

Multicurrency Card supports 15 currencies, offers instant conversion

Weway Bank launches Multicurrency Prepaid Card for international transactions

KUWAIT CITY, Aug 25: Weway Bank, a leading provider of innovative digital banking solutions, today announces the launch of its new Multicurrency Prepaid Card. The new digital card empowers the bank's app users to conveniently pay for purchases during travel and make online transactions using the currency they want.

The Multicurrency Card eliminates the hassle and hidden fees typically associated with currency exchange when traveling or shopping internationally. The cardholders can simply select their preferred currency within the Weway app and make payments directly from their account balance, avoiding the need to carry physical cash or worry about exchange rates.

"We are thrilled to introduce this transformative multicurrency digital card that will revolutionize the way our customers manage their finances while on the move or making online purchases," said Naser Al-Duwaisan, Product Owner at Weway Bank. "By providing this

seamless and secure payment solution, we are empowering our users to confidently explore the world and make purchases with the utmost convenience."

Some of the key features of the Weway Multicurrency Card include:

- Instant digital banking card creation.
- Support for 15 of the most popular currencies around the world.
- Instant currency conversion within the bank's mobile app.
- Secure contactless card payments via Apple Pay and Samsung Pay.
- Real-time transaction tracking.
- Competitive exchange rates.
- Full transparency without unexpected hidden fees of currency conversion.

As Weway Bank continues to revolutionize banking by leveraging its enhanced app, the Multicurrency Prepaid Card is introduced to provide one of the most secure, convenient, and innovative digital financial services to Weway cus-



Naser Al-Duwaisan

tomers.

To learn more about the Weway Multicurrency Card and how it can enhance your traveling and online shopping experience, please visit www.wewaybank.com or download the Weway Bank mobile app.



Weway Bank launches Multicurrency Prepaid Card.

The Conversation

‘On-campus child care declines’

‘Time Poverty’ hinders with college success, study finds

By Claire Wladis
CUNY Graduate Center

The Conversation is an independent and nonprofit source of news, analysis and commentary from academic experts.

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Many college students don't have enough time for their studies. This "time poverty," as we call it, is often due to inadequate child care access or the need to work to pay for college and living expenses.

In an effort to understand how much time poverty affects student outcomes, we surveyed more than 41,000 U.S. college students. We found that the more time poverty, the greater the chances of a student earning fewer credits or dropping out. This is especially true for Black and Hispanic students and for women, who have significantly less time for college compared with their peers, largely due to time spent on their jobs and caring for children.

Our research describes how differences in time available for college are often the result of structural inequities in higher education, such as insufficient financial aid for students who have children or who have to work to pay the bills.

Time poverty explains major differences in student outcomes. In one study, students who dropped out of college had on average nine fewer hours per week available for college than those who did not drop out. And students who earned over 12 credits in a term had on average 18 more hours per week available for college than students who earned only six credits or less. Thus, student outcomes are highly correlated with available time for academics.

Often, there are gaps in college credit attainment between students from different racial or ethnic groups or by gender. However, those gaps shrink significantly - or disappear altogether - when we compare students with similar time available for college. This shows just how important time is as a resource for finishing a college degree.

Time poverty also leads to overwork, which can cause burnout. For example, Black women had the least time for college of any group. Compared with the group with the most time - Asian and Pacific Islander men - Black women had on average 24 fewer hours per week to devote to their studies. However, both groups spent the same amount of time on

college.

How is this possible? Black, Hispanic and women students sacrificed an even greater proportion of their free time - time left over after paid work, homework and child care - on college than their peers. The average total time Black women spent on college as well as paid and unpaid work was 75 hours per week, or equivalent to more than two full-time jobs.

Our findings show that this holds true for all students. On average, the more time-poor they are, the more free time they sacrifice for their studies.

This sacrifice comes at a cost: Students must give up time spent on sleep, meals, health care, leisure and exercise to make time for college. This is particularly worrisome because overwork has been linked to negative impacts on mental and physical health.

In prior research, my colleagues and I have also found that students who are parents - particularly mothers - and students who choose to take online courses have less time available for college than their peers. This explains differences in academic outcomes. Time poverty affects students from many different groups, yet existing college policies, practices and structures rarely take it into account.

Even though nearly 1 in 4 current undergraduates have children, the availability of on-campus child care has been shrinking for decades, and child care costs are not automatically included in financial aid. Student-parents also have to work extra hours to pay for their children's living expenses, which are not covered by federal financial aid.

Even for students without children, financial aid rarely covers actual expenses. Federal financial need calculations often underestimate actual need, especially for students with lower socioeconomic status or more family responsibilities. Current federal financial aid meets the needs of only 35.7% of U.S. undergraduates. Accordingly, most U.S. students have to work to pay for college, taking away time that would likely be better spent studying.

Providing students with enough financial aid to enroll in college, but not enough to complete college, is counterproductive. Providing students with enough time - and thus money - for college is therefore not only a sound investment but also critical to honoring the values of fairness and opportunity for all. (AP)

Dr. Ali Roumani highlights value of competitions in student development

AUK team wins third place at National Game Jam Challenge

KUWAIT CITY, Aug 25: Students and alumni from the College of Engineering and Applied Sciences (CEAS) at the American University of Kuwait (AUK) secured third place in the National Game Jam Challenge, competing against 14 teams and over 60 participants.

The Game Jam Challenge is a high-pressure, creative competition where teams must develop a game from scratch based on a specific theme, all within a 48-hour window. The event is designed to encourage innovation, teamwork, and technical prowess, offering a platform for aspiring game developers to demonstrate their skills. AUK's team included information systems students, Joanna Saedawi and Malak Alsabt; David Liang, a teaching assistant in computer science and graduate; and Talal Al-Failakawi, a computer science graduate.

Their winning entry, "Kuwait Legacy Quest," is an inventive game that immerses players in Kuwait's traditional way of life through a series of engaging minigames. As players craft essential items for daily life, they gradually contribute to the development of modern Kuwait, effectively connecting the past with the present. This game not only honors Kuwaiti heritage but also serves



AUK's team.

as a bridge to connect future generations with the rich history and skills that shaped the nation.

Dr. Ali Roumani, assistant professor in computer science, emphasized the importance of these challenges. "Such computing and technology competitions are very important in complementing students' academic

education with hands-on technical and liberal arts experiences, as they encourage students' creativity and innovation, enhancing their programming, design, and problem-solving abilities. It also trains students to identify market potential by evaluating their created games for commercial viability and potential

for further development."

AUK's students and alumni showcased the University's commitment to fostering creativity, excellence, and innovation through their success. Their winning game, a tribute to Kuwaiti heritage, beautifully illustrates how AUK talent seamlessly blends tradition with modern innovation.

Structural inequities impact access to quality internships

Survey finds many college internships are unpaid or low quality

By Matthew T. Hora
University of Wisconsin-Madison

The Conversation is an independent and nonprofit source of news, analysis and commentary from academic experts.

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Internships can play a vital role for students looking to break into a career, but they aren't always available for all the students who want them. And even when they are, they may not be high quality. Here, Matthew T. Hora, founder of the Center for Research on College-Workforce Transitions at the University of Wisconsin-Madison, and Hee Song, a project assistant at the center, discuss the difficulties that students face in securing quality internships. Their insights are based on findings from the center's latest National Survey of College Internships. The survey drew from data collected from a nationally representative sample of 2,824 students attending four-year colleges and 2,531 students attending two-year colleges. The survey was done in partnership with the Strada Education Foundation.

No. Only two out of three internships offer compensation for students at four-year colleges. The situation is worse for students at two-year institutions, where 50% of internships are unpaid.

Given the rising cost of college tuition, growing income inequality and the cost-of-living crisis in big cities where many internships are located, we contend that reliance on unpaid internships is untenable.

Paid internships are crucial. They help students pay for costs such as transportation and housing. They also provide legal rights and protections for students as paid employees.

Our data indicates that with only 41% of college seniors having had any internship at all, there are simply not enough positions available in the U.S. labor market to satisfy demand from the nation's college students. This supply-demand imbalance is evident because of those seniors who did not have an intern-

ship: 63% of them had in fact wanted to take one but could not due to a lack of positions, intense competition and personal factors such as a heavy course load.

A well-designed internship can make a big difference in students' academic development. It can also help determine future career outcomes.

Our data shows that over 70% of the students who completed an internship reported gains in key transferable skills. These include communication, problem-solving and teamwork skills that are valued in both college and the workplace. Additionally, over 80% of these former interns say that the experience helped to expand their professional and social networks, which can lead to new job opportunities and connections.

Other studies have documented that students taking an internship were three times more likely than non-interns to enroll in graduate school. A study in Spain found that former interns were 6.5% more likely to find a job after graduation than classmates who hadn't had an internship.

Our data also reveals that internships help to clarify students' career goals and boost their confidence in professional abilities. This is notable given that 80% of students in a recent Inside Higher Ed survey also stated that a college education should prepare them for a career that they truly enjoy.

While growing numbers of empirical studies on internships are showing the positive impacts of an internship on future earnings and other outcomes after graduation, it is better to think of this relationship in terms of correlation and not causation. This is because whether a student can acquire a particular job and thrive in our society is dependent on a complex intersection of personal, sociocultural and structural factors.

For instance, discrimination continues to afflict the hiring process - white applicants are 36% more likely to receive a callback than Black candidates. Studies also show that outcomes such as college attendance, future earnings and even marriage rates are strongly

affected by whether one grows up in a wealthy or a poor neighborhood. This underscores the considerable impact of structural forces beyond an individual's control.

However, research shows that once a student is at college, experiences such as study abroad, an internship or undergraduate research - also known as "high-impact practices" - significantly increase a student's likelihood of obtaining a degree. The problem is that these experiences are not equally distributed or available to all students, making equitable access to robust and authentic learning experiences a critical national issue. This is one reason why educators and researchers are increasingly focusing on work-integrated learning, where real-world and hands-on activities are embedded in college courses, as a more equitable and impactful approach than off-campus experiences, such as internships or study abroad.

Determining the quality of an internship can be highly subjective and depends on many different factors. But based on our Internship Scorecard, approximately 67% and 62% of the internships taken by students at four-year and two-year institutions, respectively, can be considered "high quality." The research and metrics behind this conclusion include the presence of a learning plan for student interns, on-the-job tasks that involve high-level skills and autonomous work, and supportive supervisors.

But a student's reasons for pursuing an internship can vary. Some may want to gain experience in a chosen profession, while others may simply want to explore a variety of career options. This all makes "quality" largely dependent on the students' goals and intentions.

Further, since some majors are more directly aligned with specific occupations, such as nursing and engineering, in contrast to majors where students are prepared to enter a broader range of careers, such as arts, humanities or social sciences, finding that perfect internship may depend on the student's field and local labor market conditions. (AP)

International students boost US economy by 40 billion dollars annually

By Barnet Sherman, Boston University

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Of the millions of young adults heading off to college this fall, many will be international students. If trends continue, about 1 million students from around the world will come to the U.S. to pursue higher education this year.

These young scholars make a big economic impact. Altogether, they pump more than US\$40 billion into the U.S. economy and support over 368,000 jobs. That's not just paying professors and buying textbooks - it includes everything from renting apartments to late-night DoorDash and Grubhub deliveries. And it's near a record high. In fact, higher education is the 10th-leading export of the United States, according to the U.S. Bureau of Economic Analysis - except the export is really an import, of students from around the world.

Think of it this way: If you went to Paris to see the Olympics this year, the Olympics was the export that brought you - the tourist, or, in economic terms, the import - to France. In the complex world of economic balance of trade accounting,

international students are the tourists visiting U.S. campuses.

Only economists could think that studying and taking exams is somehow a vacation. While China, India and South Korea send the most students to the U.S., young people come from around the globe to pursue degrees here. Last year, they represented some 221 nations and territories, including three students from the independent island nation of Tuvalu.

In any of the 50 largest American cities, you'll find at least one college or university with international students on campus. For these communities, global learners offer a most welcome financial aid package.

Consider Boston. With its pantheon of venerable institutions - including Boston University, where I teach multinational finance and trade - the region boasts over 50 colleges and universities. Boston's economic gains from the more than 60,000 international students at these schools are huge: some \$2.7 billion.

Or look at Greater Philadelphia. The region's higher education institutions rank fifth nationwide in attracting students from around the world. From the perennially top-drawing University of Pennsylvania - itself ranked in the top 25 for international students - or the more specialized Curtis Institute of Music, together they can expect to host nearly 17,000 international students in fall 2024.

Prestigious private schools are a draw, but hands down the biggest pull for in-

ternational students are state universities and colleges. Of the nation's top schools enrolling these students last year, 32 were state colleges and universities, attracting over 240,000 students in total.

In the top three of those public institutions alone - Arizona State University, the University of Illinois Urbana-Champaign and the University of California, Berkeley - international students contributed nearly \$1.6 billion, supporting close to 16,900 jobs. Expand that to the top 10 - the University of California system takes four of those spots - and the numbers pop up to \$4.5 billion and 47,900 jobs.

But it's not just the geographically sprawling University of California and other large state systems. Mankato, Minnesota, hosts a Minnesota State University campus; in the 2022 academic year, some 1,700 international students called this small city, 80 miles from Minneapolis, their home away from home.

Those students brought an infusion of \$44.9 million into that community, supporting around 190 jobs. There are dozens of similar campuses in cities and towns like Mankato across the country. It adds up quickly.

In addition to private and public universities, community colleges also attract thousands of international students. Although their international enrollment has fallen off in recent years, community colleges still attracted just shy of 53,600 international students in 2023, with China, Vietnam and Japan leading the list. (AP)