



TRANSFORMING SCHOLARSHIP SYSTEMS THROUGH THE GHALIH FRAMEWORK: A CONCEPTUAL MODEL FOR EDUCATIONAL FUNDING, STUDENT MOBILITY, AND GLOBAL TALENT DEVELOPMENT

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Abstract

Scholarship programs play a strategic role in expanding educational access, strengthening social mobility, developing human capital, and supporting international cooperation. However, scholarship systems are often fragmented across institutions, countries, funding schemes, eligibility criteria, selection mechanisms, monitoring processes, and impact evaluation models. This conceptual article proposes the GHALIH Framework as an integrated analytical model for scholarship studies, educational funding governance, student mobility, and global talent development. GHALIH stands for Governance, Human Capital, Access, Learning Mobility, Impact, and Harmony. The framework is designed to help researchers, policymakers, universities, foundations, governments, and international organizations examine scholarship systems beyond administrative funding distribution by connecting governance quality, equity of access, learner mobility, capacity development, measurable impact, and long-term social harmony. Drawing on literature from higher education finance, grant aid, international student mobility, educational equity, and ethical internationalization, this article develops a multidimensional model that positions scholarships as policy instruments, development mechanisms, and mobility pathways. The proposed framework contributes to scholarship studies by offering a structured lens for evaluating how scholarship programs can be designed, implemented, monitored, and improved to generate sustainable educational and societal outcomes. The article concludes that the GHALIH Framework can serve as a foundation for future empirical studies using qualitative, quantitative, mixed-methods, or multi-criteria decision-making approaches.

Keywords: scholarship studies, educational funding, student mobility, global talent development, GHALIH Framework, educational governance, human capital, social mobility

INTRODUCTION

Scholarships are more than financial assistance. They are instruments of educational access, social mobility, human capital development, internationalization, and national development. Across the world, governments, universities, foundations, international organizations, and private institutions use scholarships to reduce financial barriers, attract talented students, promote academic mobility, support disadvantaged groups, and build future leaders. In this context, scholarship programs should not only be

understood as funding mechanisms but also as strategic systems that influence educational pathways, institutional competitiveness, talent circulation, and sustainable development.

The role of financial aid in higher education has received substantial scholarly attention. Grant aid has been found to influence postsecondary persistence and degree attainment, particularly when aid reduces financial barriers and supports student continuation (Nguyen et al., 2019). More recent meta-analytic evidence also indicates that grant aid can produce positive effects on enrollment, credit accumulation, persistence, and completion, although the size and distribution of effects depend on program design and context (LaSota et al., 2025). These findings suggest that scholarships are not merely administrative transfers of funding but policy tools that can shape educational trajectories.

Scholarships are also closely linked to international student mobility. Mobility has become a key component of higher education internationalization, creating opportunities for students to gain academic, intercultural, and professional experiences across borders (Altbach & Knight, 2007; De Wit & Altbach, 2021). However, mobility is not automatically equitable. Studies on international student mobility show that student outcomes depend on timing, background, institutional support, mobility design, and the broader prestige hierarchy of higher education systems (Di Pietro, 2020; Roy et al., 2019; Waibel et al., 2024). Therefore, scholarship-supported mobility should be studied not only as movement across countries but also as a structured educational and developmental process.

Despite their importance, scholarship systems are often studied in a fragmented way. Some studies focus on access and equity, while others examine student mobility, internationalization, graduate employability, policy outcomes, or ethical complexity. In practice, scholarship programs also face challenges, including unclear governance structures, unequal access to information, limited transparency in selection processes, weak post-award monitoring, insufficient alumni tracking, and lack of long-term impact measurement. Recent scholarship has also highlighted that international scholarship arrangements may involve ethical tensions, power relations, and implicit obligations between funders, universities, recipients, and states (Campbell & Neff, 2020; Tran & Bui, 2024; Waters & Brooks, 2024).

This article proposes the GHALIH Framework as a conceptual model for analyzing scholarship systems. In this article, GHALIH refers to Governance, Human Capital, Access, Learning Mobility, Impact, and Harmony. The framework is developed to support the emerging field of scholarship studies by offering a multidimensional perspective on how scholarship programs can be designed, evaluated, and improved. Rather than treating scholarships only as financial support, the GHALIH Framework positions scholarships as integrated educational development systems.

The central argument of this article is that effective scholarship systems require more than funding availability. They require transparent governance, human capital orientation, inclusive access, structured learning mobility, measurable impact, and social harmony. By integrating these dimensions, the GHALIH Framework can help scholarship providers and policymakers move from simple funding distribution toward evidence-based scholarship governance and sustainable talent development. Therefore, this article aims to develop a conceptual framework for analyzing scholarship systems as integrated educational funding, mobility, and talent development systems. Specifically, the article seeks to identify key dimensions that shape effective scholarship systems, integrate governance, access, human capital, mobility, impact, and harmony into one analytical model, and propose future directions for empirical research and scholarship program evaluation. The guiding question of this article is: How can scholarship systems be conceptualized and evaluated as integrated systems of educational funding, student mobility, human capital development, and social impact?

CONCEPTUAL METHOD

This article uses a conceptual review approach to develop the GHALIH Framework. Rather than collecting primary empirical data, the article synthesizes literature from higher education finance, grant aid, student mobility, educational access, human capital development, policy evaluation, and ethical internationalization. The purpose of this synthesis is to identify core dimensions that are repeatedly emphasized in scholarship-related research but are often discussed separately.

The framework was developed through three conceptual steps. First, relevant literature was reviewed to identify major themes in scholarship systems, including funding governance, equity of access, student development, mobility experience, program outcomes, and ethical responsibility. Second, these themes were grouped into six broader dimensions: Governance, Human Capital, Access, Learning

Mobility, Impact, and Harmony. Third, each dimension was translated into possible indicators and future research directions to support empirical testing, policy evaluation, and scholarship program improvement.

This approach is appropriate because the article aims to build a conceptual model rather than test a hypothesis using empirical data. The proposed framework is intended as a foundation for future qualitative, quantitative, mixed-methods, and multi-criteria decision-making studies. The selected literature was chosen because it directly addresses scholarship funding, higher education access, student mobility, human capital formation, policy evaluation, or ethical internationalization.

LITERATURE BACKGROUND

Scholarship as Educational Funding

Educational funding is one of the most important factors influencing participation in higher education. Scholarships, grants, bursaries, fellowships, and tuition waivers can reduce financial barriers and create opportunities for students who might otherwise be excluded from advanced education. The literature on grant aid shows that financial support can improve student persistence and completion, especially when aid is sufficiently stable, predictable, and aligned with students' educational costs (Nguyen et al., 2019; LaSota et al., 2025).

From a funding perspective, scholarships are often designed to address affordability. However, affordability alone does not guarantee successful educational outcomes. Students also need academic support, cultural adaptation, career guidance, institutional mentoring, and post-study opportunities. This is consistent with higher education access models that emphasize the interaction among financial resources, information, institutional context, academic preparation, and social capital (Perna, 2006). Therefore, scholarship studies should examine not only how funds are allocated but also how funding interacts with student development, institutional support, and long-term impact.

Scholarship and Student Mobility

Student mobility has become a major part of global higher education. Scholarships support domestic mobility, regional mobility, and international mobility by enabling students to access educational opportunities outside their local environment. International scholarship programs can promote cross-cultural learning, diplomatic relations, knowledge exchange, and global talent circulation.

However, student mobility also raises important questions. Who receives mobility opportunities? Which countries or institutions benefit most? How are students selected? What support systems are available before, during, and after mobility? How are returning graduates integrated into their communities or labor markets? Systematic review evidence indicates that international mobility outcomes include academic, professional, personal, intercultural, and employability-related dimensions, but the evidence base remains uneven across contexts and types of mobility (Roy et al., 2019). These questions show that scholarship mobility requires a systematic framework that connects access, learning experience, and post-mobility impact.

Scholarship and Human Capital Development

Human capital theory emphasizes education as an investment that improves individual skills, productivity, employability, and economic development (Becker, 1993). Scholarship programs are closely related to this perspective because they invest in individuals who are expected to contribute to society after completing their studies. For this reason, scholarship systems often target academic excellence, leadership potential, professional skills, and strategic fields of study.

Nevertheless, a human capital approach should be balanced with social justice and inclusive development. If scholarship programs only reward already advantaged students, they may reproduce inequality rather than reduce it. Social reproduction theory reminds us that educational opportunities are shaped by inherited cultural, social, and economic capital (Bourdieu, 1986). For this reason, scholarship systems should be designed to identify potential, support underrepresented groups, and create pathways for both individual and societal development.

Scholarship Governance and Policy Evaluation

Governance is central to scholarship effectiveness. A strong scholarship system requires clear objectives, transparent eligibility criteria, accountable selection processes, fair monitoring, ethical data management, and measurable evaluation indicators. Without strong governance, scholarships may become inconsistent, inefficient, or vulnerable to bias.

Policy evaluation is also essential. Scholarship providers need to know whether their programs achieve intended outcomes. Evaluation may include input indicators such as funding amount and number of recipients, process indicators such as selection transparency and student support, output indicators such as graduation rates and academic performance, and outcome indicators such as employability, leadership contribution, research productivity, social impact, and alumni engagement. Inclusion-oriented higher education policy also requires attention to the distribution of benefits, not only the total number of beneficiaries (Salmi & D'Addio, 2021).

Ethical Internationalization and Scholarship Relations

Recent research has increasingly questioned whether internationalization and scholarship mobility always produce equitable outcomes. Ethical internationalization literature highlights the need to examine power relations, institutional responsibilities, recipient agency, and the obligations created by scholarship sponsorship (Tran & Bui, 2024; Waters & Brooks, 2024). Scholarships may be framed as gifts, prizes, development tools, diplomatic instruments, or binding arrangements. Each framing creates different implications for students, funders, institutions, and sending communities.

This ethical dimension is important because scholarship systems are not neutral. They can expand opportunity, but they can also reproduce global hierarchies if access, selection, mobility, and impact evaluation are poorly designed. Therefore, scholarship studies need a framework that incorporates governance, equity, mobility, development, and relational responsibility.

RESEARCH GAP AND NOVELTY

The originality of this article does not lie in claiming that each dimension of the framework is entirely new. Concepts such as governance, access, mobility, human capital, and impact have already been discussed in higher education and scholarship literature. Rather, the novelty of the GHALIH Framework lies in integrating these previously fragmented dimensions into one scholarship-specific conceptual model. The framework offers a structured way to analyze scholarship systems not only as financial aid mechanisms, but also as governance systems, mobility pathways, human capital investments, impact-generating instruments, and ethical relationships between individuals, institutions, communities, and countries.

THE GHALIH FRAMEWORK FOR SCHOLARSHIP STUDIES

The GHALIH Framework is proposed as a six-dimensional model for understanding and improving scholarship systems. Each dimension represents a core element of effective scholarship governance and educational mobility.

DEVELOPMENT OF THE GHALIH FRAMEWORK

Governance

Governance refers to the rules, structures, accountability mechanisms, and ethical principles that guide scholarship programs. In scholarship systems, governance includes program objectives, eligibility standards, selection procedures, funding management, monitoring systems, reporting mechanisms, and stakeholder accountability.

Good governance ensures that scholarship programs are transparent, fair, consistent, and aligned with their mission. It also strengthens public trust and reduces the risk of administrative inefficiency, bias, or misuse of resources. Governance is especially important because scholarship programs often involve

multiple stakeholders, including applicants, recipients, universities, governments, donors, international partners, and alumni.

Key indicators of scholarship governance include:

1. Clarity of scholarship objectives
2. Transparency of eligibility criteria
3. Fairness of selection process
4. Accountability in funding allocation
5. Ethical use of applicant and recipient data
6. Monitoring and evaluation mechanisms
7. Stakeholder communication and reporting

Human Capital

Human Capital refers to the development of knowledge, skills, competencies, leadership capacity, and professional readiness among scholarship recipients. Scholarships should not only finance education but also help recipients grow academically, professionally, and socially.

A strong human capital orientation requires scholarship programs to consider the full development journey of recipients. This includes academic preparation, mentoring, skill development, research capacity, entrepreneurship, career planning, and alumni contribution. At the same time, human capital development should not be interpreted only as labor-market productivity. It should also include civic responsibility, ethical leadership, community contribution, and sustainable development capacity.

Key indicators of human capital development include:

1. Academic achievement
2. Professional competencies
3. Leadership development
4. Research and innovation capacity
5. Employability readiness
6. Entrepreneurship potential
7. Alumni contribution to society.

Access

Access refers to the extent to which scholarship opportunities are open, inclusive, and reachable for diverse groups of students. Access is not only about the existence of scholarships but also about whether students know about them, understand the requirements, and have the capacity to apply.

Unequal access may occur when information is concentrated in certain schools, cities, social groups, languages, or digital platforms. Access is also affected by socioeconomic status, family background, institutional networks, academic preparation, digital literacy, and application complexity. Therefore, scholarship systems should address informational, financial, geographical, social, cultural, and administrative barriers.

Key indicators of scholarship access include:

1. Availability of scholarship information
2. Inclusiveness of eligibility criteria
3. Accessibility for students from rural or disadvantaged areas
4. Language and application support

5. Digital accessibility
6. Support for first-generation students
7. Equity in outreach and recruitment

Learning Mobility

Learning Mobility refers to the movement of students across institutions, regions, countries, disciplines, and learning environments. Scholarship-supported mobility can include domestic study, international exchange, degree programs abroad, professional training, research fellowships, internships, and virtual mobility.

Mobility should be understood as both physical and intellectual movement. It allows students to experience new academic cultures, build international networks, develop intercultural competence, and gain exposure to different knowledge systems. Research on international student mobility indicates that mobility outcomes are shaped by student characteristics, institutional support, timing of participation, and the type of mobility program (Di Pietro, 2020; Roy et al., 2019; Waibel et al., 2024).

Key indicators of learning mobility include:

1. Domestic and international mobility opportunities
2. Institutional partnerships
3. Cross-cultural learning support
4. Academic credit recognition
5. Pre-departure and post-arrival orientation
6. Mobility-related mentoring
7. Reintegration and alumni networking

Impact

Impact refers to the measurable short-term and long-term outcomes of scholarship programs. Impact can occur at individual, institutional, community, national, and global levels. A scholarship program may have impact when recipients complete their studies, improve their careers, contribute to their communities, produce research, build organizations, or support policy and development goals.

Impact evaluation should not be limited to graduation numbers. It should also consider broader outcomes such as leadership, innovation, social contribution, international collaboration, intercultural competence, and sustainable development. In this sense, scholarship impact should be measured through both educational outcomes and wider social outcomes.

Key indicators of scholarship impact include:

1. Graduation and completion rates
2. Academic performance
3. Employment and career progression
4. Research output
5. Leadership and community contribution
6. Social mobility outcomes
7. Contribution to Sustainable Development Goals.

Harmony

Harmony refers to the degree of alignment between scholarship programs, individual development, institutional goals, community needs, national priorities, international cooperation, and ethical responsibility. In the GHALIH Framework, harmony is not only an outcome but also a relational condition. It reflects whether scholarship programs create balanced and responsible relationships among recipients, funders, universities, governments, communities, and international partners.

Harmony differs from impact. Impact focuses on measurable outcomes, such as graduation, employment, research output, leadership, and social contribution. Harmony focuses on whether those outcomes are ethically aligned with broader social, institutional, and developmental goals. For example, a scholarship program may produce high graduation rates but still fail to create harmony if it increases inequality, creates unfair obligations, weakens local communities, or benefits only a narrow group of stakeholders.

A harmonious scholarship system balances merit and equity, individual success and collective benefit, national priorities and international cooperation, and opportunity expansion and ethical responsibility.

Key indicators of harmony include:

1. Alignment with national and institutional priorities
2. Balance between merit and equity
3. Ethical partnership between sending and receiving institutions
4. Community engagement
5. Intercultural understanding
6. Long-term alumni relationship
7. Contribution to social cohesion and sustainable development

GHALIH DIMENSIONS, DEFINITIONS, AND INDICATORS

The GHALIH Framework can be operationalized through six dimensions, each of which can be translated into measurable indicators for scholarship system analysis. These indicators may be used in survey research, policy evaluation, document analysis, alumni tracking, institutional benchmarking, or decision-making models.

Table 1. GHALIH Dimensions, Definitions, Indicators, and Measurement Approaches

GHALIH Dimension	Definition	Key Indicators	Possible Measurement Approach
Governance	The transparency, accountability, fairness, and ethical management of scholarship systems.	Policy clarity, selection fairness, funding accountability, monitoring system, data ethics.	Policy document analysis, administrator interviews, applicant surveys, governance scorecard.
Human Capital	The development of knowledge, skills, leadership, employability, research capacity, and social contribution among scholarship recipients.	Academic achievement, professional competence, leadership development, research output, employability readiness.	Recipient survey, academic records, tracer study, employer feedback, alumni interviews.
Access	The inclusiveness and reachability of scholarship opportunities for diverse student groups.	Information access, rural access, digital accessibility, language support, support for first-generation students.	Applicant database, outreach evaluation, survey of applicants and non-applicants, equity audit.
Learning Mobility	The movement of students across institutions, regions,	Domestic mobility, international mobility, institutional partnership,	Mobility records, student interviews, institutional

	countries, disciplines, and learning environments.	intercultural academic recognition.	support, credit	reports, international office data.
Impact	The measurable educational, professional, social, institutional, and developmental outcomes of scholarship programs.	Completion rate, career progression, research productivity, alumni contribution, social mobility, SDG contribution.		Alumni tracer study, impact survey, bibliometric data, employment data, community impact assessment.
Harmony	The alignment between scholarship programs, ethical responsibility, institutional goals, national development, social cohesion, and international cooperation.	Ethical partnership, merit-equity balance, community engagement, intercultural understanding, long-term alumni relationship.		Stakeholder interviews, policy analysis, partnership evaluation, social impact assessment.

This operational table strengthens the analytical utility of the GHALIH Framework. It shows that each dimension is not merely conceptual but can be translated into measurable variables. Therefore, the framework can support both theoretical development and empirical scholarship program evaluation.

CONCEPTUAL PROPOSITIONS

Based on the GHALIH Framework, this article proposes several conceptual propositions that can guide future empirical research.

Proposition 1: Strong scholarship governance positively influences equitable access to educational funding.

Transparent eligibility criteria, accountable selection procedures, and clear communication systems can reduce informational asymmetry and improve fairness in scholarship access. When governance is weak, students from underrepresented backgrounds may be excluded due to limited information, unclear procedures, or biased selection processes.

Proposition 2: Equitable access strengthens the inclusiveness of learning mobility opportunities.

Scholarship programs that provide accessible information, application support, language assistance, and outreach to disadvantaged groups are more likely to create inclusive mobility pathways. Access is therefore a prerequisite for fair participation in domestic and international learning mobility.

Proposition 3: Human capital development mediates the relationship between scholarship funding and long-term scholarship impact.

Scholarship funding alone does not automatically produce long-term impact. The effect of scholarship support depends on whether recipients develop academic competence, leadership skills, professional readiness, research capacity, and civic responsibility. Human capital development therefore functions as a mediating mechanism between scholarship opportunity and impact.

Proposition 4: Learning mobility enhances scholarship impact when supported by institutional mentoring and intercultural adaptation.

Mobility can generate academic, professional, and intercultural benefits. However, these benefits are more likely to occur when scholarship recipients receive mentoring, orientation, academic support, and reintegration assistance. Without adequate support, mobility may produce adjustment difficulties and unequal outcomes.

Proposition 5: Scholarship impact contributes to social harmony when program outcomes are aligned with institutional, community, national, and international development goals.

Scholarship impact becomes more socially meaningful when recipients contribute not only to their own careers but also to institutions, communities, countries, and global cooperation. In this sense, harmony represents the broader alignment between individual advancement and collective benefit.

Proposition 6: Harmony strengthens future scholarship governance through feedback, learning, and policy improvement.

When scholarship programs generate positive relationships among recipients, institutions, funders, alumni, and communities, they create feedback that can improve future program design. Harmony therefore supports continuous improvement in scholarship governance.

GHALIH SCHOLARSHIP INDEX

To support future empirical application, the GHALIH Framework can be developed into a GHALIH Scholarship Index. The index may be used to evaluate the overall quality, inclusiveness, effectiveness, and sustainability of a scholarship program.

The general formula can be expressed as:

$$\text{GSI} = (wG \times G) + (wH \times H) + (wA \times A) + (wL \times L) + (wI \times I) + (wHa \times Ha)$$

where:

$$wG + wH + wA + wL + wI + wHa = 1$$

GSI = GHALIH Scholarship Index

G = Governance score

H = Human Capital score

A = Access score

L = Learning Mobility score

I = Impact score

Ha = Harmony score

w = weight assigned to each dimension

The weights should ideally sum to 1. Each dimension can be measured using standardized scores, for example on a 0–100 scale or a 1–5 Likert scale converted into standardized values. The weights may be determined through expert judgment, stakeholder consultation, policy priorities, or multi-criteria decision-making methods such as AHP, Best Worst Method, entropy weighting, or fuzzy approaches.

The proposed index should be treated as a flexible evaluation tool rather than a fixed universal measurement system. Different scholarship programs may assign different weights depending on their goals. For example, equity-oriented programs may give greater weight to Access, while talent-development programs may give greater weight to Human Capital and Impact.

CONCEPTUAL MODEL

The GHALIH Framework conceptualizes scholarship systems as an integrated process that begins with governance and access, develops through human capital and learning mobility, and results in measurable impact and social harmony.

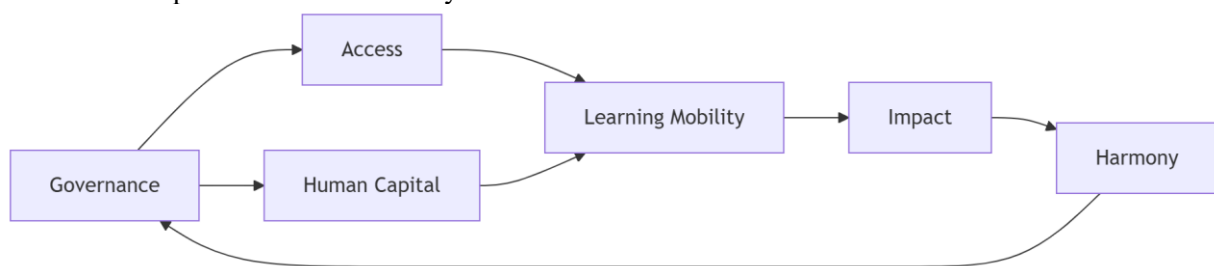


Figure 1. The GHALIH Framework

The model shows that scholarship systems are cyclical. Governance shapes access and human capital development. Access determines who can participate in scholarship opportunities. Human capital development strengthens the capacity of recipients. Learning mobility expands educational and intercultural experience. Impact reflects measurable outcomes. Harmony ensures that scholarship outcomes are aligned with broader social, institutional, and developmental goals. The feedback from harmony returns to governance, allowing scholarship systems to improve over time.

PROPOSED RESEARCH QUESTIONS FOR FUTURE STUDIES

The GHALIH Framework can guide future empirical research in scholarship studies. Possible research questions include:

1. How does scholarship governance influence equitable access to educational funding?
2. What factors determine the effectiveness of scholarship programs in developing human capital?
3. How do scholarship-supported mobility programs affect students’ academic and professional development?
4. What indicators should be used to measure the long-term impact of scholarship programs?
5. How can scholarship systems balance merit-based selection and equity-based inclusion?
6. How do scholarship alumni contribute to social mobility, institutional development, and sustainable development?
7. How can digital platforms improve transparency and access in scholarship systems?

METHODOLOGICAL DIRECTIONS

Qualitative Research

Qualitative studies can explore the experiences of scholarship recipients, applicants, administrators, funders, policymakers, and alumni. Interviews, focus groups, and case studies can be used to understand how scholarship systems operate in real contexts. This approach is especially useful for examining ethical internationalization, recipient agency, and the hidden obligations embedded in scholarship sponsorship.

Quantitative Research

Quantitative research can test relationships among GHALIH dimensions using survey data. For example, researchers may examine whether governance quality and access influence student satisfaction, mobility outcomes, or perceived scholarship impact. Structural equation modeling may be used to test causal assumptions among governance, access, mobility, and impact variables.

Mixed-Methods Research

Mixed-methods research can combine statistical analysis with qualitative insights. This approach is useful because scholarship systems involve both measurable indicators and lived experiences. For example, survey-based impact measurement can be combined with interviews with scholarship recipients and administrators.

Multi-Criteria Decision-Making Research

The GHALIH Framework can also be integrated with multi-criteria decision-making methods such as DEMATEL, Best Worst Method, TOPSIS, AHP, or fuzzy approaches. These methods can help evaluate scholarship policy priorities, rank scholarship selection criteria, analyze causal relationships among scholarship barriers, or assess program performance.

MANAGERIAL AND POLICY IMPLICATIONS

The GHALIH Framework provides practical implications for scholarship managers, policymakers, universities, foundations, donors, and international organizations. Because scholarship programs involve funding, selection, mobility, student support, impact measurement, and stakeholder accountability, a multidimensional framework is needed to guide both managerial decisions and policy design.

Table 2. Practical Applications of the GHALIH Framework by Stakeholder Group

Stakeholder	Main Use of GHALIH Framework	Key Dimensions
Government agencies	National scholarship policy and impact monitoring	Governance, Access, Impact

Universities	Student support, mobility, and alumni tracking	Human Capital, Learning Mobility, Impact
Foundations	Social mission and donor reporting	Access, Impact, Harmony
Donors	Accountability and program comparison	Governance, Impact
International organizations	Cross-country mobility and ethical partnerships	Learning Mobility, Harmony
Digital platforms	Scholarship information, matching, and dashboards	Access, Governance, Impact

Implications for Ministries of Education and Government Agencies

For ministries of education and government scholarship agencies, the GHALIH Framework can be used to strengthen national scholarship policy. Government scholarship programs often aim to improve access, develop human capital, support strategic sectors, and increase international competitiveness. However, these programs require transparent governance and measurable impact indicators.

The framework can help government agencies to:

1. Develop transparent national scholarship criteria.
2. Ensure equitable access for students from disadvantaged regions.
3. Align scholarship fields with national development priorities.
4. Monitor scholarship recipients from application to alumni contribution.
5. Evaluate scholarship impact on employment, research, innovation, and community development.
6. Build national scholarship databases and impact dashboards.

By applying the GHALIH Framework, scholarship policy can move from administrative funding distribution toward evidence-based educational development planning.

Implications for Universities

Universities can use the GHALIH Framework to improve scholarship management, student support, and internationalization strategies. Many universities provide institutional scholarships or manage externally funded scholarship recipients. However, universities often focus mainly on admission and academic performance, while underemphasizing mentoring, intercultural adaptation, career preparation, and alumni tracking.

The framework encourages universities to:

1. Improve scholarship information systems.
2. Provide mentoring for scholarship recipients.
3. Support international and domestic mobility pathways.
4. Integrate academic advising, career services, and intercultural support.
5. Track alumni outcomes after graduation.
6. Use scholarship data to improve institutional strategy.

For university international offices, the Learning Mobility and Harmony dimensions are especially important. These dimensions can help universities design mobility programs that are not only attractive but also ethical, inclusive, and development-oriented.

Implications for Foundations and Philanthropic Organizations

Foundations and philanthropic organizations often provide scholarships as part of their social mission. The GHALIH Framework can help these organizations demonstrate that their scholarship programs produce measurable educational and social value.

Foundations can use the framework to:

1. Design scholarship programs based on clear social objectives.
2. Balance merit-based and need-based selection.
3. Support recipients beyond tuition assistance.
4. Measure alumni contribution to society.
5. Communicate program impact to donors and stakeholders.
6. Build long-term alumni networks.

For foundations, the Impact and Harmony dimensions are particularly relevant because scholarship success should be measured not only by graduation but also by social contribution, leadership, and community transformation.

Implications for Donors and Funding Partners

Donors and funding partners need evidence that scholarship investments produce meaningful outcomes. The GHALIH Framework can support donor accountability by providing a structured evaluation model. Instead of reporting only the number of funded students, scholarship providers can report performance across governance, access, mobility, human capital, impact, and harmony.

This approach allows donors to understand:

1. Whether scholarship funds are managed transparently.
2. Whether recipients represent diverse social groups.
3. Whether the program strengthens student capacity.
4. Whether mobility experiences produce meaningful learning.
5. Whether alumni contribute to institutions and communities.
6. Whether the scholarship program supports sustainable development goals.

The GHALIH Scholarship Index can also be used as a donor reporting tool, allowing funding partners to compare performance across years, institutions, regions, or scholarship schemes.

Implications for International Organizations

International organizations that manage or support scholarship programs can use the GHALIH Framework to evaluate cross-country scholarship initiatives. These organizations often work across different education systems, socioeconomic contexts, and mobility patterns. A common framework can help create comparable indicators while still allowing local adaptation.

The framework can support international organizations in:

1. Comparing scholarship models across countries.
2. Evaluating equity in international mobility.
3. Assessing ethical internationalization practices.
4. Monitoring alumni contribution to development goals.
5. Strengthening cooperation between sending and receiving institutions.

6. Developing global scholarship opportunity intelligence.

The Harmony dimension is especially important in international scholarship programs because it emphasizes ethical partnership, intercultural understanding, and alignment between individual advancement and collective development.

Implications for Scholarship Digital Platforms

The GHALIH Framework can also inform the design of scholarship digital platforms. Many students face difficulty finding reliable scholarship information, comparing eligibility criteria, preparing applications, and understanding post-award obligations. A digital platform based on GHALIH can help integrate information, application guidance, monitoring, evaluation, and alumni tracking.

A GHALIH-based scholarship platform may include:

1. Scholarship opportunity database.
2. Eligibility matching system.
3. Application readiness checklist.
4. Governance transparency dashboard.
5. Recipient monitoring system.
6. Alumni impact tracker.
7. Scholarship program comparison tool.
8. Policy intelligence dashboard.

This digital implication is important because scholarship studies can be connected with educational technology, data governance, artificial intelligence, and opportunity intelligence.

THEORETICAL CONTRIBUTION

This article contributes to scholarship studies in three ways.

First, it expands the conceptual understanding of scholarships from financial aid to integrated educational development systems. Scholarships are not only resources but also governance mechanisms, mobility pathways, and impact-generating instruments.

Second, it introduces the GHALIH Framework as a multidimensional model that connects governance, human capital, access, learning mobility, impact, and harmony. This framework provides a structured lens for future scholarship research.

Third, it bridges scholarship studies with broader theories of human capital, social mobility, internationalization, educational governance, and sustainable development. This interdisciplinary positioning strengthens the academic foundation of scholarship studies as an emerging field.

FUTURE EMPIRICAL RESEARCH AGENDA

The GHALIH Framework provides a conceptual foundation that can be extended into several empirical research pathways. These pathways are important because scholarship studies should not only describe scholarship programs but also evaluate their effectiveness, compare their performance, and identify the causal relationships among governance, access, mobility, human capital development, impact, and harmony.

PLS-SEM-Based Scholarship Model

Future studies may use partial least squares structural equation modeling to test the relationships among the six dimensions of the GHALIH Framework. In this model, Governance, Access, Human Capital, and Learning Mobility can be treated as independent or mediating constructs, while Impact and Harmony can be positioned as outcome constructs.

This model can test whether transparent governance improves access, whether access strengthens mobility participation, whether human capital mediates scholarship effectiveness, and whether scholarship impact contributes to broader harmony. Survey data may be collected from scholarship recipients, alumni, administrators, and applicants.

DEMATEL-Based Causal Analysis

The GHALIH Framework can also be analyzed using DEMATEL to identify causal relationships among dimensions. DEMATEL is useful when researchers want to know which dimensions function as causes and which dimensions function as effects within a scholarship system.

For example, Governance may appear as a causal dimension because it influences access, mobility support, monitoring quality, and impact evaluation. Impact and Harmony may appear as effect dimensions because they are shaped by earlier governance, access, and human capital processes. This approach can help scholarship providers prioritize the most influential dimensions for policy improvement.

BWM or AHP for Indicator Weighting

The Best Worst Method or Analytic Hierarchy Process can be used to determine the relative importance of GHALIH dimensions and indicators. Experts such as scholarship managers, university international office staff, policymakers, foundation leaders, alumni, and education researchers can be invited to evaluate which dimensions are most important.

For example, one expert panel may identify Access as the most important dimension for equity-oriented scholarship programs, while another panel may prioritize Human Capital and Impact for talent development programs. This weighting process can support a more evidence-based and context-sensitive scholarship evaluation system.

TOPSIS-Based Scholarship Program Ranking

TOPSIS can be used to compare and rank scholarship programs based on their performance across the six GHALIH dimensions. Each scholarship program can be treated as an alternative, while the GHALIH dimensions and indicators function as evaluation criteria.

This approach can be used to answer questions such as:

1. Which scholarship program performs best in governance and transparency?
2. Which program offers the strongest access for disadvantaged students?
3. Which program produces the highest alumni impact?
4. Which program demonstrates the strongest balance between merit, equity, and social harmony?

This model is particularly useful for ministries, foundations, universities, and international organizations that manage multiple scholarship schemes.

Mixed-Methods Scholarship Evaluation

Future studies may combine quantitative scoring with qualitative narratives. Quantitative data can measure governance quality, access level, mobility participation, completion rates, and alumni outcomes. Qualitative data can capture recipient experiences, ethical tensions, application barriers, cultural adaptation, and community contribution.

A mixed-methods approach is suitable because scholarship impact is not only numerical. It also involves stories of transformation, identity, resilience, leadership, and social contribution. By combining statistical indicators with lived experiences, researchers can produce a more complete understanding of scholarship systems.

GHALIH Scholarship Dashboard

The GHALIH Framework can also be developed into a digital scholarship dashboard. Such a dashboard may include indicators such as number of applicants, number of recipients, geographical distribution, gender distribution, rural-urban participation, completion rates, alumni employment, research outputs, community contribution, and SDG alignment.

A dashboard based on the GHALIH Framework can help scholarship providers monitor program performance in real time, identify gaps, and communicate results to stakeholders. It can also support transparency and accountability in educational funding governance.

LIMITATIONS

This article has several limitations. First, the GHALIH Framework is conceptual and has not yet been empirically tested. Therefore, the relationships among Governance, Human Capital, Access, Learning Mobility, Impact, and Harmony should be examined in future studies. Second, the proposed indicators are illustrative rather than final. Different scholarship contexts may require different indicators, measurement scales, and weighting systems. Third, the GHALIH Scholarship Index remains a proposed model and requires validation through expert review, pilot testing, and empirical application across different scholarship programs. Finally, because scholarship systems vary across countries, institutions, and funding models, the framework should be adapted carefully to local contexts.

CONCLUSION

Scholarship systems play an important role in expanding educational access, supporting student mobility, developing human capital, and strengthening social development. However, scholarship programs are often evaluated through narrow indicators such as number of recipients, amount of funding, or completion rates. Such approaches may overlook important issues related to governance, equity, mobility support, long-term impact, and ethical responsibility.

This article proposed the GHALIH Framework as a conceptual model for scholarship studies. The framework consists of six dimensions: Governance, Human Capital, Access, Learning Mobility, Impact, and Harmony. These dimensions provide an integrated lens for understanding scholarships not only as financial aid, but also as policy instruments, educational development systems, mobility pathways, and mechanisms for social contribution.

The article also introduced possible indicators, conceptual propositions, and the foundation for a future GHALIH Scholarship Index. These contributions may support scholarship providers, universities, foundations, governments, and international organizations in designing, monitoring, and evaluating scholarship programs more systematically.

Future research should empirically test the framework in different scholarship contexts, including national scholarship programs, international fellowships, university-based funding, private foundation grants, and mobility schemes. By doing so, scholarship studies can move toward stronger evidence-based policy, more inclusive educational funding systems, and more sustainable global talent development.

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