law	Yale University
SINGAPORE	Lee Hsien Loong	Deputy Prime Minister	Harvard University
SINGAPORE	Tony Tan	Deputy Prime Minister/Defense Minister	MIT
SINGAPORE	Chan Heng Chee	Ambassador to the USA	Cornell University
SINGAPORE	Goh Chok Tong	Prime Minister	Williams College
SOUTH AFRICA	M.E. Tshabalala-Msimang	Minister of Health	University of Hawaii
SOUTH AFRICA	M. Stofile	Minister of Sport and Recreation	Princeton University
SOUTH AFRICA	G.J. Fraser-Moleketi	Minister of Public Service and Administration	Harvard University
SOUTH KOREA	Il Sa Kong	Minister of Finance (former)	University of California - Los Angeles
SOUTH KOREA	Se Yung Chung	Minister of Science and Technology (former)	Michigan State University, Princeton University
SOUTH KOREA	Kang Young Hoon	Prime Minister (former)	University of Southern California
SOUTH KOREA	Han Seung-Soo	President of the United Nations General Assembly for the 56th Session	Harvard University
SPAIN	Javier Solana	European Union High Representative for the Common Foreign and Security Policy, Former Secretary General of NATO	University of Virginia
SPAIN	Rodrigo Rato	Second Vice President, Former Minister of Economy (former)	University of California
SPAIN	Pilar del Castillo	Minister of Education, Culture, and Sport	Ohio University
SPAIN	Ana Birules	Minister of Science and Technology (former)	University of Minnesota
SRI LANKA	Warnasena Rasaputram	Former Ambassador to the USA (former)	University of Wisconsin
SWEDEN	Gunnar Lund	Ambassador to the United States	University of Wisconsin
SWEDEN	Margaretha af Ugglas	Minister of Foreign Affairs (former)	Harvard University
TAIWAN	Hsiu-lien Annette Lu	Vice President	University of Illinois
TAIWAN	John Chang (Chang Hsiao Yen)	Vice Premier (former)	Georgetown University
TAIWAN	Lee Teng Hui	President (former)	Iowa State University Cornell University
TAIWAN	Chen Li-An	Minister of National Defense (former)	MIT New York University
TAIWAN	Lien Chan	Vice President (former)	University of Chicago
TAIWAN	Wang Chien-Shien	Minister of Finance (former)	Harvard University
TANZANIA	Benjamin W. Mkapa	President	Columbia University
THAILAND	Thaksin Shinawatra-a	Prime Minister	Eastern Kentucky University Sam Houston State University
THAILAND	Chavalit Yongchaiyudh	Deputy Prime Minister (former)	Army Comman & General Staff College
THAILAND	Amnuay Viravan	Deputy Prime Minister & Minister of Finance	University of Michigan
THAILAND	Surin Pitsuwan	Minister of Foreign Affairs (former)	Harvard University
THAILAND	Somkid Jatusripitak	Finance Minister	Northwestern University
THAILAND	Chidchai Vanasatidya	Deputy Prime Minister, Minister of Interior	Eastern Kentuck University, University of Louisville
THAILAND	Chaturon Chaisang	Deputy Prime Minister	University of California - Berkeley
THAILAND	Surakiart Sathirathai	Foreign Minister	Harvard University, Tufts University
THAILAND	Wissanu Krea-Ngam	Deputy Prime Minister	University of California - Berkeley
THAILAND	Suranand Vejjajiva	Minister attached to the Prime Minister's Office	Williams College, Columbia University

THAILAND	Varathep Ratanakorn	Deputy Minister of Finance	Tampa College
THAILAND	Chaiyos Sasomsub	Deputy Minister of Finance	St. Louis University
THAILAND	Kantathi Suphamongkhon	Foreign Minister	University of Southern California, American University, University of California - Los Angeles
THAILAND	Pracha Maleenont	Minister of Social Development/Human Security	National Defense College, Elmhurst College
THAILAND	Suriya Jungrungreangkit	Minister of Transport	University of California - Berkeley
THAILAND	Suwit Khunkitti	Information/Communications Technology Minister	University of Kentucky
THAILAND	Thanong Bidaya	Commerce Minister	Northwestern University, Harvard University
THAILAND	Somchai Soonthornvat	Deputy Interior Minister	Harvard University
THAILAND	Sermsak Pongpanit	Deputy Interior Minister	Louisiana University
THAILAND	Suwat Liptapanlop	Minister of Justice	Purdue University
THAILAND	Sora-at Klinpratoom	Minister of Labour	Iowa State University, Louisiana University
THAILAND	Korn Thapparansi	Science and Technology Minister	Wilbraham Academy, Clark University
THAILAND	Adisai Bodharamik	Education Minister	University of Hawaii, University of Maryland
THAILAND	Rung Kaewdaeng	Deputy Education Minister	SUNY Buffalo
THAILAND	Anutin Charnvirakul	Deputy Minister of Public Health	Hofstra University
THAILAND	Shucheep Hansaward	Minister of Agriculture and Coops (former)	California State University
TOGO	Faure Gnassingbe	President	George Washington University
TONGA	Ulukalala Lavaka Ata	Prime Minister	United States Naval War College
TRINIDAD/ TOBAGO	Dr. Adesh Nanan	Minister of Education (former)	Howard University
TUNISIA	Zine El Abidine Ben Ali	President	School of Anti-Aircraft Field Artillery, Senior Intelligence School
TUNISIA	Abdelbaki Hermassi	Minister of Culture, Youth, and Leisure	University of California Berkeley
TURKEY	Suleyman Demirel	President (former)	
TURKEY	O. Faruk Logoglu	Ambassador to the USA	Princeton University
TURKEY	Tansu Ciller	Prime Minister (former)	University of Connecticut Yale University
UGANDA	Olara Otunnu	United Nations Undersecretary-General and Special Representative for Children and Armed Conflict	Harvard University Law School
UNITED KINGDOM	John Rankin Rathbone	Member Of Parliament	Harvard University
UNITED KINGDOM	Brian Unwin	President, European Investment Bank (former)	Yale University
URUGUAY	Sergio Abreu	Minister of Industry (former)	
URUGUAY	Antonio Mercader	Minister of Education (former)	University of Florida
URUGUAY	Pablo Mieres	Member of Parliament	Georgetown University
URUGUAY	Didier Operti	Minister of Foreign Affairs (former), National Assembly President (former)	
VENEZUELA	Alfredo Toro Hardy	Ambassador to the US (former)	Princeton University
VIETNAM	Nguyen Thien Nhan	Minister of Education and Training	University of Oregon
YEMEN	Abdulwahab Abdulla Al-Hajjri	Ambassador to the United States	American University

YEMEN	Abdul-Aziz Abdul-Ghani	Prime Minister (former)	Colorado College University of Colorado
YUGOSLAVIA	Mirosljub Labus	Deputy Prime Minister, Minister for Foreign Affairs (former)	Cornell University
ZAMBIA	Fwanyanga Matala Mulikita	Speaker of the National Assembly (former)	Stanford University Columbia University
ZAMBIA	Mwelwa Musambachime	Permanent Representative to the United Nations	Miami University of Ohio

Source: by U.S. Bureau of Educational and Cultural Affairs

### Suggestions and Conclusions

The global mobility of foreign students in the near future is potentially enormous. Other nations other than the United states also recognized the contributions of these students. Other nations outside the United States are also offering a variety of study

programs involving on-site, satellite sites, and distance education which are on priority in attracting international students. With increased outreach, simplified administrative procedures and cooperation among stakeholders beginning at the national level. Scholarships, informative and attractive websites, intensive planning and enhanced budgets are also characteristic. The economic advantage of admitting international students has also been addressed. Revenues from international students are essential for higher education. Other countries are also more liberal in allowing international students , creating greater work opportunities during and after their studies. International graduates contribute to the workforce in the areas of information technology and communication. Competitors also allow foreign students to work both on and off campus, their by giving them a fuller educational and cultural experience.

Special recruitment drives should be created to attract the international students and some more programs should also be started by the universities, keeping the new technological changes in the globe. On the other hand when foreign students are admitted, diversity in the classroom and on campus accompanied by meaningful interaction, both structured and unstructured, encourages understanding across borders and advances global preparedness should be addressed. Global competence can be developed through classroom discussions and assignments, which are broadened by international student perspectives. International students should be viewed as resources that add value to education. Faculty can internationalize the content of their courses through lectures, readings, projects, seminars and assignments and ask the students to contribute with case studies or related information from their own countries. Faculty can inspire group projects which requires American and international students to collaborate. This prepares students for real-world situations in which they may need to work with those different from themselves, balance each other's strengths and weakness and practice principles of conflict resolution.

Outside the classroom, international students are also a resource for intercultural learning for the purpose of cultural exchange. The programs or events organized for the purpose of cultural exchange help American students broaden their understanding of international students. Universities may sponsor international education programs involving local schools and communities, service learning, internships, exchange programs, workshops and discussions on American ways, international festivals or cultural clubs, workshops for faculty and departments working with international students, visits to American families, learning communities, and peer partnerships (e.g., see Abe, Talbot, &

Geelhoed, 1998; Peterspn, Briggs, Dreasher, Hornrr, & Nelson, 1999; Shigaki & Smith, 1997). Work opportunities such as internships provide international students with greater exposure to American life, help them financially, and benefit the economy. These opportunities also allow employers to increase their intercultural expertise and knowledge of practices in their own countries.

In addition to economic and educational benefits, those that enrich learning, those that focus on more practical areas of need, and those with long-term positive impact on society where the influence of international students extends beyond the institutions have a reputation for education world leaders. The U.S. Department of state accounts for more than 216 world leaders in 81 countries who completed their education in USA. The experience of living in the United States and associating with Americans increases appreciation of political values and organizations and lays a foundation for positive relations. Personal connections are made to the United States as a country and between future leaders from US and other countries, which leads to the facilitation of foreign policy. Associating with those different countries helps dissolve stereotypes on both sides, open minds, create friendships, and develop appreciation for different world views. Thus building a positive society making today's students as tomorrow's leaders.

### Web References

- [1]. <http://www.iie.org/Services/Project-Atlas/United-States/International-Students-In-US#.WALw0NR97Gg>
- [2]. <http://www.migrationpolicy.org/article/international-students-united-states>
- [3]. <https://www.statista.com/statistics/233880/international-students-in-the-us-by-country-of-origin/>
- [4]. <http://graphics.wsj.com/international-students/>
- [5]. <https://www.csustan.edu/sites/default/files/OIE/documents/YEDTERDAYSINTERNATIONALSTUDENTS.pdf>
- [6]. <http://www.npr.org/sections/ed/2015/11/18/456353089/u-s-colleges-see-a-big-bump-in-international-students>
- [7]. <http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf>
- [8]. [http://nsse.indiana.edu/pdf/research\\_papers/international.pdf](http://nsse.indiana.edu/pdf/research_papers/international.pdf)
- [9]. <https://core.ac.uk/download/pdf/10874189.pdf>
- [10]. <http://files.eric.ed.gov/fulltext/EJ1083262.pdf>
- [11]. <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-first-year-international-students.aspx>



- [12]. <http://www.usnews.com/education/best-colleges/articles/2014/11/17/number-of-international-college-students-continues-to-climb>
- [13]. <http://sites.ed.gov/international/what-we-do/cooperation-with-other-countries/>
- [14]. <http://lwy.org/content/us-relations-developing-countries>
- [15]. <https://www.state.gov/r/pa/ei/bgn/>
- [16]. [https://books.google.co.in/books?id=HTDvuqqNUEC&pg=PA24&lpg=PA24&dq=foreign+students+yesterday+in+usa+world+leaders+today&source=bl&ots=sRvAcU4NLf&sig=iCoiSYppazleeuPIs\\_9ncr83K1w&hl=en&sa=X&ved=0ahUKEwjrlqzuvuPPAhUUUI8KHQeEDhYQ6AEIQT AH#v=onepage&q=foreign%20students%20yesterday%20in%20usa%20world%20leaders%20today&f=false](https://books.google.co.in/books?id=HTDvuqqNUEC&pg=PA24&lpg=PA24&dq=foreign+students+yesterday+in+usa+world+leaders+today&source=bl&ots=sRvAcU4NLf&sig=iCoiSYppazleeuPIs_9ncr83K1w&hl=en&sa=X&ved=0ahUKEwjrlqzuvuPPAhUUUI8KHQeEDhYQ6AEIQT AH#v=onepage&q=foreign%20students%20yesterday%20in%20usa%20world%20leaders%20today&f=false)