

Education Autobiography

Name

Institutional Affiliation

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Introduction

Traditionally, there was the assumption that adjusting to the US educational system for international students was relatively easy. However, the reality is that despite the positive learning experience at Kuwaiti elementary, middle, and high school institutions, it is often a struggle for both the scholars and the educators. A research done in the recent past shows that international students encounter both psychological and edifying challenges, and the burden is passed to the teachers. One of the primary sources of the emotional and educational problems is the difference in the learning policies between the state of origin and the US, and in my case, I come from Kuwait. Despite the problems faced by international students in the US, the learning preparation I received in my country proved essential during my transition to CU Boulder's education arrangement. The recollection of my training in Kuwait highlights that I had a decent schooling experience that has been essential to my current switch to the US system.

Discussion

During the studies in my country, I attended public educational establishments in elementary, middle, and high school levels. The choice of communal institutions was denied due to educational policy directives, but the ease of access to them based on my home address and the prior knowledge of the learning centers in the area. In addition, having gone to public institutions indicates that the citizens of Kuwait enjoy an open enrollment policy, which allows families to decide where their children study. Notably, the edifying system of my country closely compares to that of the US, where many states have the similar arrangement in place, with only an exceptional few. For example, the state of Alaska has mandatory intra-district open policies in place, which help students attending dangerous school environments. Conversely, Alabama does

not have the same laws, although transfers are possible between charter schools (Education Commission of the States, 2016). Apart from the similarities between the education arrangements of Kuwait and the US, other learning policies are not comparable. Thus, my state's open enrollment laws in edifying centers had a positive effect on my academic performance because it eased the transition from one school to another.

I studied in a locality with a small population of about 500,000 people, and the learning institutions in the area included boys-only, girls-only, and mixed-gender schools. Personally, I attended boys-only institutions. The gender of a school does not affect the quality of education as believed by a majority that it limits the development of social skills in a learner (Griffin, 2006). In my case, the institution I attended channeled attention towards addressing racial integration and gender equality, noting that it admitted students from different ethical backgrounds and engaged in joint activities with girls-only schools. The same phenomenon exists in the US, with boys-only, girls-only, and mixed-gender institutions, although the provisions are not creations of federal, state, or local education laws (Friend, 2007). The evidence that the gender of a school does not affect education standards and quality is that students are taught using the same curriculum, by similarly qualified staffs, and take alike tests. However, Kuwait is a third-world country, and due to poor allocation of resources, high corruption levels and organizational inefficiencies affect its quality of education. The problem is less prevalent in the US because of the high levels of educational standards and service provision across the nation. Therefore, this makes the US learning institutions some of the best ones in the world.

The funding level for my previous schools was bad and below the standards observed in the US. Notably, the miserable funding for public schools in my country is an effect of poor education policies, particularly those related to the provision of the necessary resources and staff.

The evidence of the problem includes that the government has the money needed to finance education; however, it channels few resources towards preparation before schools open. For example, there is inadequate training for preschool teachers, and it affects the performance of students in elementary and secondary education levels because of the lack of a good academic foundation. The problem is caused by bad education policies, noting that the government should invest in the training and empowerment of preschool educators to ensure that kindergarteners get the best foundation. On resource allocation, the chairs used in Kuwaiti schools are old and broken, and there is little use of learning technology aids such as laptops, which have improved educational outcomes for American students. Hence, the Kuwaiti government should ensure that there is sufficient and timely allocation of resources to edifying centers.

Another thing that reflects the education policy inadequacies in my country is that many foreign teachers are employed, but their teaching capacities are not utilized optimally. The reason for the problem is that foreign teachers are offered low wages as compared to Kuwaiti educators, and it affects their levels of dedication, motivation, and the time they donate to their students. According to Toumi (2017), the problem should be handled urgently, considering that the Kuwaiti government has continued to vet and recruit extraneous educators from countries such as Palestine. Notably, the inflow of foreign teachers into my previous school has dominated despite the fact that the reviews offered show that overseas instructors are inadequately compensated and supported to deliver quality services (Staff Writer, 2017). Accordingly, bad education policies have caused the problem of poor financing, and revising the laws will improve the learning outcomes for many students.

The Kuwaiti government's role in education is comparable to that of the US despite the fact that there are differences in the levels of participation in their educational systems.

According to InterNations (n.d.), the Kuwaiti government offers free education to the Kuwaiti children from preschool to tertiary levels. The investment of the government in financing the learning of all students attending public schools shows that it has invested a lot of money and resources into the edification to make it competitive. Similarly, Corsi-Bunker (n.d.) noted that all the US children have access to free learning in public schools. However, private schools collect tuition fees to admit students, and the approach is shared by both the US and Kuwait. Moreover, in the area of education financing, the Kuwaiti government is more engaged in the sector, noting that it supplements 100 percent of the budget, while the US government provides 10 percent of the same budget (InterNations, n.d.; Corsi-Bunker, n.d.). In light of the similarities of the two systems, the policy allowing high performers from my country to move to the US for edifying programs gave me an opportunity to study at CU Boulder. Thus, the resemblances and differences in the funding of the education sector of the US and Kuwait show that the two arrangements are alike and capable of providing quality learning services.

Conclusion

The traditional assumption is that adjusting to a new educational system for international students is easy, but the differences in teaching policy present challenges. Throughout the years of my study in Kuwait, I received adequate preparation that helped me in the adapting to the US educational system. However, I attended public schools in a remote area with a small population and inadequate teaching funding. The money problem can be traced to the available policies, and it shows that laws affect the performance of students and the entire learning system.

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