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Examining a Model of Scholarship for Social Justice

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Examining a Model of Scholarship for Social Justice

by

Budi Waluyo

Presented to the Graduate and Research Committee of Lehigh University

in Candidacy for the degree of Doctor of Philosophy

in

Comparative and International Education

Lehigh University

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Certificate of Approval

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Abstract

The purpose of this study is to measure the impact of international scholarship programs for social justice – a case study of the Ford Foundation International Fellowships Program (IFP), the first model of scholarships for social justice. The capability approach advanced by Amartya Sen is selected to conceptualize the measurement of the impacts. This study attempts to propose an alternative approach, which allows scholarship sponsors to see scholarship impact on the matter of people's capabilities, rather than economic growth. By using the data from the 2012 IFP Alumni surveys (N = 1,794, 49.4% female, 50.6% male) and the fellows data (N = 422, 47.6% female, 52.4% male) collected in 2003, 2004, 2005, and 2006 by the Center for Higher Education Policy Studies (CHEPS), this study examined the relationships of the very foundational rationale behind the creation of IFP as well as the proposed structural equation model built upon the capability approach with fellows' impacts on social justice in home country. Structural Equation Modeling was employed as the statistical technique. Qualitative interview data were added to obtain more contextual and specific information related to the findings from the quantitative analysis. The results of the analyses revealed that (1) fellows' success of choices were positively related to fellows' impacts on social justice, and (2) fellows' capabilities and achieved functionings positively predicted fellows' impacts on social justice. The proposed structural equation model was proved to be theoretically sound and explain the data well. The implications of the findings were discussed coupled with the recommendation for future research and future practice.

Keywords: scholarship impact, social justice, capability approach, International Fellowships program.

Chapter 1: Introduction

Background

The purpose of this study is to measure the impact of international scholarship programs for social justice by using Capability Approach (CA) – a case study of the Ford Foundation International Fellowships Program (IFP). Specifically, it focuses on perceived social justice impacts among IFP recipients. Conceptualized by using capability approach from Amartya Sen (1992 & 1999), this study intends to explore the substantive impact of scholarship for social change and social justice for home countries at community and national levels from recipients' perspectives. Besides, given that the paradigm of promoting human capital development still dominates the understanding of the 'impact' of scholarship among scholarship sponsors, this study also intends to propose an alternative approach, which allows scholarship sponsors to see scholarship impact on the matter of people's capabilities, rather than economic growth.

To serve as the background information, the following subsections discuss scholarship as an investment in education, empirical research on scholarship impact, paradigm of human capital development, importance of human capabilities, and intents behind the study.

Scholarship as an investment in education. One of the discernable investment forms in education practiced by a myriad of countries since the early 20th century is international scholarship programs for students to study overseas. Countries around the world, regardless of the level of economic growth and national development, have invested significant amounts of money in the form of international scholarship programs, which provide opportunities for citizens to pursue master's and doctoral degrees at universities in home and foreign countries. A study from Perna, Orosz, Gopaul, Jumakulov, Ashirbekov, and Kishkentayeva (2014) found that there are 196 countries around the world that have international scholarships programs; 52% of

the countries possess at least one program, while the others implement more than one international scholarship program. The study also discovered that most of the government-sponsored international scholarship programs targeted the graduate or postgraduate level (76%) rather than the undergraduate level, and encourage degree attainment (78%) rather than exchange. The trend of investment in international scholarship programs is increasing as the investing countries implicitly believe that the impact on national community development potentially exceeds the costs spent in the scholarship programs (Altbach & Engberg, 2014).

In fact, investment in international scholarship programs is not only done and sponsored by national and foreign governments, but also has been adopted and translated into primary programs by foundations around the globe. Massive foundations, such as the Ford Foundation, Bill and Melinda Gates Foundation, MasterCard Foundation, and others have been giving scholarships to provide access to higher education to study at universities in home and foreign countries. The Ford Foundation, for instance, created International Fellowships Program in 2001, providing international fellowships for individuals from underrepresented groups who would normally not have the opportunity for graduate study (Grants, 2002). The Bill and Melinda Gates Foundation initiated The Gates Millennium Scholars (GMS) Program to improve access to and success in higher education for low income and high achieving minority students (DesJardins & McCall, 2008); MasterCard Foundation made a \$500 million program called The MasterCard Foundation Scholars Program, a 10-year initiative to educate approximately 15,000 young people, mostly in Africa (Shaw, Sloan, Sridharan & Thomas, 2013). Such trend can also be found among small foundations that focus on education. Scholarship seems to be considered as a good strategy to provide access, to train promising future leaders with adequate knowledge and skills, to address the issues of equality and equity in education, and to improve human resources

quality with the expectation that the returns impact given by scholarship recipients in the future would be beyond the huge amount of money invested in the scholarship programs (Altbach & Engberg, 2014).

Empirical research on scholarship impact. There is still a little amount of research focusing on evaluation of the impacts of scholarship programs. Specifically, it is not clear yet whether international scholarship programs really help the investing countries achieve their development goals, how much scholarship recipients contribute to national community development of their home countries after study completion, or how social change and social justice issues, to some extent, have been addressed by international scholarship programs through their recipients. The growing body of literature in scholarship topic covers studies focusing on the academic success of the scholarship recipients studying in the host countries higher education (Matthews, 2007), the internationalization of the university's curriculum and the effects to international students (Hellsten & Prescott, 2004), the demand by foreign students for higher education in the host countries (Agarwal & Winkler, 1985), international students and social capital (Neri & Ville, 2008; Westwood & Barker, 1990), culture and adaptation in international students in higher education (Andrade, 2006; Olivas & Li, 2006; Ramburuth & McCormick, 2001; Zhou, Jindal-Snape, Topping & Todman, 2008), international students, learning environments and perceptions (Robertson, Line, Jones & Thomas, 2000), microeconomic estimates of returns to education (Alba-Ramirez & San Segundo, 1995), and the economic returns to schooling (Krueger & Ashenfelter, 1992).

Paradigm of human capital development. The growing phenomena of investments in education in the form of international scholarship programs is still driven by the paradigm of promoting human capital development in the purpose of improving countries' global

competitiveness and realizing countries' development goals. The investing countries simply embrace the idea that education is the most salient component for human capital development in attaining both individual and national growth (Schultz, 1993). By educating people with knowledge and skills, the quality of human resources will be enhanced (Heckman, 2005), thereby potentially stimulating developments in the aspects that become the foci of the national education. Investment in human capital will create well-educated citizens who can significantly contribute to the socio-economic development of the investing country in overall (Fagerlind, 1989). Brazil, India, and Middle East countries, for instance, have been investing billions of dollars in educating their citizens in the field of engineering, following their future goals to develop national engineering sectors with adroit engineers. Pursuing education can also convey to national economic growth, which is essential for the welfare of a country (Sweetland, 1996). As the trend of investment in international scholarship programs is increasing, the number of well-educated citizens is also accumulating year by year, thereby making recipients' contributions more obvious to home countries. Although there is a little research specifically exploring how scholarship recipients essentially impact national development of home countries, the investing countries perceive returns from investments in education are no longer perceived as prescriptive, but rather as indicators, proposing areas of concentration (Psacharopoulos & Patrinos, 2004). In other words, scholarship recipients are encouraged to undertake academic fields related to national development goals of home countries.

The importance of human capabilities. Regarding the view of education based on human capital as well as the impact for national development of home country, Amartya Sen essentially criticizes the use of economic growth as an indicator of national development. He argues that national development should be measured by considering what people are actually

able to do and to be, in which he uses the term “Development as Freedom”, focusing on the importance of human capabilities (1980, 1982, 1985, 1992, & 1999). Thinking of development’s goal by using human capital leads to the understanding of human as utility or means to achieve development’s goal. Gross National Product (GNP) that tends to be used to measure country’s development from human capital perspective fails to explain the heterogeneity and non-commensurability of the various aspects of development, especially in the aspects of human capabilities. At this point, Sen contends that the goal of development should be a state of condition of persons; it is not enough measuring development only by looking at economic growth since a country should also strive internally to achieve a higher level of development for its people’s capabilities (Nussbaum, 2003).

Intents behind the study. This study, in relation to international scholarship programs, attempts to offer an alternative way of measuring the impact for national community development of scholarship recipients’ home countries, moving away from human capital perspective, which is by using the capability approach suggested by Amartya Sen (1980, 1982, 1985, 1992, & 1999). Studying at graduate level enables scholarship recipients to acquire specific knowledge and academic competence, such as in the fields of engineering, economics, finance, education, and law which will be useful in supporting and accelerating national community development upon study completion. Pursuing graduate degrees at universities in foreign countries can give some benefits for scholarship recipients, particularly on professional development and the quality of acquired knowledge and skills. Foreign education is believed to have resources in supporting individual growth. Some studies confirmed the impact of foreign education towards different types of scholarship recipients, for example it has positive impact on recipients’ experiences and professional development (Mendelsohn & Orenstein, 1955; Sunal &

Sunal, 1991), it is effective in improving teaching strategies and curriculum development, and contribute to the social and economic development in the home countries (Demir, Aksu & Paykoç, 2000), and it is viewed to have significant contributions for recipients' careers, language skills development, understanding of human rights issues, motivation and maturity (Holden & Evans, 1998).

Using the capability approach to measure the impact of international scholarship programs allows us to capture what specific capabilities are received and developed by scholarship recipients, and how they develop capabilities and experience access to higher education and relational resources. Among the achieved capabilities, what capabilities do they choose to function and how do they function them? What types of agency practiced by scholarship recipients? How is the interplay between capability, functioning, and agency among scholarship recipients? Explorations on these human capabilities' areas can potentially reveal the substantive impact of scholarship for social change and social justice for home countries at community and national levels from recipients' perspectives.

The Ford Foundation International Fellowships Program (IFP)

The Ford Foundation International Fellowships Programs (IFP) was chosen as the case study because of its exceptional goal to empower individuals from disadvantaged areas who have limited access to higher education with the expectation to create leaders for the community to address social justice issues. IFP pioneered the model of fellowship programs addressing the lack of individual access to higher education with no any scholarships initiating such program before, and the IFP's program model, especially its exceptional goal on addressing social justice issues, seems to have been embraced by recent scholarship programs. The subsections below explain the

goal of IFP, outreach and selection processes, the spread of IFP fellows and IFP alumni tracking study.

The goal of IFP. In 2001, the Ford Foundation International Fellowship Program (IFP) was launched by the Ford Foundation and the Institute for International Education (IIE), making it the largest single initiative in the history of the foundation. The program was implemented for ten years with a budget of \$330 million, providing graduate fellowships for disadvantaged individuals who showed academic promise and proven leadership capacity, for study in any countries in the world with the duration up to three years. The selection processes were conducted from 2001 to 2010, but the program was completed in 2013 following the study accomplishment of all IFP fellows. The Ford Foundation Annual Report 2001 explains the background of the launch of IFP:

The I.F.P. responds to the world's need for new generations of outstanding leaders with direct knowledge of some of their societies' worst problems and inequities, and a sense of moral urgency about them. Such leaders will need more than talent, good ideas and determination, crucial as these qualities are. Many will also need the analytic skills, social networks and know-how that can come from advanced professional or interdisciplinary education, and from the diversity of thought and experience now found on many of the world's university campuses (Grants, 2002, p. 3).

Unlike other types of scholarships, IFP targeted exceptional and socially committed individuals from underrepresented groups who would normally not have the opportunity for graduate study because of some reasons, such as geographic isolation, discrimination based on gender, ethnicity, physical disability, or family poverty. About 22 countries were listed as the recipients spread out in Asia, Russia, Latin America, Africa, and Middle East. The country

recipients included Brazil, Chile, China, Egypt, Ghana, Guatemala, India, Indonesia, Kenya, Mexico, Mozambique, Nigeria, Palestine, Peru, Philippine, Russia, Senegal, South Africa, Tanzania, Thailand, Uganda, and Vietnam.

The goal of IFP focuses on talent and social exclusion, coupled with the freedom to pursue a degree anywhere in the world, was considered unique, but very challenging in the implementation. Zurbuchen (2014) elaborates that at the time the program started, there was no such model of scholarship implementation at a global scale. The IFP’s starting point and overarching orientation was for addressing social justice issues – giving opportunities for members of less advantaged groups to access quality postgraduate learning. The selection committee looked for evidence that whether the applicants had overcome barriers to higher education, whether they showed significant social commitment, and whether they linked their study plans to community improvement work after fellowship. This starting point distinguishes IFP from other types of scholarships that commonly targets the top layers of better prepared and well-resourced individuals. Table 1 below provides the information of socio-demographic and socio-biographical background of IFP finalists.

Table 1

Socio-demographic and socio-biographical background of IFP finalist (2003-2010)

| | Female | Male |
|---|---------------|-------------|
| Birthplace: small town, rural area | 63% | 72% |
| First generation student | 74% | 84% |
| Parental family income below national average | 68% | 79% |
| Gender | 50% | 50% |
| Older than 35 years | 37% | 39% |
| Married/ in partnership | 40% | 55% |

(Source. Dassin, Enders, and Kottmann, 2014). N = 4300

As shown in Table 1, the vast majority of IFP fellows-elect came from small town/ rural area, were first generation students, and had parental family income below national average. These three categories indicated the success of the programs in recruiting fellows with socio-demographic and socio-biographical backgrounds that fit the goals of the program. IFP also maintained the balance percentage of female and male and gave opportunities for people older than 35 years and married/ in partnership to do graduate studies.

Outreach and selection processes. Since IFP was concerned with social justice issues, the outreach and selection processes were designed to find the hidden talent. International Partners were developed to enable the collaboration locally and regionally for the operation of IFP. Different approaches and techniques were implemented in each country recipient following the communities that IFP targeted. In Vietnam, for instance, IFP focused on women and ethnic minority people that were known to be good students and social innovators residing in rural economic and social development; the IFP partner organizations in Mexico and Guatemala reached indigenous communities and encouraged promising candidates to apply; in Senegal and Nigeria, and Ghana, news media announcements and NGOs extended their reach to women and ethnic minority communities and members of poor families in rural areas; in Peru, the selectors searched for people affected by social exclusion, such as residence in remote provinces and poverty; the publications were done in 15 major languages in India and recruiters were sent to rural areas to spread out the information about IFP, targeting people affected by social exclusion because of caste, gender, disability, parental occupation and education, and the type of schooling, etc. (Grants, 2002). Table 2 below shows the list of IFP international partners during the IFP outreach and selection processes.

Table 2

IFP International Partners that helped develop and operate IFP in 21 countries

| Part of Continents | Countries | International Partners | Website |
|---------------------------|---|--|--|
| Asia | China | Institute of International Education (IIE) | www.china-ifp.org |
| | India | United States Educational Foundation in India (USEFI) | www.ifpsa.org |
| | Indonesia | Indonesian International Education Foundation (IIEF) | www.iie.org/iie/iief |
| | Philippines | Philippines Social Science Council (PSSC) | www.philsocsci.org |
| | Vietnam | Center for Educational Exchange with Vietnam (CEEVN) | edex@netnam.org.vn |
| Africa | West Africa: Ghana, Nigeria and Senegal | West African Research Center (WARC) | http://www.warccroa.org |
| | East Africa: Kenya, Tanzania and Uganda | Economic and Social Research Foundation (ESRF) | http://www.esrftz.org/ |
| | Southern Africa: Mozambique and South Africa | Africa-America Institute (AAI) | www.aaisa.org.za |
| | North Africa and the Middle East: Egypt and Palestine | America-Mideast Educational and Training Services (AMIDEAST) | www.amideast.org |
| Latin America | Andes and Southern Cone: Chile and Peru | Latin American Faculty of Social Sciences (FLACSO) | www.programabecas.org |
| | Brazil | Carlos Chagas Foundation (CCF) | www.programabolsa.org.br |

| | | |
|----------------------|--|---|
| Mexico and Guatemala | Institute of International Education (IIE) | ie@solar.sar.net |
| Mexico | Center for Research and Higher Studies in Social Anthropology (CIESAS) | www.ciesas.edu.mx/bibdf/ciesas-ford/home.html |
| Guatemala | Center for Research on the Mesoamerica Region (CIRMA) | www.cirma.net/becas.htm |
| Russia | Institute of International Education (IIE) | www.iie.ru/IFP |

(Source. Grants, 2002)

The spread of IFP Fellows. Of IFP selection processes held between 2001 and 2010, the program had awarded approximately 4,300 fellowships, in which 82% of the fellows studied Master’s and 18% studied doctoral degrees. Fellows studied in various academic fields, including arts and humanities, social and behavioral sciences, environment, health, and applied sciences. IFP allowed fellows to pursue graduate degrees either in foreign countries or in their home countries. It was reported that, on June 30th, 2013, there were 4,225 IFP Fellows who had completed their studies at 560 universities in 46 host countries, and 187 fellows who had accomplished their degrees at 79 universities in 22 home countries (Dassin, Enders, & Kottmann, 2014). Table 3 below displays the number of selected IFP fellows by country.

Table 3

The number of selected IFP fellows by country

| Part of continents | Country | Total of selected fellows |
|---------------------------|----------------|----------------------------------|
| Latin America | Brazil | 306 |
| | Chile | 166 |
| | Guatemala | 126 |
| | Mexico | 225 |
| | Peru | 196 |
| Africa and Middle East | Egypt | 169 |
| | Ghana | 107 |
| | Kenya | 126 |
| | Mozambique | 118 |
| | Nigeria | 174 |
| | Palestine | 140 |
| | Senegal | 93 |
| | South Africa | 259 |
| | Tanzania | 126 |
| | Uganda | 126 |
| Asia and Russia | China | 342 |
| | India | 324 |
| | Indonesia | 361 |
| | Philliphines | 222 |
| | Russia | 253 |
| | Thailand | 88 |
| | Vietnam | 267 |

(*Source*. Dassin, Enders, and Kottmann, 2014).

Since IFP targeted applicants who came from difficult and marginal backgrounds, certain “enabling conditions” were provided to fellows to help them success in pursuing degrees in demanding and unfamiliar academic and social setting as well as in dealing with national and cultural boundaries. In fact, IFP did not put certain level of foreign language requirement; there was no age limit, only focusing on the service on the community and aimed for minority and low incomes. Certainly, such “limited conditions” would not ensure the success of the fellows during their study at competitive universities, not to mention that most of IFP fellows decided to pursue graduate degrees in foreign countries. Therefore, IFP provided intensive academic trainings from

six months to one year for fellows prior to commencing their study. Besides, IFP developed partnerships with key universities in home and foreign countries that shared the vision of IFP for expanding access and equity (Zurbuchen, 2014). Table 4 below shows the list of universities that hosted 30 or more IFP Fellows.

Table 4

Universities that hosted 30 or more IFP fellows

| University | Number of Fellows |
|---|-------------------|
| University of Hawai'i at Manoa, US | 166 |
| Brandeis University, US | 155 |
| University of Birmingham, UK | 145 |
| University of Sussex at Brighton, UK | 95 |
| University of Manchester, UK | 82 |
| Asian Institute of Technology, Thailand | 80 |
| Clark University, US | 77 |
| Pontificia Universidade Catolica de Sao Paulo, Brazil | 75 |
| University of Leeds, UK | 75 |
| University of London, UK | 75 |
| Tulane University, US | 71 |
| Wageningen University, the Netherlands | 69 |
| Columbia University, US | 68 |
| Universidad de Chile, Chile | 64 |
| University of Texas, Austin, US | 62 |
| Universidad Autonoma de Barcelona, Spain | 61 |
| School of International Training Graduate Institute, US | 59 |
| Institute of Social Studies, the Netherlands | 55 |
| University of East Anglia, UK | 52 |
| Moscow State University, Russia | 50 |
| Universidad Iberoamericana Ciudad de Mexico, Mexico | 47 |
| New York University, US | 47 |
| Mahidol University, Thailand | 41 |
| Centro Agronomico Tropical de Investigacion y Ensenanza, costa Rica | 40 |
| Ohio University, US | 40 |
| Hawai'i Pacific University, US | 31 |
| University of the Witwatersrand, South Africa | 30 |

(Source. Zurbuchen, 2014).

IFP alumni tracking study. After the completion of IFP in 2013, a 10-year project called “The IFP Alumni Tracking Study” was initiated by the Institute for International Education (IIE), starting in 2013 until 2023. It aims to analyze the impact of higher education scholarship programs, specifically on IFP, in furthering educational access and social change. Basically, this study was designed to see how (much) IFP fellows impact social change and social justice in their home countries since they finished the fellowships. The focus is to study and unveil the evidence of the long-term impacts of IFP beyond the individual fellows. In April 2016, the project published its first report based on the first IFP global alumni survey.

Of the results provided in the report, it is interesting to look at how, so far until 2015 when the surveys were distributed, IFP Fellows have impacted national community development of their home countries. Martel and Bhandari (2016) explained, “IFP’s hypothesis was that if talented individuals from underserved populations with demonstrated academic potential and social commitment were provided with advanced study opportunities, they would contribute to furthering social justice in their home communities and beyond” (p. 13). The empirical data and evidence collected by the alumni tracking study are potentially to be used to confirm IFP’s hypothesis and provides insightful findings that can influence higher education scholarship programs to address issues of social inequality.

The report elaborates that 87% of alumni respondents think they have been able to contribute positive changes in their community as a result of the fellowship; 85% report making improvements in their organizations and their places of work following the issues of education, community development, children, and youth; 77% of the respondents feel they are considered as a role model to their community and 63% indicate that the way they are advocating social justice becomes examples for others; 48% of alumni respondents have created new programs and

organizations; IFP Fellows have started initiatives in their home countries and 48% of the initiators are women; 86% report establishing international contacts and networks as a result of the fellowships; 23% work in national governmental and non-governmental organizations; 54% alumni report making strong impact on national policies; 88% confirm that IFP has empowered them to confront social injustice issues. A total of 34,595 products related to social justice have been produced, consisting of 12,035 conference presentations, 7,887 journal/ news articles, 6,907 reports, 4,481 electronic media, 1,713 works of art, 943 book chapters, and 629 books.

It is important to underline that the present study uses different data, different theoretical approach, and different statistical analyses from those employed in the IFP alumni tracking study. Hence, the present study does not repeat what the alumni tracking study is exploring; instead, it attempts to provide an alternative assessment and evaluation that may reveal insightful findings, enriching the discussions of scholarship impacts for social justice.

The Model of IFP for Social Change and Social Justice

As explained earlier that IFP pioneered the model of scholarship program aimed for social change and social justice, this section elaborates the model of IFP, specifically focused on the rationale behind the creation of IFP, foundational premises, flexibility and inclusiveness in program design, and foreign aid policy.

The rationale behind the creation of IFP. Higher education as an institution is widely seen as a place for individuals to attain knowledge and skills to meet new employment challenges and increase income growth and competitiveness; however, despite its enormous potential, higher education can be inaccessible for particular members of communities who experience social injustices. At this point, IFP was intentionally created and aimed to provide answers for questions related to how higher education can be used as a vehicle for social justice

and social change in society (Dassin, 2009). Some of the basic questions include, “Can a fellowship program for developing countries be designed to increase the participation of socially committed, talented individuals from groups that have lacked systematic access to higher education, also help to reverse, or at least mitigate, brain drain? Can progress on both fronts help to bridge the “knowledge gap” that separates developing countries from high-income nations?” (Dassin, 2009, p. 28). IFP was the first role model of the scholarships providing access to higher education for marginalized and excluded communities with the expectation that these scholarship recipients would apply their newfound knowledge to improving conditions and promoting social justice in their home countries (Zurbuchen, 2014).

Foundational premises. The model of IFP was built upon two premises aimed to address the inquiries of access and equity in higher education and matters of socioeconomic development and social justice in the global South (Dassin, Enders, & Kottmann, 2014). The first premise is that students from marginalized groups can succeed accomplishing graduate studies in highly competitive international programs if they are given the proper enabling conditions. This premise contests the predominant notion – many international scholarship programs mainly considers the highest grades and prior academic achievements of applicants, while IFP looked for individuals who had completed and done well in their studies despite facing serious obstacles, such as poverty, discrimination, and limited access to high quality schools. Second, IFP targeted individuals committed to development and social justice and provided them with educational opportunities that could help build their leadership potential for promoting social change and social justice.

Flexibility and inclusiveness in program design. In the implementation, IFP was committed to be flexible following the national and local contexts of its country recipients and prioritize inclusiveness in program design (Zurbuchen, 2009). In South Africa, for example, considering the history of the politics of apartheid in the country, IFP committees were focused on recruiting applicants with disadvantages based on geographical location, race, gender, and disability (Hassim, 2009). IFP emphasized more on building partnerships with local higher education institutions and high levels of transparency during the implementation in Nigeria; it is a lesson learned from the government scholarship programs that lacked transparency and deeply inefficient implementation standards despite their goal to provide equal educational opportunities among indigent, handicapped, and other less privileged students (Akpan & Akinyoade, 2009). Indigenous population became the focus of IFP in Mexico, Guatemala and Brazil (Navarrete and Acevedo, 2009; Silvério, 2009) and caste-based discrimination was the IFP focus in India (Devy, 2009). Defining the target groups of IFP can be considered a complex and multi-level process involving ongoing reflection within countries and on regional and sub-regional meetings (Enders, 2012).

Foreign aid policy. IFP is also different in the aspect of its foreign aid policy from other scholarship programs. Most donor countries commonly specify that scholarship programs are *tied aid*, which means that the provided scholarships must be used in the donor countries. The Fulbright scholarship, for example, is given by the U.S. government to the citizens of other countries to pursue degrees at universities in the U.S.; Australian Awards Scholarship provide funding to study at universities in Australia, and so forth. Although IFP is not sponsored by national government, it implemented *untied aid* policy, in which it allowed scholarship recipients to pursue graduate degrees at universities anywhere in the world if the fellows were accepted at

reputable and recognized institutions (Schroder, 2014). This *untied aid* policy gives several advantages. It can enhance diplomacy and economic cooperation between countries, contribute to the internationalization of higher education institutions, and build the supply of talented professionals from different regions for the global market.

Capability Approach and International Scholarship Programs

The capability approach is one approach that can be used to frame issues of disability, equity and equality, human rights, social change and social justice, and nation's development goals (Nussbaum, 2003; Polat, 2011; Sen, 2005; Tikly & Barrett, 2011). Since Sen introduced the concept of capability in 1980, the interests among scholars to explore this approach have been growing. The three elements underlying this approach, which are capabilities, agency, and functioning, are considered the appropriate set to see the impact of policies related to social change and social justice as well as the appropriate set to uncover more details beyond the achievement of nation's development goals. This approach seems to be distinguished from the other predominant approaches, which are human capital and human rights. Nevertheless, the capability approach is still in its early stages and has limited applications in empirical research; one of the key points being developed is the set of indicators for the measured capabilities (Tikly & Barrett, 2011).

The situation that this approach is being developed and is still restrictedly applied in educational research is considered as one valuable opportunity for this research to contribute. In addition, none of the research focusing on international scholarship programs explicitly uses the capability approach as the theoretical framework, although the components of the capability approach are, to some extent, highlighted in the elaboration of the findings. On September 12th, 2016, a number of influential scholarship foundations gathered in an event entitled "Funding

Futures: Scholarships as Agents of Social Change” in the Ford Foundation Headquarters, New York. The focus of the discussion is how to change the paradigm of providing scholarship to the direction of addressing social change and social justice issues and how to know the impact of scholarship recipients on social change and social justice, particularly in their home countries. At this point, given that this study focuses on The Ford Foundation International Fellowships Program that is specifically aimed to address social change and social justice issues, the capability approach seems to be the best fit to frame the impact of scholarship recipients to their home countries. This approach can also identify the achievement of nation’s development goals that becomes the purpose of the investing countries in international scholarship programs.

This study is built upon the literature suggesting the use of capability approach for educational research. Some scholars, such as Alkire (2005), Nussbaum (2006), Robeyns (2006), Terzi (2007), Saito (2003), and Walker (2005 & 2006), have urged the use of interdisciplinary research and mixed methods to elaborate the range of capabilities in the field of education. Some of the reasons are that education plays key roles in the enhancement of capacities and opportunities, as well as the development of judgment regarding the appropriate exercise of capacities (Saito, 2003). Identifying capabilities can be a matter of the applied research methodologies within the study (Walker, 2005). Further, Tikly and Barrett (2011) note, “A focus on capabilities can also assist in helping us think through what it might mean to be educated in the global era and how this relates to notions of ‘development’ (p. 12). The capability approach can offer an alternative rationale for education rooted in individual freedoms and education’s role in fostering capabilities that incorporates some elements of, but also challenging human capital and rights approaches.

Furthermore, despite the growing investment in scholarship programs, the substantial question of “how international scholarship programs impact social justice in education, particularly in the context of higher education?” remains empirically unanswered in the body of literature. Additionally, a question related to the appropriate method to measure scholarship impacts for social justice and social change in the home country also provides a challenge as the available empirical studies on this topic are so much driven by the paradigm of human capital development for the sake of economic growth. This study, hence, seeks to offer contributions in bridging the gap between the growing investment in scholarship programs and the need for more empirical studies on scholarship impacts for social change and social justice by examining a model of scholarship for social change and social justice by using human capability approach.

Chapter II: Literature Review

Research on International Scholarship Programs

Research on international scholarship programs suggests that there are more aspects that should be discussed and elaborated regarding scholarship impacts, more than just about human capital development for the sake of economic growth. One of prestigious, popular foreign government scholarships is Fulbright scholarship program established in 1946 operating in over 155 countries around the world. The focus of the master's and doctoral degrees' scholarship is to develop personal and professional skills through pursuing degrees at prominent universities in the United States, and to advance the social contributions of foreign study on economic, political, technological, educational, and international dimensions, particularly in developing countries. Demir and Paykoç (2000) conducted a study questioning whether Fulbright scholarship programs do make a difference by exploring the professional, personal, and social impact of Fulbright program and its effectiveness on Turkish scholars. The analysis disclosed that Fulbright program has positive impact on the respondents' professional and personal development. The program is effective in improving the respondents' teaching strategies and curriculum development, and in helping the respondents contribute to the social and economic development in Turkey.

Mendelsohn and Orenstein (1955) researched the cross-cultural education and its impacts toward Fulbright award recipients at many levels and the continuity long after the experience. They found that there is significant impact of the cross-cultural educational programs under the Fulbright act, and even continuing after the grand period has passed. The impact includes two areas, which are on the professional knowledge and status of the participants themselves and the enrichment of the immediate environment of the grantees in America. Besides, the Fulbright

experience has positive effects on the grantees (Borgia, Hobbs, & Weeks, 2007) and the motivational elements show high positive perceptions of the Fulbright experience on professional development (Sunal & Sunal, 1991).

One of Indonesian government-sponsored scholarships, SPIRIT, gives scholarship to government workers in 11 national agencies with the goal to improve civic regulations and human resources nationally; Chinese government scholarships send approximately 11.000 students overseas to pursue doctoral, master's and bachelor's degrees every year, with the purpose to increase international collaboration with higher education overseas, improving teaching and research, and encouraging administrative reform in China; another example is Saudi Arabia's King Abdullah Scholarship Program providing full-degree scholarships for more than 164.000 students through 2020 to develop expertise in key fields, mostly in science and technology related which will be useful for development of Saudi Arabia Explained in (Altbach & Engberg, 2014).

During their studies, scholarship recipients have opportunities to build international cooperation and collaboration between institutions in home country and in the host country, after their study completion (Neri & Ville, 2008). Recipients have opportunities to possess high value of academic qualification and to acquire specialized academic knowledge and competence from universities in foreign countries (Bordieu, 1986; Lareu, 1987). Foreign education provides good quality of education with world class teaching staff and a large quantity of learning resources combining science and technology that can accelerate individual growth. This can be seen through some studies about the impact of foreign education towards different types of scholarship recipients that show positive results. Fulbright scholarship programs, for example, have positive impact on recipients' experiences and professional development (Sunal & Sunal,

1991; Mendelsohn & Orenstein, 1955), are effective in improving teaching strategies and curriculum development, and contribute to the social and economic development in the home countries (Demir, Aksu & Paykoç, 2000). The scholarship for Medical Doctors in United Kingdom to travel abroad and stay for several months in foreign countries is viewed to have significant contributions for recipients' careers, language skills development, understanding of human rights issues, motivation and maturity (Holden & Evans, 1998).

Spilimbergo (2009) studied about Democracy and Foreign Education with the specific focus on whether foreign-educated individuals foster democracy in their home countries after being exposed to a plenty of resources of democracy in the host countries. By employing a unique panel dataset on foreign students commencing in the 1950s, the study discovered that foreign-educated individuals do promote democracy in their home countries if their foreign education is attained in democratic countries. A similar situation can happen to scholarship recipients who have been exposed to foreign education. However, scholarship recipients may face some challenges for contributing in their home countries. Celik (2012) conducted a study exploring the contribution of the recipients from Turkish government scholarship upon their study completion. It was found that some issues involving lack of support, complicated bureaucratic patterns of governance and decision making in institutions, and the power of politics in Turkish academia have impeded the recipients to give more significant contribution for the development and reform in Turkish educational system. This finding might explain the gap between benefits gained by scholarship recipients and their contribution to their home countries.

Human Capability Approach

Human capability approach was an alternative conceptual model offered by Amartya Sen (1992 & 1999). It is argued that human capabilities can provide more detailed insights in exploring social-justice related issues and human rights, rather than considering human as a utility to achieve development goals shown in the number of economic values. This approach is also further developed by Nussbaum (2003) who contends that capability approach can help construct a normative conception of social justice with a specifically definite set of capabilities. It is an outline suggested for moving beyond the human capital approach and as a critique on understanding legal rights to education that have underlain educational policies for decades. Sen (2005) explains:

The idea of ‘capability’ (i.e. the opportunity to achieve valuable combinations of human functionings — what a person is able to do or be) can be very helpful in understanding the opportunity aspect of freedom and human rights. Indeed, even though the concept of opportunity is often invoked, it does require considerable elaboration, and capability can help in this elucidation. For example, seeing opportunity in terms of capability allows us to distinguish appropriately between (i) whether a person is actually able to do things she would value doing, and (ii) whether she possesses the means or instruments or permissions to pursue what she would like to do (her actual ability to do that pursuing may depend on many contingent circumstances) (p. 153).

Robeyns (2006) compares human capital model of education and human rights approach to education with the capability approach. She concludes that, first, education is viewed to have different roles in each theory: human capital model puts emphasis on the instrumental economic roles of education, human rights approach focuses on the intrinsic personal role of education, and the capability approach basically recognizes all roles of education. Second, each theory was built upon different natures: human capital model is strongly embedded in neoclassical economics, human rights approach refers to legal and moral traditions, and the capability approach is tied to social arrangements and people's well-being and freedom. Essentially, Robeyns (2005) elaborates:

The capability approach is a broad normative framework for the evaluation and assessment of individual well-being and social arrangements, the design of policies, and proposals about social change in society. Its main characteristics are its highly interdisciplinary character, and the focus on the plural or multidimensional aspects of well-being. The approach highlights the difference between means and ends, and between substantive freedoms (capabilities) and outcomes (achieved functionings) (p. 94).

The capability approach allows us to capture the situation that although two persons may have the same set of means, they may have very different substantial opportunities. A disabled person, for instance, can do far less than an able-bodied person can, regardless of their same levels of income and number of primary goods. In this instance, the disabled person cannot be said having equal advantages and the same opportunities as the person without any physical handicap (Sen, 2005). It is understood that an individual's capability set will be contingent on personal characteristics, such as rurality, disability, ethnicity, gender, sexual orientation,

and the broader social relations of power and inequality that can potentially create disadvantages (Tikly & Barrett, 2011). The understanding of capabilities in such a way permits the assessment of equality of opportunity, instead of simply looking at access to resources of equality of outcomes.

Nussbaum (2003) argues that capabilities, to some extent, can closely be linked to rights; however, the language of capabilities provides important precision and supplementation to the language of rights. The terms of capabilities are more appropriate to describe what needs to be secured for people in the context of their rights. She illustrated:

The right to political participation, the right to religious free exercise, the right of free speech – these and others are all best thought of as secured to people only when the relevant capabilities to function are present. In other words, to secure a right to citizens in these areas is to put them in a position of capability to function in that area. To the extent that rights are used in defining social justice, we should not grant that the society is just unless the capabilities have been effectively achieved (p. 38).

One cannot just assume that there has been an effective right to political participation in a country, for example, only because the language exists on paper. In the capability approach, the people will be considered to have been given a right only if they are truly capable of doing political exercise. In another example, women may have an absolute right to participate in politics, but if the specific local norms or cultures prevent them from exercising such right, they essentially have no right in the sense of capability. Because of such deep understanding on what is really happening to people individually, the capability approach is appropriate to address social justice issues, given that it can capture the “reality” beyond what is written on policy papers.

Saito (2003) synthesizes that the capability approach is about freedom and capabilities. The word 'freedom' here should be defined as the range of options owned by an individual in deciding what kind of a life he wants to live in (Dre`ze & Sen, 1995), while a capability is the ability to achieve freedom in the positive sense (Sen, 1987). Then, there are concepts of agency and functioning. Agency is characterized by individual's ability to pursue goals that are valued and are considered important for the life of the individual, whereas functioning refers to an achievement, related to diverse aspects of living conditions (Lozano, Boni, Peris & Hueso, 2012). These three concepts, functioning, capabilities, and agency, are very important in the capability approach and explained in the following section.

Functioning, Capabilities, and Agency

Functioning. The concept of functioning is defined as "the various things a person may value doing or being" (Sen, 1999, p. 75). Functionings are simply refer to the valuable activities and states that constitute people's well-being, for example being safe, being educated, having a healthy body, having a good job, or being able to visit loved ones (Alkire & Deneulin, 2009). Once a person is able to perform a set of functionings, it is considered that he or she has faced a number of possibilities and has decided to function the most appropriate possibilities for their well-being (Lozano et al, 2012). Functionings are associated to goods and income; nonetheless, they depict what a person is able to do or be as a result. Functionings are also about aspects of human fulfilment that include from the fulfilment of basic needs, such as food, clothes, literate, etc., to the fulfilment of complex needs, like being able to play electric guitar, being able to eat caviar, and so forth. These basic and complex functionings, then, create different dimensions of life that focus on certain themes, such as survival, work, relationships, empowerment, or self-

expression. The concept of functionings sets is one aspect in the capability approach that distinguish it from other approaches with regards to the evaluation of well-being (Alkire, 2005).

Robeyns (2005) elaborates the difference between means and functionings. Bicycle, for instance, is a means, but the interest of the capability approach is on the possibilities it can take us wherever we want to go and in a faster way than walking. The latter is the way to look at goods or services from the lens of functionings in the capability approach. By the time a person uses the bicycle for certain purposes, such a situation is considered what is called “achieved functioning”. There are three groups of conversion factors that influence the achieved functionings, including personal conversion factors, social conversion factors, and environmental conversion factors. Table 5 below provides the detailed explanation regarding factors influencing achieved functionings.

Table 5

Factors influencing achieved functionings

| Factors | Examples | Influence |
|----------------------------------|--|--|
| Personal conversion factors | Metabolism, physical condition, sex, reading skills, intelligence | Influence how a person can convert the characteristics of the commodity into a functioning. If a person is disabled, or in a bad physical condition, or has never learned to cycle, then the bicycle will be of limited help to enable the functioning of mobility |
| Social conversion factors | Public policies, social norms, discriminating practises, gender roles, societal hierarchies, power relations | Influence a person from social aspects in their life |
| Environmental conversion factors | Climate, geographical location | Play a role in the conversion from characteristics of the good to the individual functioning. |

(Source. Robeyns, 2005)

Capabilities. The concept of capabilities refers to the substantive freedoms that a person enjoys the kind of life she or he has reason to value (Sen, 1999). The range of options that a person can choose from to live in a kind of life she or he wishes to lead is called freedom (Sen, 1992). The idea of capability means “the opportunity to achieve valuable combinations of human functionings – what a person is able to do or be “(Sen, 2005, p. 153). Basically, capabilities are a sort of opportunity freedom (Alkire & Deneulin, 2009). As an illustration, a person with \$ 1000 in pocket can buy many more different things compared to a person with \$ 100 in pocket. This means that the first person could have more capabilities than the second person, because she or he could enjoy more different things, activities, or even pursue. Capabilities involve only possibilities that a person really values; thus, activities or states that a person does not value or have reason to value could not be considered capabilities.

On listing capabilities in the approach, Sen refuses to make a set of definite capabilities and explains that he leaves it to the purpose of the application of the theory among individual researchers. Sen (2004 & 2005) provides his three rationales for rejecting one fixed and final list of capabilities, including: the capabilities are used for different purposes, social conditions and priorities may vary depending on conditions at the time within the context, and public discussion and reasoning can potentially bring us to a better understanding of the role, reach, and significance of specific capabilities. Several scholars urge the need for guidelines on a set of appropriate capabilities could be selected (Nussbaum, 2003; Sugden, 1993). It appears that scholars who offer a set of definite capabilities follow particular issues in which the selected capabilities could potentially be applied in assessment and evaluation.

Nussbaum (2003), for instance, provides the so-called “The Central Human Capabilities” that contains a 10-specific list of selected capabilities for comparative quality of life measurement and for the construction of basic political principles. The list includes life, bodily health, bodily integrity, senses, imagination, and thought, emotions, practical reason, affiliation, other species, play, and control over one’s environment. For gender inequality assessment, Robeyns (2003) suggests that the selected capabilities involve life and physical health, mental well-being, bodily integrity and safety, social relations, political empowerment, education and knowledge, domestic work and nonmarket care, paid work and other projects, shelter and environment, mobility, leisure activities, time-autonomy, respect, and religion. Alkire and Black (1997) makes a 10-selected list of capabilities for measuring human well-being, consisting of life, knowledge and appreciation of beauty, work and play, friendship, self-integration, coherent self-determination, transcendence, and other species.

In the field of education, Terzi (2007) prepares a seven-selected set of capabilities for assessing and evaluating social justice in education, including literacy, numeracy, sociality and participation, learning dispositions, physical activities, science and technology, and practical reason. Regarding the basic capabilities for higher education, it is suggested including practical reason, educational resilience, knowledge and imagination, learning disposition, social relations and social networks, respect, dignity and recognition, emotional integrity, and bodily integrity (Walker, 2006). Essentially, education is viewed to be the key to all human capabilities (Nussbaum, 2006).

Agency. The concept of human agency in the capability approach refers to a person’s ability to pursue and realize goals in line with his or her conception of the good (Sen, 1985). An agent is defined as someone who acts and brings about change (Sen, 1999). Alkire and Deneulin,

(2009) elaborates that a person who is forced, oppressed, or passive cannot be considered an agent. Agency can be linked to other approaches, such as stress self-determination, autonomy, authentic self-direction, self-reliance, empowerment, voice, and so forth. It focuses on the development processes fostering participation, public debate, and democratic practice. Robeyns (2005) gives an example of a human agency:

Suppose two sisters, Anna and Becca, live in peaceful village in England and have the same achieved well-being levels. Both believe that the power of global corporations is undermining democracy, and that governments should prioritize global justice instead of the interests of global corporations. Anna decides to travel to Genova to demonstrate against the G8 meetings, while Becca stays home. At that moment, Anna is using her agency freedom to voice some of her political concerns. However, the Italian police do not like the protesters and violate Anna's civil and political rights by beating her up in prison. Anna's achieved well-being has obviously been lowered considerably. Anna is offered to sign a piece of paper declaring that she committed violence organized by an extreme-left organization (which will give her a criminal record and ban her from any further G8 demonstrations) (p. 103).

In the given example, Anna could be in a situation where she had to trade off her agency for higher achieved well-being - if she refused to sign, she would be kept in prison. In the other situation, Becca possessed the same agency freedom to speak up her concerns and deliver protests too, but she chose not to do so. In this case, although she is concerned about the hollowing of democracy and human rights violations, she does not want to give up her achieved well-being for these agency goals.

However, in Sen's account of agency, agency is considered plural in both concept and measurement (Alkire & Deneulin, 2009). Agency follows the goals that a person values and has reason to value. It is not only focused on individual agency, but also what a person can do as a member of a group. The exercise of agency can be linked to advancing well-being or addressing other regarding goals for the sake of one's family, community, or other people. A person who harms or humiliates others would not be considered exerting agency. The evaluation of a human agency should consider the agent's responsibility in the related state of affairs (Alkire, 2005).

Human Capability Approach to Education

The capability approach has received substantial attention from scholars with various backgrounds despite of its early age. In the literature, several scholars attempt to provide rationales and guidelines to operationalize the capability approach for empirical studies. Specifically, on education, theoretical and empirical studies focusing on the use of capability approach are growing and evolving. The capability approach enables us to view education not only in the aspect of access to and very narrowly defined achievement, but also in assessing aspects of education in values and resources distribution involving gender, race, social classes, and ethnic inequalities (Unterhalter & Brighouse, 2007). Education is identified among basic capabilities crucial to individual's well-being (Sen, 1992) and as the key to all human capabilities (Nussbaum, 2006).

Saito (2003) examines two key roles which education can potentially play vis-à-vis with the capability approach. First, education can enhance capacities and opportunities. Saito gives examples, "... Kate learns how to swim. Therefore, education enables her to acquire a capability to swim. Lisa learns mathematics and as a result, she has wider opportunities to become a mathematician, a physicist, a banker and so on" (p. 27). Such newly created opportunities and

capabilities are simple examples of how education can enhance children's capacities and capabilities. However, Saito underlines that education, such as compulsory education might not enhance children's capabilities if the education system takes a top-down approach and stresses competitiveness, where children study subjects required for examination success. The highlighted point is that, through education, children learn to be autonomous and make choices in her or his life, which is one of the central concepts in the capability approach. Second, education can play a significant role in teaching values in exercising capabilities. Teaching Lisa about mathematics does not necessarily mean that she will like mathematics and become a mathematician in the future. What is considered valuable and provided for children may not always be considered good by children and they may not apply the taught knowledge and skills in their futures. At this point, Saito states, "creating capabilities through empowerment does not involve valuing whether the outcome of the use of a given capability is good or bad" (p. 29). Education can help children develop the judgement based on values about which capacities are appropriate to be exercised for their life.

The capability approach leads us to see the explicit and intrinsic values of education. These values include a process of identity formation of becoming and being this kind of person, instead of that kind of person; for instance, as a person learns subjects in formal educational institutions, he or she gains knowledge and cultural understanding that eventually shapes her or him as a person (Walker, 2005). Further, the capability approach is recommended as a framework and criterion for equality and social justice in education since this approach emerges from substantive concerns with improving the quality of people's lives, advancing human dignity and making a fairer and more democratic world (Walker, 2010). It can be used to evaluate

educational dis/advantages provided for people as, in education, it seems appropriate to ask about the valuable capabilities.

In relation to social justice in education, the capability approach adds substantive equality and aspects of personal action, particularly through the concepts of functionings, capabilities, and agency (Walker, 2007). It is argued that having equality of resources is only the surface level of addressing inequalities, because individuals requires differing levels of resources if they are to rise to the same level of capability to function (Sen, 1992). For instance, a child needs more protein than an adult to attain a similar level of healthy functioning; a pregnant woman needs more nutrients than a non-pregnant woman, and so forth. Different individuals with different conditions would likely have different levels of resources to achieved certain functionings; therefore, the capability approach is a powerful tool in constructing an adequate account of social justice (Nussbaum, 2003). Unterhalter (2003) gives an illustration about women and men who have access to education with different situations explained by using the capability approach perspective:

First, the capability approach would argue that women and men really should have the same effective freedom to education - that is, not only formally and legally, but also in terms of being liberated from other constraints such as being forced to do excessive amounts of domestic labour or to care for smaller siblings. Assume now that boys and girls or women and men do have the same effective freedom or capability to education, but that girls are told by their parents or wider community, that there is no need for them to go to school, either because they will be married at a young age or because education for girls and women is not valued or seen as a drain on a household's resources. In that case, social customs and the prevailing ethos shrink girls' capability to education, hence

the real or effective freedom is reduced to a pro-forma opportunity. But what if the girls themselves are not interested to educate themselves, that is, they don't value education?

The capability approach would argue in those cases that social norms and cultural values that influence these girls' preferences, ambitions and aspirations, and thus the choices that they make from their capability sets themselves have to be judged on whether they are just or not (p. 4).

In the given case above, most people would say that women and girls should receive the same opportunities to pursue education, and they should not be made to believe or should not be told that education is useless for them. Nonetheless, in the application, the capability approach would urge debates and critics on such norms and cultural values, because the concept of capabilities explains that a person has reason to value what is good for her or his life. If we dig deeper into it, one will find that the capability approach is more than about people's capabilities – it involves a critical engagement with all social, cultural and other factors that shape people preferences, expectations and perceptions influencing which choices are functioned from the freedoms that they have. It is understood that the capability approach has direct relevance to well-being and freedom of people, has indirect role through influencing social change and economic production (Saito, 2003).

However, although the capability approach has been argued to be appropriate for assessing and evaluating social justice issues in education, the operationalization of the capability approach in the field of education is still limited to a few topics. The studies include the investigation of the contribution of universities in reducing remediable injustices, particularly for those living in poor conditions (Walker, 2012), gender equity in contemporary South African schools (Walker 2006), the effects of educational attainment on health functionings implied by

life expectancy in developing countries (Wigley and Akkoyunlu-Wigley, 2006), the quality of education in low income countries (Tikly and Barrett, 2011), a comparative analysis of Soka education's facility to promote well-being and social justice (Sherman, 2016), a capabilities approach to curriculum making in schools (Lambert, Solem, and Tani, 2015), and the capabilities of academics and academic poverty (Mookken and Sugden, 2014). Qualitative and quantitative research methods have been employed in the mentioned studies. The literature review suggests that more empirical research using the capability approach in education is needed, thereby showing the significance of the present study for the development of the capability approach in educational research.

Conceptual Framework and Model of the Study

To measure the impact of IFP for social justice, the present study uses three concepts in the capability approach, comprising of capabilities, functionings, and agency. Each of these concepts refers to the scholars who have provided the conceptual framework for the purpose of assessment and evaluation by using the capability approach. In addition, since the concept of social justice can vary across context, the following subsections also specify the conceptual framework for social justice in this study. The details are provided as follow

Conceptual framework for capabilities. To conceptualize the set of capabilities, this study utilizes the list of basic capabilities for education suggested by Terzi (2007). Terzi (2007) argues that the capability to be educated, in terms of real opportunities including formal schooling and informal learning, can be considered a capability in two ways: (1). The absence or lack of such opportunities would essentially harm and disadvantage the individual, and (2). The capability to be educated plays an important role in the expansion of other capabilities; therefore, it is fundamental and foundation to the capabilities needed for well-being leading a good life. For

the purpose of evaluation, Terzi provides a list of basic capabilities for education. This list will be used as a reference in determining the appropriate variables of measurement for capabilities in this study, which will specifically be elaborated in the chapter of methodology. Table 6 below explains the basic capabilities for education.

Table 6

Basic capabilities for education

| Capabilities | Explanation |
|--------------------------------|--|
| 1. Literacy | Being able to read and to write, to use language, and discursive reasoning functionings |
| 2. Numeracy | Being able to count, to measure, to solve mathematical questions, and to use logical reasoning functionings |
| 3. Sociality and participation | Being able to establish positive relationships with others and to participate in social activities without shame |
| 4. Learning dispositions | Being able to concentrate, to pursue interests, to accomplish tasks, to enquire |
| 5. Physical activities | Being able to exercise and being able to engage in sports activities |
| 6. Science and technology | Being able to understand natural phenomena, being knowledgeable on technology, and being able to use technological tools |
| 7. Practical reason | Being able to relate means and ends and being able to critically reflect on one's and other's actions |

Source: Terzi (2007).

Conceptual framework for functionings. This study employs Flores-Crespo's proposed functionings for university graduates (2007) to conceptualize the set of functionings. Flores-Crespo (2007) contends that despite the key role of education in expanding human capabilities, a list of framework is required as a guideline for the sake of research methodology. By following Nussbaum's list of central capabilities and Sen's two instrumental freedoms, Flores-Crespo develops a list of seven functionings for university graduates, which fits the context of IFP

fellows in this study - all IFP fellows graduated from university after the fellowship. The list consists of the assessment of personal achievement (“being”) and professional achievement (“doing”). The details can be seen in the following table coupled with Nussbaum’s list of central capabilities and Sen’s two instrumental freedoms. This list will be used as a reference in determining the appropriate variables of measurement for functionings, which will specifically be elaborated in the chapter of methodology. Table 7 below elaborates the framework to evaluate the capabilities of university graduates.

Table 7

Framework to evaluate the capabilities of university graduates

| Functionings | Sen’s instrumental freedoms | Nussbaum’s central capabilities |
|---|--|--|
| <i>Personal Achievement (“beings”)</i> | | |
| 1. Being able to feel confidence and self-reliance | | Being able to avoid unnecessary and nonbeneficial pain, so far as possible, and to have pleasurable experiences |
| 2. Being able to visualize life plans | Social opportunities and economic facilities | Being able to form a conception of the good and to engage in critical reflection about the planning of one’s life (practical reason) |
| 3. Being able to develop further abilities | Social opportunities and economic facilities | Being able to think and to reason and to do these things in a way informed and cultivated by an adequate education |
| 4. Being able to transform commodities into valuable functionings | Economic facilities | |
| <i>Professional achievements (“doings”)</i> | | |
| 5. Being able to acquire knowledge required in a job position | Social opportunities | Being able to think and to reason and to do these things in a way informed and |

| | | |
|--|---------------------|---|
| 6. Being able to look for and ask for better job opportunities | Economic facilities | cultivated by an adequate education Being able to move from one place to place Being able to form a conception of the good and to engage in critical reflection about the planning of one's life ("practical reason") |
| 7. Being able to choose desired jobs | Economic facilities | Being able to form a conception of the good and to engage in critical reflection about the planning of one's life ("practical reason") |

Source: Flores-Crespo (2007).

Conceptual framework for human agency. Alkire's subjective quantitative studies of human agency (2005) are used to conceptualize the set of human agency. Alkire (2005) elaborates two approaches that can be used to measure human agency, including self-efficacy and self-determination. This study specifically focuses on self-efficacy rather self-determination, given that "the human agency" of interest involves personal and collective agency. However, this study avoids detailed discussions about self-efficacy approach; instead, it is only interested in measuring human agency by looking at the appropriate elements of self-efficacy. Measures of people's perceived self-efficacy are concerned with people's belief in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over given events (Ozer and Bandura in Alkire, 2005). The details are provided in the following table. This list will be used as a reference di determining the appropriate variables of measurement for human agency, which will specifically be elaborated in the chapter of methodology. Table 8 below describes the framework to measure human agency by looking at self-efficacy.

Table 8

Framework to measure human agency by looking at self-efficacy

| Types | Explanation | Examples |
|--------------------------------|---|---|
| 1. Perceived personal efficacy | Concerned with people’s belief in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over given events (Ozer and Bandura, 1990) | Handling activities in family, in partnership, at work, managing personal finances and health, etc. |
| 2. Individual social efficacy | Perceived capabilities to contribute individually to improvements in social problems, or to functions the perform in a group | |
| 3. Collective social efficacy | Capabilities of society or a group operating as a whole to effect desired improvements | In an employment, corruption, criminal and drug activities, economic crises, terrorism, etc. |

Source: Alkire, S. (2005).

Conceptual framework for social justice. The term “social justice” has increasingly been used by education scholars in their work, embedded in their missions and programs, such as education reform proposal, teacher education program, scholarship program, etc.; however, defining social justice in practical terms can be challenging as it varies pertaining the actual context it refers to (Choules, 2007; Hytten & Bettez, 2011). Therefore, in this study, the definition of social justice is specifically referred to IFP’s goal, which is providing access to higher education for exceptional and socially committed individuals from underrepresented groups who would normally not have the opportunity for graduate study because of some reasons, such as geographic isolation, discrimination based on gender, ethnicity, physical disability, or family poverty. In addition, Walker (2003), in framing social justice in education,

argues,” In a class-stratified society widening participation is a matter of justice; it ‘speaks’ to the ethical as much as the economic purposes of higher education” (p. 171); the IFP’s goal speaks of social justice, which is to address access and equity in higher education.

IFP fellows were those who had experience injustices and, in this study, fellows’ experiences of social injustices are drawn from their experiences of social injustice due to caste, ethnicity, gender, political discrimination, poverty, race, religion, coming from/ living in a politically unstable region, coming from/ living in a remote/ rural area, sexual orientation, and violence/ war. IFP expected fellows to tackle social injustices in home countries upon their return. Fellows’ efforts in talking social injustices are considered as the IFP impacts on social justice. The IFP fellows’ impacts on social justice can happen at community or national level. In this study, fellows’ impacts on social justice are drawn from the impact of fellows’ professional and/ or voluntary work in general, academic field, home country, home region/ community, employment organization, volunteering organization, governmental policies, and non-governmental policies. Besides, this study also considers fellows’ understanding and commitment on social justice and fellows’ leadership skills on social justice.

Research Hypotheses

H1 : It is hypothesized that IFP fellows’ backgrounds will positively be related to their impacts on social justice.

H2 (a) : It is hypothesized that the constructs built upon the capability approach that include IFP Fellows’ basic capabilities, achieved functionings, and practiced human agencies will positively be related to their impacts on social justice in home country.

H2 (b) : Following the H2 (a), it is also hypothesized that the proposed structural model will be a good fit for exploring the substantive impact of scholarship for social change and social justice for home countries from recipients' perspectives.

The first hypothesis seeks to examine the very foundational rationale behind the creation of IFP, saying that, " if talented individuals from underserved populations with demonstrated academic potential and social commitment were provided with advanced study opportunities, they would contribute to furthering social justice in their home communities and beyond" (Martel & Bhandari, 2016, p. 13). The variables involved in IFP fellows' background are fellows' experiences of social injustices, future goals after IFP fellowship, success of choices, gender, family income, life satisfaction, and freedom of choice and control of personal life.

The second hypothesis is focused on three constructs built upon the capability approach from Amartya Sen (1992 & 1999). The purpose of H2 (a) and H2 (b) is to see if the constructs based on the propositions of the capability approach are linked and shows significant relationships with IFP fellows' impacts on social justice in home country.

- The capabilities construct consists of literacy, learning disposition, and science and technology.
- The functionings construct involves personal achievement "being" and professional achievement "doing."
- The human agencies construct includes perceived personal efficacy and individual social efficacy.

Chapter III: Methods

Research Design

This study employs a quantitative research design using the data of IFP alumni in 2012 and some background information from the data of IFP Fellows collected in 2003, 2004, 2006, and 2007. There are two types of study in quantitative research design, consisting of descriptive or observational and experimental or longitudinal or repeated-measures (Hopkins, 2008). The descriptive type of study can be case studies, case series, cross-sectional, cohort or prospective or longitudinal, and case-control or retrospective, while the experimental type of study include studies without a control group time series crossover and with a control group. This study is aimed at quantifying relationships and the subjects are not intervened experimentally. The variables of interests in the data of IFP alumni are observed and assayed, and the relationships between are determined following the research hypotheses.

Data

The present study uses the data of IFP alumni collected by Center for Higher Education Policy Studies (CHEPS). The data were obtained in August 2016 through the IFP archive data at Columbia University. The data contain different surveys among IFP alumni in 22 countries recipients, conducted in 2007, 2008, 2011, and 2012. As explained in the codebook, the datasets involve all IFP alumni whose fellowship had been ending at least six months before the beginning of the survey, except for the 2008 survey. The participants in the 2008 survey could involve those IFP alumni whose fellowship had been ending from six to eighteen months prior to the start of the survey distribution. This means that all the participants in these surveys are IFP alumni and such circumstance meet the purpose of the study. Nevertheless, CHEPS explains that because of the organization of the surveys some IFP alumni might have participated up to four

times in these IFP alumni surveys. Also, there are several different items among the surveys. Hence, to avoid any confusion in data analysis and data interpretation, it is only the data of IFP alumni in 2012 utilized in this study.

The present study also utilizes some background information of IFP Fellows collected by CHEPS in 2003, 2004, 2005, and 2006. The background information is taken from the IFP Fellows data since it provides much deeper information about IFP Fellows and will be very useful for examining the first hypothesis in this study. Nonetheless, it is only the data of the participants in the 2012 IFP Alumni surveys that will be used in this study. To sort out the data, IFP IDs attached to all IFP fellows are applied to find the same participants in the 2012 IFP Alumni data and in the IFP Fellows data. Thus, the data resulting from this match are not as many as the original data because the participants who did not participate in the IFP Fellows data or in the 2012 IFP Alumni data are not included.

To complement the quantitative data, this study adds the qualitative interviews conducted by CHEPS in 2006. The data were obtained through the Institute of International Education (IIE) on April 20th, 2017. There are 46 interviews and this study is only interested in the fellows who participated in the 2012 survey. By using the IFP fellows' IDs, 28 interviews were identified to be the fellows who participated in the 2012 survey. All interviews were anonymous, so this study used the fellows' IDs as the identification, instead of using their names.

Characteristics of Subjects

IFP alumni data. There are various numbers of participants from each IFP country recipient participated in the 2012 surveys with the total of 1,794 participants. The number includes 128 participants from Brazil, 49 participants from Chile, 167 participants from China, 44 participants from Egypt, 38 participants from Ghana, 42 participants from Guatemala, 136

participants from India, 145 participants from Indonesia, 62 participants from Kenya, 77 participants from Mexico, 39 participants from Mozambique, 63 participants from Nigeria, 43 participants from Palestine - West Bank, 23 participants from Palestine – Gaza, 71 participants from Peru, 146 participants from Philippines, 129 participants from Russia, 31 participants from Senegal, 97 participants from South Africa, 53 participants from Tanzania, 27 participants from Thailand, 59 participants from Uganda, and 125 participants from Vietnam.

By gender, the participants were 49.4 % female and 50.6 % male. Regarding marital status, those who were single were 4.6 %, married were 60.9 %, married by customary law/other were 2.2 %, divorced/separated were 4.7 %, and widow (er) were 1.3 %. Given that IFP fellows could choose to study in any countries in the world, the host countries where the participants did their graduate studies were various, including Argentina, Australia, Belgium, Bolivia, Brasil, Canada, Chile, China, Costa Rica, Ecuador, Egypt, Finland, France, Germany, UK, US, and so forth. The host institutions are also various, such as St. Petersburg, University Asian Institute of Technology, Al-Azhar University, Amsterdam University, Birmingham University, Boston University, Brandeis University, Columbia University and so forth - the information would take a lot of space in this paper. Table 9 and 10 below provide the information about the participants' field of studies and types of degrees that they obtained.

Table 9

The participants' background information by field of study

| Field of Study | 2012 (%) |
|--|-----------------|
| Social Sciences | 25.2 |
| Arts and Humanities | 8.4 |
| Economics and Business Administration | 3.8 |
| Environment, Health and Applied Sciences | 19.6 |
| Law, Governance, and Human Rights | 6.7 |
| Education and Communications | 15.9 |
| Development Studies | 16.0 |
| Natural Sciences | 4.4 |
| N = 1,794 | |

Table 10

The participants' background information by kind of degree

| Kind of Degree | 2012 (%) |
|------------------------------------|-----------------|
| (Advanced) Master | 83.4 |
| Professional Degree | .70 |
| Doctorate/PhD | 14.5 |
| Candidate of Science (Russia only) | 1.40 |
| N = 1,794 | |

IFP fellows data. As it is only the background information taken from the IFP Fellows data, the explanation of the characteristics of the subjects is narrowed to the items of interest in this study. The items of interest include gender, family income, life satisfaction, freedom of choice and control of personal life, experiences of social injustices, future goals after IFP Fellowship, and success of choices. By gender, there were 47.6 % female and 52.4% male of 422 participants. Compared to the average income of home country, 41.2% of the participants had the average family income, 41.2% had below the average family income, and 17.5 % had above the average family income. Most of the participants were satisfied with life, in which 51.8 % chose “satisfied” and 11.9% chose “very satisfied”. About 73.9% of the participants had freedom and control over their personal life. Regarding experiences of social injustices, the participants have

various experiences and the responses range from “not at all” to “very much”. Table 11 below shows the participants’ responses for each are of social injustices.

Table 11

IFP Fellows’ experiences of social injustices

| | Not at all | 2 | 3 | 4 | Very much | Total Participants |
|---|-------------------|----------|----------|----------|------------------|---------------------------|
| Experiences of Social Injustice: Caste | 70.6% | 8.8% | 10.6% | 6.3% | 3.8% | 160 |
| Experiences of Social Injustice: Ethnicity | 19.6% | 4.9% | 6.7% | 5.1% | 4.6% | 250 |
| Experiences of Social Injustice: Gender | 22.1% | 5.4% | 4.7% | 5.1% | 2.6% | 244 |
| Experiences of Social Injustice: Political Discrimination | 20.6% | 6.5% | 5.9% | 4.7% | 3.4% | 252 |
| Experiences of Social Injustice: Poverty | 13.4% | 7.0% | 6.2% | 8.7% | 8.3% | 267 |
| Experiences of Social Injustice: Race | 19.8% | 5.9% | 5.9% | 4.9% | 3.9% | 247 |
| Experiences of Social Injustice: Religion | 26.8% | 5.2% | 4.9% | 2.0% | 1.3% | 246 |
| Experiences of Social Injustice: Unstable Region | 20.6% | 5.4% | 3.8% | 5.1% | 4.7% | 242 |
| Experiences of Social Injustice: Rural Area | 18.8% | 6.0% | 5.7% | 7.4% | 4.7% | 261 |
| Experiences of Social Injustice: Sexual Orientation | 30.9% | 3.3% | 2.5% | 1.1% | .3% | |
| Experiences of Social Injustice: Violence/ War | 26.6% | 3.1% | 3.4% | 2.1% | 3.8% | 239 |

Note: The percentages of the missing data are not included in the table.

About the future goals after IFP Fellowship, the participants considered “high priority” for living and working in home community, living and working in home country, working in an area related to academic experience prior to the fellowship, working in an area related to the fellowship, working in an area related to previous social activities, working in an area related to current field of study, working in international/ governmental organization, working in a non-governmental organization, and working/ studying in a university. Meanwhile, living and

working in host country, living and working in another country, living in an international city/ region/ environment, working in business, and working in government are not considered as the high priority for most of the participants. Table 12 below displays the detailed percentages for each IFP Fellows' future goals.

Table 12

IFP Fellows' Future Goals After IFP Fellowship

| Future Goals | Low priority | 2 | 3 | 4 | High Priority | I don't know | Total Participants |
|---|---------------------|----------|----------|----------|----------------------|---------------------|---------------------------|
| Live and work in my home community | 3.1% | 2.6% | 16.4% | 26.3% | 47.4% | 4.1% | 342 |
| Live and work in my home country. | .2% | .3% | 2.5% | 8.5% | 44.6% | .8% | 348 |
| Live and work in my host country. | 26.1% | 6.0% | 6.9% | 3.1% | 2.0% | 6.7% | 311 |
| Live and work in another country. | 24.0% | 8.3% | 8.2% | 5.2% | 1.0% | 5.9% | 322 |
| Work in an area related to academic experience prior to the fellowship. | 2.6% | 2.6% | 9.0% | 11.1% | 27.5% | 2.1% | 336 |
| Work in an area related to professional experience prior to the fellowship. | 2.5% | 2.3% | 5.2% | 14.2% | 29.1% | 1.6% | 336 |
| Work in an area related to my social/ community activities prior to the fellowship. | 1.3% | 1.1% | 7.8% | 15.0% | 27.6% | 2.0% | 336 |
| Work in an area related to current field of study. | .5% | .3% | 1.6% | 7.7% | 44.3% | 1.8% | 344 |
| Work in an international/ inter-governmental organization. | 3.4% | 2.9% | 8.5% | 11.3% | 22.5% | 5.4% | 331 |
| Live in an international city/ region/ environment. | 13.7% | 6.5% | 11.3% | 6.9% | 8.7% | 6.5% | 328 |
| Work in business. | 29.1% | 9.0% | 6.4% | 3.9% | 2.1% | 2.1% | 322 |

| | | | | | | | |
|--|-------|------|-------|-------|-------|------|-----|
| Work in government. | 11.8% | 6.7% | 11.3% | 10.3% | 10.0% | 2.8% | 323 |
| Work in a non-governmental organization. | 3.9% | 2.1% | 6.9% | 16.7% | 20.8% | 3.1% | 327 |
| To study/ work in a university. | 8.8% | 7.3% | 14.8% | 23.0% | 40.8% | 5.4% | 33 |

Note: The percentages of the missing data are not included in the table.

Regarding the success of educational, professional, and social action choices, most of the participants think that the choices they have made are very much successful. Of 350 participants who responded, 61.7 % of them think that their educational choices are successful; of 347 participants who responded, 57.9% of them think that their professional choices are very much successful; And of 347 participants who responded, 48.1% of them think that their social action choices are very much successful.

Instruments

The instrument used to collect the data is survey questionnaire. The questionnaire consists of 4 sections, comprising of contact information/personal inventory (8 items), study related to IFP fellowship (16 items), alumni activities (5 items), and current situation (25 items). The contact information includes questions of IFP ID number, family name, given name, home country, email address, gender, marital status, and the number of children/ dependents. The items of study related to IFP fellowship include questions of the beginning of study program, the obtained degree, plan to earn degree, end of fellowship, field of study, host country, host institution, the kind of degree, evaluation of study program, program preferences, recommendation, pre-academic training, evaluation of experience and outcomes of IFP fellowship, established contact, and the ways contact was established. For alumni activities, the items consist of questions of establishing contact with other IFP alumni, with whom the

participants established contact, how the participants established contact, participation in alumni activities, and specific alumni activities.

The section of current situation has questions of the place where the participants are currently living, studying/completing additional further degree, the country where the participants studied or are currently studying, type of degree the participants have obtained, financial resources of further degree, the participants current main activity, position, the types of organization the participants are currently working, the place where the participants are currently working, position at work, leadership position, community service, specific relation of the participants' current position, activities performed in the participants' current position, voluntary activities, leadership position, areas of voluntary work, activities in voluntary work, problems after IFP fellowship, authority and responsibility, application of gained knowledge during fellowship, impact of work on social justice, impact of work on social justice in specific areas, knowledge of impact, and intention to stay home country or live overseas.

The 2012 surveys were distributed in Spring 2012. The samples were all IFP alumni finishing their fellowship before end of December 2011. The number of questionnaire sent out was 3,245 and the number of received questionnaires was 1,792. The response rate was 55% which is acceptable for this study.

Measures

The measures used for examining the first hypothesis are selected based on the definition of social justice on IFP's goals - providing access to higher education for exceptional and socially committed individuals from underrepresented groups who would normally not have the opportunity for graduate study because of some reasons, such as geographic isolation, discrimination based on gender, ethnicity, physical disability, or family poverty. The measures

include fellows' experiences of social injustices, future goals after IFP Fellowship, life satisfaction, freedom of choice and control of personal life, success of choices, and gender. For the second hypothesis, literacy, learning disposition, and science and technology are used as the measure for capabilities to be educated. Then, Personal achievement "being" and professional Achievement "doing" are used as the measures for the achieved functionings, and perceived personal efficacy: current paid work and current paid work activity and individual social efficacy: current voluntary work and current voluntary work activity are the measures for IFP Fellows' practiced human agencies.

Meanwhile, as the measures for the IFP impacts on social justice, this study uses fellow's impacts on social justice, fellow's understanding and commitment on social justice, and fellows' leadership skills on social justice. The number of fellows' children/ dependents and problems after finishing study are treated as the control variables. The detailed explanations regarding these measures are provided in the following sections.

Independent Variables (IV)

Fellows' experiences of social injustices. It is assessed by asking the IFP fellows about their experiences of social injustice because of caste, ethnicity, gender, political discrimination, poverty, race, religion, living in a politically unstable region, living in a remote/ rural area, sexual orientation, and violence/ war. The examples of the questionnaire items are "I am currently experiencing social injustice due to caste", "I am currently experiencing social injustice due to ethnicity", "I am currently experiencing social injustice due to gender", and so forth. The responses range from 1 to 5, where "1" = "Not at all" and "5" = "Very much." The Cronbach's alpha is .944, which shows very high internal consistency (Mean = 46.54 and SD = 29.6).

Future goals after IFP Fellowship. The variable consists of fourteen items in the IFP Fellows surveys, designed to know the fellows' future goals after the fellowship. The items, for example, are "Live and work in my home community", "Live and work in my home country", "Live and work in another country", "Work in a non-governmental organization", and so forth. The provided responses range from 1 to 6, where "1" = "Low priority", "5" = "High priority", and "6" = "I don't know." The Cronbach's alpha is .883, which shows very high internal consistency (Mean = 54.63 and SD = 14.74).

Success of choices. It is evaluated by asking the fellows about how successful they feel about their educational, professional, and social action choices. The items are "I consider my educational choices are successful", "I consider my professional choices are successful", and "I consider my social action choices are successful." The provided options are from 1 to 5, where "1" indicates "Not at all", and "5" indicates "Very much". The Cronbach's alpha is .745, which shows high internal consistency for (Mean = 13.49 and SD = 1.91).

Life satisfaction. It is assessed by asking the IFP fellows a question "All things considered, how satisfied are you with your life as a whole these days." The options range from 1 to 5, where "1" = "Not at all satisfied" and "5" = "Very satisfied".

Freedom of choice and control of personal life. It is evaluated by asking the IFP fellows a question "Some people feel they have completely free choice and control over their lives, while other people feel that what they do has no real effect on what happens to them. Please, indicate how much freedom of choice and control you have over the way your life turns out?" The choices range from 1 to 5, where "1" = "No freedom" and "5" = "Very much freedom".

Gender. The gender variable is assessed by asking the respondents “Please, indicate your gender”. The options provided to these items are “Female” and “Male.” In this study, the gender variable is computed into dummy variable, which will be useful for the regression analysis (Suits (1957). The values were recoded into “Female” = “1” and “0” = “Male.”

Literacy. It is evaluated by looking at the responses on the evaluation of the study program that the IFP Fellows undertook during the fellowship. The items are “The study program provides quality teaching”, “The study program provides training in research methods”, and “The study program provides academic support for thesis/ dissertation.” Responses range from 1 to 5, in which “1” means “Poor” and “5” means “Excellent”. The Cronbach’s alpha is .773, which shows high internal consistency for (Mean = 12.65 and SD = 2.16).

Learning disposition. Three items were created to assess the learning disposition. The items include “The experience of IFP Fellowship builds skills for scientific work”, “The experience of IFP Fellowship builds intercultural competencies”, and “The experience of IFP Fellowship builds my academic reputation.” Fellows responded to the scales from 1 to 5, where “1” indicates “Strongly disagree” and “5” indicates “Strongly agree”. The Cronbach’s alpha is .894, which shows very high internal consistency (Mean = 12.42 and SD = 3.18).

Science and technology. Fellows responded to the two provided items in survey, consisting of “The experience of IFP Fellowship develops computer skills” and “The experience of IFP Fellowship develops social and communication skills.” The options are from 1 to 5, where “1” = “Strongly disagree” and “5” = “Strongly agree”. The Cronbach’s alpha is .702, which displays high internal consistency (Mean = 7.95 and SD = 2.09).

Personal achievement “being”. Two items were used to assess this variable, including “I have more authority and responsibility than I had before within my professional activities” and

“I have more authority and responsibility than I had before within my voluntary activities.”

Responses range from 1 to 5, in which “1” represents “Strongly disagree” and “5” represents “Strongly agree”. The Cronbach’s alpha is .813, which displays high internal consistency (Mean = 7.96 and SD = 2.26).

Professional achievement “doing”. It is evaluated by using two items, which are “I can apply the knowledge gained in my professional activities” and “I can apply the knowledge gained in my voluntary activities.” The provided options are from 1 to 5, where “1” = “Not at all” and “5” = “To a very high extent”. The Cronbach’s alpha is .735, which shows high internal consistency (Mean = 8.49 and SD = 1.68).

Current paid work. Fourteen items were created to know fellows’ current paid work. The items involve various areas, such as arts and culture, children, youth, and family, community development, education, environmental issues, gender issues, health care, human rights, international cooperation, literacy, media, religion, sexuality and reproductive health, and workforce development. The examples of the items are “My current position is specifically related to arts and culture”, “My current position is specifically related to children, youth, and family.”, “My current position is specifically related to community development”, and so forth. Responses are selected and not selected, where “0” indicates “Not selected” and “1” indicates “Selected”. The Cronbach’s alpha is .745, which express high internal consistency (Mean = 1.75 and SD = 2.16).

Current paid work activity. This variable assesses the specific paid work activity done by the IFP fellows. The items involve “Within my current position, I perform coalition-building”, “Within my current position, I perform information gathering/ research”, “Within my current position, I perform networking”, “Within my current position, I provide training”,

“Within my current position, I raise funds”, “Within my current position, I perform strategy development”, and “Within my current position, I write policies.” Responses are selected and not selected, where “0” indicates “Not selected” and “1” indicates “Selected”. The Cronbach’s alpha is .786, which express high internal consistency (Mean = 1.63 and SD = 1.92).

Current voluntary work. It evaluates the IFP fellows’ current voluntary work that involves arts and culture, children, youth, and family, community development, education, environmental issues, gender issues, health care, human rights, international cooperation, literacy, media, religion, sexuality and reproductive health, and workforce development. Fellows responded the applicable choices that were coded “0” = “Not selected” and “1” = “Selected”. The Cronbach’s alpha is .747, which express high internal consistency (Mean = 1.54 and SD = 2.05).

Current voluntary work activity. The variable looks for the specific voluntary work activity done by the IFP fellows. The items include “Within my current position, I perform coalition-building”, “Within my current position, I perform information gathering/ research”, “Within my current position, I perform networking”, “Within my current position, I provide training”, “Within my current position, I raise funds”, “Within my current position, I perform strategy development”, and “Within my current position, I write policies.” Responses are selected and not selected, where “0” indicates “Not selected” and “1” indicates “Selected”. The Cronbach’s alpha is .799, which shows high internal consistency (Mean = 1.66 and SD = 2.19).

Dependent Variables (DV)

Fellows’ impacts on social justice. This variable assesses fellows’ impacts on social justice in general and in specific areas, such as academic field, home country, home region/ community, employment organization, volunteering organization, governmental policies, and

non-governmental policies. The examples of the items are “The impact of my professional and/ or voluntary work in general is strong”, “The impact of my professional and/ or voluntary work on social justice in my academic field is strong”, “The impact of my professional and/ or voluntary work on social justice in my home country is strong”, and so forth. The provided responses range from 1 to 5, in which “1” represents “Not at all strong” and “5” represents “Very strong”. The Cronbach’s alpha is .891, which displays very high internal consistency (Mean = 31.22 and SD = 6.44).

Fellows’ understanding and commitment on social justice. Three items were created to know how the fellowship has improved fellows’ understanding and commitment on social justice. The items are “I understand what is needed to improve the situation in my home country/ community”, “The experience of IFP Fellowship strengthens my commitment to social justice”, and “The study program is useful for my personal development.” The choices range from 1 to 5, in which “1” = “Strongly disagree” and “5” = “Strongly agree”. The Cronbach’s alpha is .729, which expresses high internal consistency (Mean = 12.80 and SD = 2.50).

Fellows’ leadership skills on social justice. This variable was evaluated by using two items, which are “The study program is useful for developing my social and communication/ leadership skills” and “The study program is useful for developing social justice leadership competencies.” Responses are from 1 to 5, where “1” = “Poor” and “5” = “Excellent.” The Cronbach’s alpha is .800, which shows high internal consistency (Mean = 8.59 and SD = 1.49).

Control Variables

Number of children/ dependents. This variable is assessed by the question “Do you have children/ other dependents?” The responses include “Yes, I have children/ dependents” and “No, I don’t have children/ dependents”, recoded into “Yes” = “1” and “No” = “0.”

Problems after finishing study. This variable is assessed by the question “Did you have problems with any of the following matters after your IFP Fellowship ended?” This question consists of seven items, including “Readjusting to life in my home country”, “Finding an adequate job”, “High expectations of family/ people around me”, “Reconnecting to old relationships”, “Applying/ implementing the knowledge gained”, “Becoming recognized as a professional”, and “Realizing plans I made before/ during my fellowship.” The provided responses were scaled from 0 – 5, where “0” indicates “Not applicable/ not at all”, and “5” indicates “Very serious.” The Cronbach’s alpha is .859, which expresses high internal consistency (Mean = 23.93 and SD = 7.08).

Reliability

Cronbach’s alpha is used to measure the internal consistency among the items within each variable. The purpose is to see if the chosen items are closely related and intended to be used to measure the specific variables of interest. Cronbach’s alpha is a coefficient of reliability that expresses the average inter-correlation among the items.

This study used SPSS software to calculate the Cronbach’s alpha for all the items. The results show that some items did not have high internal consistency, below .70, and these items were deleted from the variables. The items that shows high internal consistency, ≥ 70 , were kept for the data analysis. The following tables provide the detailed information of the Cronbach’s alpha for each variable that has displayed high internal consistency coupled with the mean and standard deviation of the specific items that will be used in this study. The calculation of the standardized Cronbach’s alpha cannot be applied to the variable that only has one item. Therefore, such variables are left empty in the following tables.

Table 13

Cronbach's Alpha of IFP Fellows' Backgrounds Subscales

| | Mean | SD | Range |
|---|-------------|-----------|--------------|
| Fellows' Experiences of Social Injustices (alpha = .944) | 46.54 | 29.6 | 1 - 5 |
| I am currently experiencing social injustice due to caste. | 5.16 | 3.77 | 1 - 5 |
| I am currently experiencing social injustice due to ethnicity. | 3.52 | 2.92 | 1 - 5 |
| I am currently experiencing social injustice due to gender. | 3.45 | 3.07 | 1 - 5 |
| I am currently experiencing social injustice due to political discrimination. | 3.36 | 2.91 | 1 - 5 |
| I am currently experiencing social injustice due to poverty. | 3.61 | 2.53 | 1 - 5 |
| I am currently experiencing social injustice due to race. | 3.52 | 2.98 | 1 - 5 |
| I am currently experiencing social injustice due to religion. | 3.11 | 3.09 | 1 - 5 |
| I am currently experiencing social injustice due to coming from/ living in a politically unstable region. | 3.63 | 3.08 | 1 - 5 |
| I am currently experiencing social injustice due to coming from/ living in a remote/ rural area. | 3.36 | 2.73 | 1 - 5 |
| I am currently experiencing social injustice due to sexual orientation. | 3.19 | 3.36 | 1 - 5 |
| I am currently experiencing social injustice due to violence/ war. | 3.40 | 3.22 | 1 - 5 |
| Future Goals After IFP Fellowship (Alpha = .883) | 54.63 | 14.74 | 1 - 6 |
| Live and work in my home community. | 4.44 | 1.41 | 1 - 6 |
| Live and work in my home country. | 4.82 | .81 | 1 - 6 |
| Live and work in my host country. | 2.78 | 2.34 | 1 - 6 |
| Live and work in another country. | 2.73 | 2.18 | 1 - 6 |
| Work in an area related to academic experience prior to the fellowship. | 4.32 | 1.44 | 1 - 6 |
| Work in an area related to professional experience prior to the fellowship. | 4.44 | 1.40 | 1 - 6 |
| Work in an area related to my social/ community activities prior to the fellowship. | 4.42 | 1.27 | 1 - 6 |
| Work in an area related to current field of study. | 4.84 | .840 | 1 - 6 |
| Work in an international/ inter-governmental organization. | 4.31 | 1.54 | 1 - 6 |
| Live in an international city/ region/ environment. | 3.47 | 2.09 | 1 - 6 |
| Work in business. | 2.26 | 1.94 | 1 - 6 |
| Work in government. | 3.40 | 1.99 | 1 - 6 |
| Work in a non-governmental organization. | 4.29 | 1.58 | 1 - 6 |
| To study/ work in a university. | 4.11 | 1.68 | 1 - 6 |
| Success of Choices (Alpha = .745) | 13.49 | 1.91 | 1 - 5 |
| I consider my educational choices are successful. | 4.57 | .66 | 1 - 5 |
| I consider my professional choices are successful. | 4.54 | .77 | 1 - 5 |
| I consider my social action choices are successful. | 4.38 | .91 | 1 - 5 |
| Gender (Alpha = -) | - | - | 0 - 1 |
| My gender is ... | | | |
| Life Satisfaction (Alpha = -) | - | - | 1 - 5 |
| Generally speaking, I am satisfied with my life as a whole these days. | - | - | |
| Freedom of Choice and Control of Personal Life (Alpha = -) | - | - | 1 - 5 |

| | | | |
|---|---|---|-------|
| Generally speaking, I have freedom and control over my personal life. | - | - | 1 - 5 |
|---|---|---|-------|

Table 14

Cronbach's Alpha of Capabilities to be Educated Subscales

| | Mean | SD | Range |
|--|-------|------|-------|
| Literacy (Alpha = .773) | 12.65 | 2.16 | 1 - 5 |
| The study program provides quality teaching. | 4.33 | .76 | 1 - 5 |
| The study program provides training in research methods. | 4.08 | .88 | 1 - 5 |
| The study program provides academic support for thesis/ dissertation. | 4.24 | .95 | 1 - 5 |
| Learning Disposition (Alpha = .894) | 12.42 | 3.18 | 1 - 5 |
| The experience of IFP Fellowship builds skills for scientific work. | 4.21 | 1.16 | 1 - 5 |
| The experience of IFP Fellowship builds intercultural competencies. | 4.02 | 1.18 | 1 - 5 |
| The experience of IFP Fellowship builds my academic reputation. | 4.20 | 1.16 | 1 - 5 |
| Science and Technology (Alpha = .702) | 7.95 | 2.09 | 1 - 5 |
| The experience of IFP Fellowship develops computer skills. | 3.81 | 1.25 | 1 - 5 |
| The experience of IFP Fellowship develops social and communication skills. | 4.14 | 1.13 | 1 - 5 |

Table 15

Cronbach's Alpha of the Achieved Functionings Subscales

| | Mean | SD | Range |
|---|------|------|-------|
| Personal Achievement "Being" (Alpha = .813) | 7.96 | 2.26 | 1 - 5 |
| I have more authority and responsibility than I had before within my professional activities. | 4.07 | 1.21 | 1 - 5 |
| I have more authority and responsibility than I had before within my voluntary activities. | 3.89 | 1.25 | 1 - 5 |
| Professional Achievement "Doing" (Alpha = .735) | 8.49 | 1.68 | 1 - 5 |
| I can apply the knowledge gained in my professional activities. | 4.34 | .89 | 1 - 5 |
| I can apply the knowledge gained in my voluntary activities. | 4.15 | .99 | 1 - 5 |

Table 16

Cronbach's Alpha of IFP Fellows' practiced human agencies Subscales

| | Mean | SD | Range |
|---|------|------|-------|
| Perceived Personal Efficacy: Current Paid Work (.745) | 1.75 | 2.16 | 0 - 1 |
| My current position is specifically related to arts and culture | .08 | .26 | 0 - 1 |
| My current position is specifically related to children, youth, and family. | .16 | .37 | 0 - 1 |
| My current position is specifically related to community development. | .29 | .46 | 0 - 1 |

| | | | |
|---|-------------|-------------|--------------|
| My current position is specifically related to education. | .31 | .46 | 0 - 1 |
| My current position is specifically related to environmental issues. | .18 | .38 | 0 - 1 |
| My current position is specifically related to gender issues. | .13 | .34 | 0 - 1 |
| My current position is specifically related to health care. | .13 | .34 | 0 - 1 |
| My current position is specifically related to human rights. | .14 | .35 | 0 - 1 |
| My current position is specifically related to international cooperation. | .08 | .27 | 0 - 1 |
| My current position is specifically related to literacy. | .05 | .22 | 0 - 1 |
| My current position is specifically related to media. | .06 | .23 | 0 - 1 |
| My current position is specifically related to religion. | .03 | .18 | 0 - 1 |
| My current position is specifically related to sexuality and reproductive health. | .07 | .25 | 0 - 1 |
| Workforce development. | .06 | .23 | 0 - 1 |
| Perceived Personal Efficacy: Current Paid Work Activity (Alpha = .786) | 1.63 | 1.92 | 0 - 1 |
| Within my current position, I perform coalition-building. | .15 | .36 | 0 - 1 |
| Within my current position, I perform information gathering/research. | .28 | .45 | 0 - 1 |
| Within my current position, I perform networking. | .25 | .44 | 0 - 1 |
| Within my current position, I provide training. | .37 | .48 | 0 - 1 |
| Within my current position, I raise funds. | .11 | .32 | 0 - 1 |
| Within my current position, I perform strategy development. | .30 | .46 | 0 - 1 |
| Within my current position, I write policies. | .16 | .37 | 0 - 1 |
| Individual Social Efficacy: Current Voluntary Work (Alpha = .747) | 1.54 | 2.05 | 0 - 1 |
| I am currently volunteering in arts and culture. | .08 | .27 | 0 - 1 |
| I am currently volunteering in children, youth, and family. | .18 | .38 | 0 - 1 |
| I am currently volunteering in community development. | .28 | .45 | 0 - 1 |
| I am currently volunteering in education. | .24 | .43 | 0 - 1 |
| I am currently volunteering in environmental issues. | .13 | .34 | 0 - 1 |
| I am currently volunteering in gender issues. | .11 | .31 | 0 - 1 |
| I am currently volunteering in health care. | .08 | .27 | 0 - 1 |
| I am currently volunteering in human rights. | .14 | .34 | 0 - 1 |
| I am currently volunteering in international cooperation. | .03 | .18 | 0 - 1 |
| I am currently volunteering in literacy. | .04 | .20 | 0 - 1 |
| I am currently volunteering in media. | .04 | .20 | 0 - 1 |
| I am currently volunteering in religion. | .07 | .26 | 0 - 1 |
| I am currently volunteering in sexuality and reproductive health. | .06 | .24 | 0 - 1 |
| I am currently volunteering in workforce development. | .04 | .20 | 0 - 1 |
| Individual Social Efficacy: Current Voluntary Work Activity (Alpha = .799) | 1.66 | 2.19 | 0 - 1 |
| Within my current voluntary work, I perform coalition building. | .12 | .32 | 0 - 1 |
| Within my current position, I perform information gathering/research. | .19 | .39 | 0 - 1 |
| Within my current position, I perform lobbying. | .09 | .29 | 0 - 1 |

| | | | |
|--|-----|-----|-------|
| Within my current position, I perform networking. | .23 | .42 | 0 - 1 |
| Within my current position, I perform organizing media/ information campaigns. | .10 | .30 | 0 - 1 |
| Within my current position, I provide technical assistance. | .24 | .43 | 0 - 1 |
| Within my current position, I provide training. | .26 | .44 | 0 - 1 |
| Within my current position, I raise funds. | .14 | .34 | 0 - 1 |
| Within my current position, I perform strategy development. | .21 | .41 | 0 - 1 |
| Within my current position, I write policies. | .09 | .29 | 0 - 1 |

Table 17

Cronbach's Alpha of IFP Impacts for Social Justice Subscales

| | Mean | SD | Range |
|--|-------------|-----------|--------------|
| Fellows' Impacts on Social Justice (Alpha = .891) | 31.22 | 6.44 | 1 - 5 |
| The impact of my professional and/ or voluntary work in general is strong. | 4.33 | 8.40 | 1 - 5 |
| The impact of my professional and/ or voluntary work on social justice in my academic field is strong. | 4.10 | 1.01 | 1 - 5 |
| The impact of my professional and/ or voluntary work on social justice in my home country is strong. | 3.91 | 1.02 | 1 - 5 |
| The impact of my professional and/ or voluntary work on social justice in my home region/ community is strong. | 3.95 | 1.06 | 1 - 5 |
| The impact of my professional and/ or voluntary work on social justice in my employment organization(s) is strong. | 4.13 | .98 | 1 - 5 |
| The impact of my professional and/ or voluntary work on social justice in my volunteering organization(s) is strong. | 4.00 | 1.08 | 1 - 5 |
| The impact of my professional and/ or voluntary work on governmental policies is strong. | 3.34 | 1.24 | 1 - 5 |
| The impact of my professional and/ or voluntary work on non-governmental policies is strong. | 3.45 | 1.25 | 1 - 5 |
| Fellows' Understanding and Commitment on Social Justice (Alpha = .729) | 12.80 | 2.50 | 1 - 5 |
| I understand what is needed to improve the situation in my home country/ community. | 4.15 | 1.13 | 1 - 5 |
| The experience of IFP Fellowship strengthens my commitment to social justice. | 4.22 | 1.16 | 1 - 5 |
| The study program is useful for my personal development. | 4.43 | .77 | 1 - 5 |
| Fellows' Leadership Skills on Social Justice (Alpha = .800) | 8.59 | 1.49 | 1 - 5 |
| The study program is useful for developing my social and communication/ leadership skills. | 4.40 | .76 | 1 - 5 |
| The study program is useful for developing social justice leadership competencies. | 4.20 | .86 | 1 - 5 |

Table 18

Cronbach's Alpha of Control Variables Subscales

| | Mean | SD | Range |
|---|-------------|-----------|--------------|
| Problems After Finishing Study (Alpha = .859) | 23.93 | 7.08 | 0 - 5 |
| I have problems with readjusting to life in my home country. | 3.12 | 1.32 | 0 - 5 |
| I have problems with finding an adequate job. | 3.52 | 1.53 | 0 - 5 |
| I have problems with high expectations of family/ people around me. | 3.81 | 1.45 | 0 - 5 |
| I have problems with reconnecting to old relationships. | 3.20 | 1.31 | 0 - 5 |
| I have problems with applying/ implementing the knowledge gained. | 3.41 | 1.36 | 0 - 5 |
| I have problems with becoming recognized as a professional. | 3.28 | 1.34 | 0 - 5 |
| I have problems with realizing plans I made before/ during my fellowship. | 3.59 | 1.31 | 0 - 5 |
| Children/ Dependents (Alpha = -) | - | - | 0 - 1 |

Model Illustration and Statistical Technique

In this study, structural equation modeling (SEM) was used to run the statistical analyses. Path analysis and confirmatory factor analysis (CFA) of SEM were selected for examining hypotheses 1 and 2 respectively. Based on the research hypotheses, there are 2 models created for this study.

Model 1 addresses the first hypothesis:

H1: IFP fellows' backgrounds will positively be related to their impacts on social justice.

The first model was examined by using path analysis. The rationale behind the selection of path analysis is that path analysis is basically an extension of the regression model, employed to examine the fit of the correlation matrix against two or more causal models that are being compared (Garson, 2008). Since the first model does not have any latent constructs, path analysis is considered the most appropriate method to see the relationships between IFP fellows' background and their impacts on social justice. Nevertheless, as this path analysis is only used for testing the first hypothesis, it does not look for any mediation within the model. Figure 1

below explains how the path analysis between the independent variables and dependent variables was conducted.

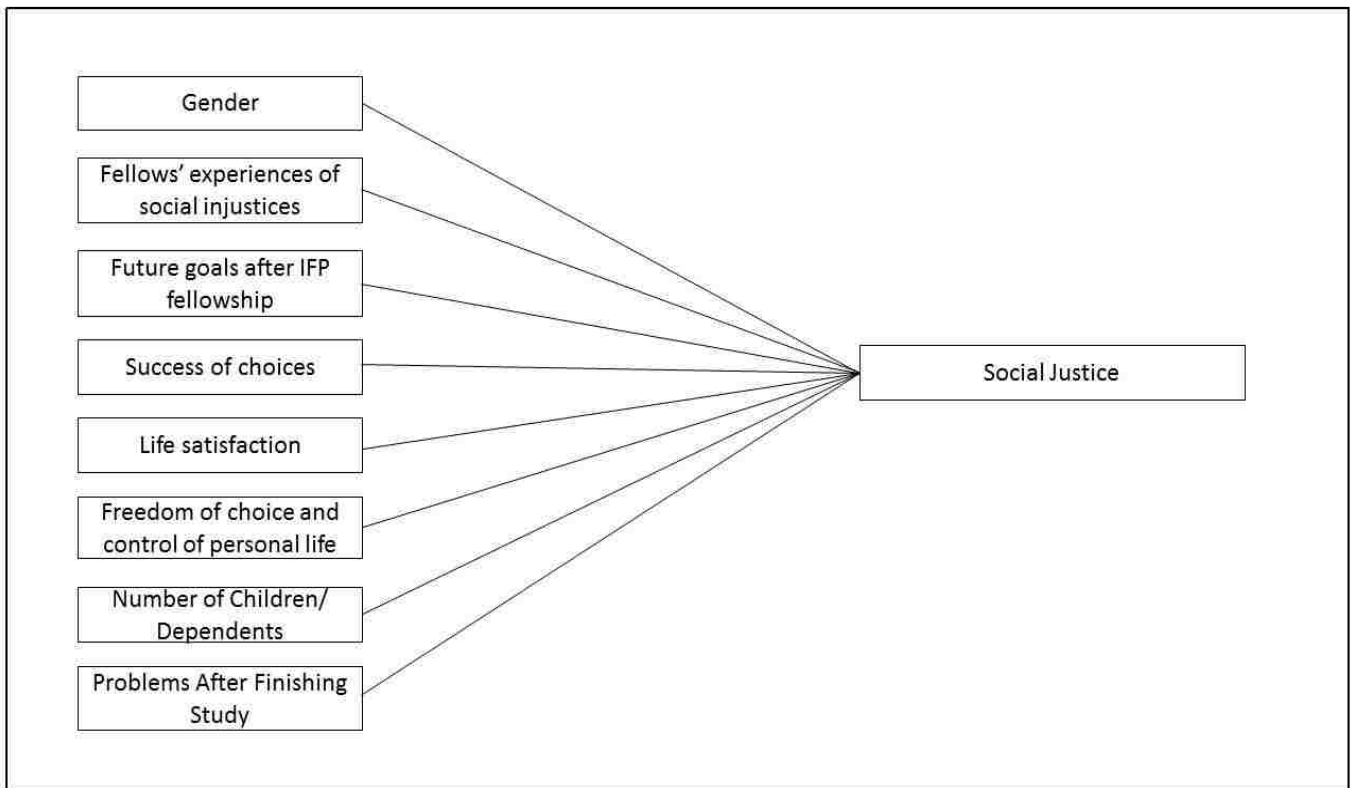


Figure 1. The path analysis model for hypothesis 1

To illustrate, each independent variable was designed to predict the outcome variable. The purpose is simply to see the relationship between each independent variable and the outcome variable. As seen in figure 1, the path of analysis was drawn from the independent variable gender to the dependent variable social justice; the same process was applied to the other seven independent variables to the outcome variable.

It is important to note that the present study utilizes two different sets of data, comprising of the 2012 IFP Alumni Data and IFP Fellows data. In the first hypothesis, it is the IFP fellows data that were used for data analysis; specifically, this study is interested in the fellows who participated in the 2012 IFP Alumni surveys. As the IFP fellows data also includes the data of

fellows who did not participate in the 2012 surveys, IFP IDs attached to all IFP fellows were used to find the participants who participated in the 2012 surveys thereby decreasing the number of cases.

Model 1 examined the relationship between IFP fellows' backgrounds and fellows' impacts on social justice. IFP fellows' backgrounds consisted of six variables, including fellows' experiences of social injustices, future goals after IFP fellowship, success of choices, gender, life satisfaction, and freedom of choices and control of personal life. Besides, two control variables, the number of children/ dependents and problems after finishing study, were included in the data analysis. The outcome variables involved fellows' impacts on social justice, fellows' understanding and commitment of social justice, and fellows' leadership skills on social justice that were averaged and computed into the variable named social justice.

Prior to the examination, multicollinearity diagnostics was conducted to see the strength of the correlations among the independent variables. The reason is that too high correlated independent variables with each other can be problematic in regression analysis. The correlations are considered too high if the variance inflation factor (VIF) is greater than 5 ($VIF > 5$) (Studentmund, 2001). The diagnostics results indicated that no variable has VIF more than 5, which means that the variables are not problematic when used in regression analysis. In addition, tolerance was also observed to the proportion of unique information that the predictors provides in the regression analysis. Tolerance of 1 indicates no multicollinearity, while tolerance values close to 0 indicates severe multicollinearity problem. Table 19 below provides the results for the multicollinearity diagnostics.

Table 19

The Results of Multicollinearity

| Model | | Collinearity Statistics | |
|--------------|--|--------------------------------|------------|
| | | Tolerance | VIF |
| 1 | Success of choices | .925 | 1.081 |
| | Fellows' experiences of social injustices | .957 | 1.045 |
| | Gender | .945 | 1.058 |
| | Number of Children | .962 | 1.040 |
| | Life satisfaction | .808 | 1.238 |
| | Future goals after IFP fellowship | .942 | 1.061 |
| | Freedom of choice and control of personal life | .840 | 1.191 |
| | Problems after finishing study | .986 | 1.014 |

a. Dependent Variable: Social justice

Then, path analysis was performed to examine the relationship between IFP fellows' backgrounds and fellows' impacts on social justice. Path analysis can show the direct relationships among the variables (Garson, 2008). The primary interest of the present study in this first hypothesis is to find the direct relationship; however, as path analysis also provides the analysis of the fitting of the model, the results are also provided in this study. M plus version 7 was employed to run the path analysis for the first hypothesis. Maximum likelihood estimation was selected as the data were normally distributed.

Model 2 addresses the second hypothesis:

H2 (a) : The constructs built upon the capability approach that include IFP Fellows' basic capabilities, achieved functionings, and practiced human agencies will positively be related to their impacts on social justice in home country.

H2 (b) : The proposed structural model will be a good fit for exploring the substantive impact of scholarship for social change and social justice for home countries from recipients' perspectives.

Confirmatory Factor Analysis (CFA) was used to test the second hypothesis. CFA is considered the appropriate statistical technique to test the second hypothesis because it examines the extent of interrelationships and covariation among the latent constructs (Schreiber, Nora, Stage, Barlow, & King, 2006). In addition, Mueller, Hancock, Smelser, and Baltes (2001) contend, "CFA allows for the assessment of fit between observed data and an a priori conceptualized, theoretically grounded model that specifies the hypothesized causal relations between latent factors and their observed indicator variables". In the present study, the latent constructs include capabilities, functionings, and human agencies as conceptualized the capability approach. The purposes are to find out the interrelations among the three capability approach constructs on social justice and to examine the fitness of the proposed structural equation model based on the capability approach. Figure 2 below illustrates the proposed structural equation model in this study.

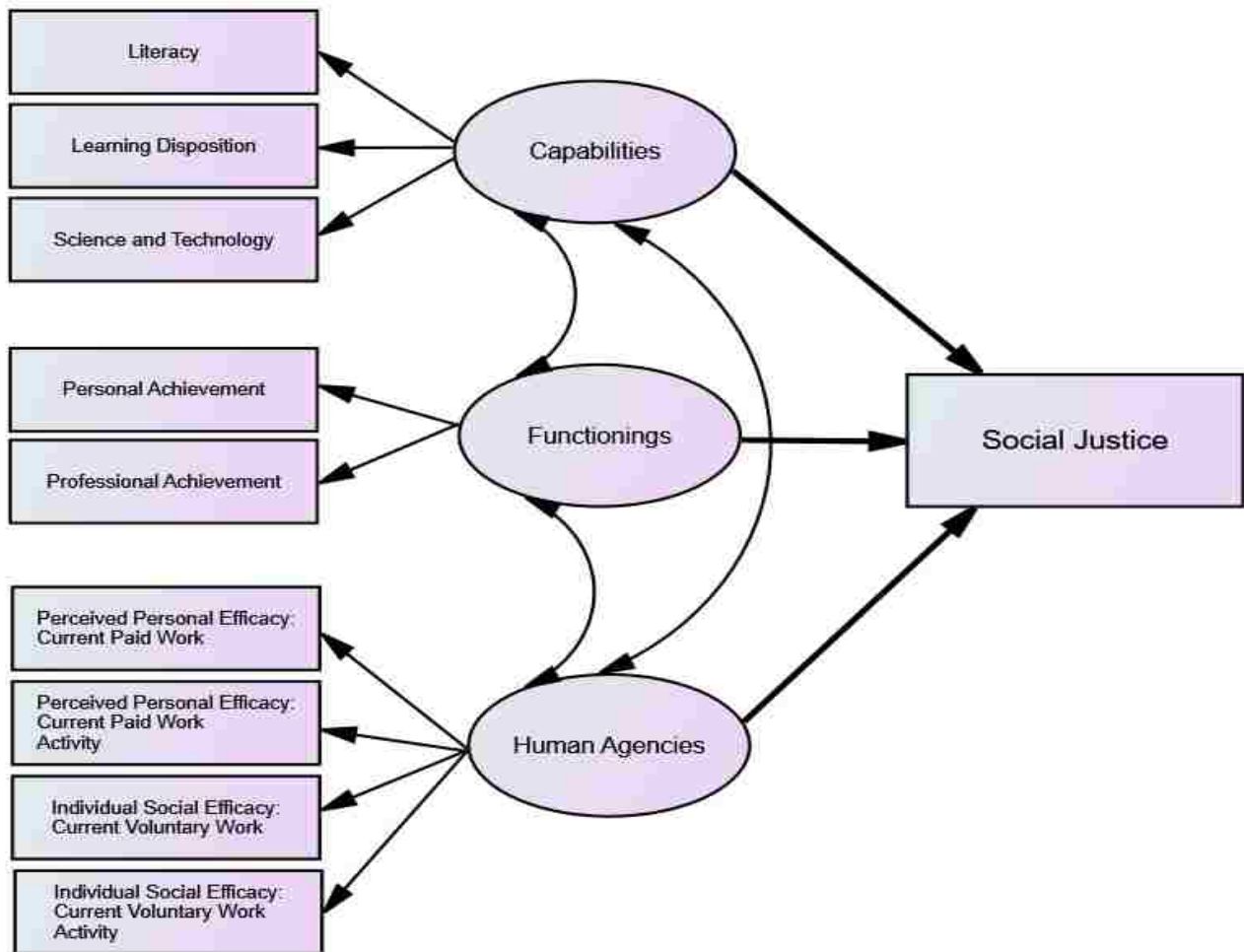


Figure 2. The Proposed Structural Equation Model based on the Capability Approach

Model 2 explored the interrelationships between the observed variables and the capability approach constructs as well as between the capability approach constructs and social justice in home countries. Then, this study continued the analysis by examining the fitness of the proposed structural equation model for exploring the substantive impact of scholarship for social change and social justice for home countries from recipients' perspectives. Unlike in Model 1, the data utilized to examine Model 2 are the 2012 IFP Alumni data. Maximum likelihood estimation was selected as the data were normally distributed. The number of observations was 1,794.

The model fit assessment in this study used three indexes, including root mean square error of approximation (RMSEA), Tucker-Lewis index (TLI), and comparative fit index (CFI). The selection of these indexes was based on a study by Jackson, Gillaspay Jr, and Purc-Stephenson (2009) who reviewed research articles using confirmatory factor analysis published between 1996 – 2006. They found that most of the researchers used RMSEA, TLI, and CFI to assess the model fit with the cut offs for RMSEA (.06), TLI ($\geq .95$), and CFI ($\geq .95$). CFI compares the improvement of the fit of the proposed structural model over a more restricted model, while RMSEA corrects for a model's complexity (Weston & Gore, 2006). TLI can be accepted for model fit if the value is $\geq .95$ (Schreiber, Nora, Stage, Barlow, & King, 2006).

Interview Data Analysis

There are twenty-eight qualitative interviews analyzed in this study. The data were analyzed by using a coding system that was constructed by referring to the variables involved in hypotheses 1 and 2 in this study. The coding system follows some guidelines of interview data analyses by Burnard (1991), Talja (1999) and Weston et al. (2001). The coding system consists of nine topics that were discussed in the interviews. The topics include IFP fellows' work background information, study, expectation after graduation, first time recognizing IFP, perceptions about IFP, thesis/ dissertation, IFP leadership training, competencies received/ developed as the outcome of the fellowship, and fellows' future plans/ contributions. The following table illustrates how the coding system worked during the data analysis process. The complete information is provided in the appendix.

Table 20

The illustration of the Data Analysis Process

| Fellows' IDs | Work | Study | Expectation after graduation | First time recognizing IFP | Perceptions about IFP | Thesis/ Dissertation |
|---------------------|--|--|--|---|--|---|
| 100383 | <p>I was an activist for the Disabled People Movement in Indonesia since 1996. So, I organized the Disabled People in East-Java.</p> <p>I was working at East-Java Disabled People Forum, and we worked for the human rights and then community development and community employment for disabled people.</p> <p>I was the coordinator of the forum.</p> <p>I was also Executive Director in the Indonesian National Council for Disabled People at that time.</p> | <p>Yes, already made plans for that. And then I accepted in 2003, they gave me the English program and they sent me to the Netherlands in January 2004, to Maastricht, to the Centre for European Studies. And we studied about the culture and English there. Afterwards I studied in Groningen for the Humanitarian Assistance. I studied the Master program for Humanitarian Assistance. So the program is for social workers, especially for disaster situations. Like now in Indonesia, there are many earthquakes.</p> | <p>I expected, when I finished my study, to be able to implement our knowledge and skills to improve the disabled people condition in Indonesia because currently they live in a marginalized society. And the access for the economic and also the education and job as well are limited. So my dream is to have them to be equal to other society members.</p> | <p>At the time, I was looking for a scholarship and then I found in the police station there is an IFP program for the marginalized community. And then I applied for them. That was the first time I knew about IFP.</p> | <p>I liked the IFP. I read the program and I liked it because they concentrate on the marginal community and the marginal people that do not have the access for the education anymore. This is different from the other scholarship programs because they only give opportunities to the educated people like in Jakarta and Surabaya. But I always lived in Kadiri a small city in East-Java and for us it is very difficult to access the education, especially the foreign education.</p> <p>This changed my life because now I got the broader, the wider knowledge about the society, about the disability, about something that I didn't have before. So this can influence my skills as well and I can make contact with a friend abroad because now I get better English.</p> | <p>I fit my expectations. I did the research for my Master Thesis in Atjeh for the tsunami. It meant that what I got from my study, it could be implemented in the field. There were so many disabled people after the tsunami that were marginalized by the society that also the united organizations did not care about that. Their life is not very good.</p> |

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Yes, I manage cultural activities like discussions and networking for the art communities in general.

No, I was also writing as a freelancer in some newspapers in my region of my country.

JD: Did you also think that with a second study you would get a better job opportunity?
I: No I'm still looking for the necessary job for me.

Because it was very important for me to a higher level for my education because I believe education is something important to strengthen my capabilities and my ability especially in my cultural study, that is something I believe.

Indonesian literature in the department of language and culture of South East Asia at Leiden University.

I'm still writing plays for the theater, and then I directed a play in some places in my country, that is my main job.

I was directing a play for a theater, and I got the information from my friend and then I applied for this fellowship.

Because it was very unique and forfeits and encourages marginalized people to apply for this fellowship. Also, the most important thing was that the IFP fellowship provides free training for English preparation. Yes because it is really really hard to find a fellowship like this. People who want to apply for this need a very high score. And people who live in the city have better access to these English courses.

I found a link in Indonesian literary study, and I found there is something interesting. During the colonization in my country, I found that the publication in my region, Bukittinggi west Sumatra, there was a link between west Sumatra and North Sumatra and with Java. This is very important because within the criticism in Indonesian literature this is still hidden and unsolved and people do not know this problem.

Data Analysis Procedures

The first stage was obtaining and cleaning the data. This study obtained the data of IFP alumni in 2012 and the data of IFP fellows collected in 2003, 2004, 2006, and 2007 from the Ford Foundation archives at Columbia University. During the data cleaning process, this study received assistance for the coding interpretation from Andrea Kottmann who used to work with the data of IFP alumni and fellows. In addition, this study added qualitative interview data with IFP fellows conducted in 2006 from the Institute of International Education (IIE). The next stage was examining the data by using the appropriate statistical techniques following the research hypotheses, as explained earlier. Then, this study reported the results of the analyses with discussion, recommendation for future research and practice, limitation of the study and conclusion.

Chapter IV: Results

Descriptive Statistics

Fellows evaluated three capability approach latent constructs and three dependent variables from the 2012 alumni surveys. The capability approach constructs consist of capabilities, functionings, and human agencies, while the dependent variables involve fellows' impacts on social justice, fellows' understanding and commitment of social justice, and fellows' leadership skills on social justice used to measure fellows' impacts on social justice. This section elaborates the descriptive statistics of the independent and dependent variables involved in the data analyses for examining hypotheses 1 and 2 in this study.

IFP fellows' evaluation of basic capabilities. Three set of capabilities were evaluated by IFP fellows, including literacy, learning disposition, and science and technology. Most of IFP fellows gave the highest number to each observed variable/ subscale. On literacy, based on statistical analysis, fellows reported that the study program provides excellent quality of teaching ($f = 817, N = 1708, M = 4.33, SD = .76$), excellent training in research methods ($f = 609, N = 1697, M = 4.07, SD = .89$) and excellent academic support for thesis/ dissertation ($f = 838, N = 1680, M = 4.24, SD = .95$). Regarding learning disposition, fellows strongly agreed that the experience of IFP fellowship builds skills for scientific work ($f = 737, N = 1676, M = 4.01, SD = 1.18$), intercultural competencies ($f = 960, N = 1712, M = 4.21, SD = 1.16$), and academic reputation ($f = 952, N = 1708, M = 4.21, SD = 1.16$). Then, about science and technology, fellows strongly agreed that the experience of IFP fellowship builds computer skills ($f = 653, N = 1663, M = 3.81, SD = 1.25$), and social and communication skills ($f = 843, N = 1708, M = 4.13, SD = 1.13$). The detailed percentages for each subscale can be seen in table 21 in the appendix.

IFP fellows' evaluation of their achieved functionings. Fellows evaluated their achieved functionings in the aspects of personal achievement (beings) and professional achievement (doings). On personal achievement, fellows strongly agreed that they have more authority and responsibility than they had before within professional activities ($f = 787, N = 1533, M = 4.08, SD = 1.19$) and voluntary activities ($f = 572, N = 1314, M = 3.89, SD = 1.25$). Meanwhile, fellows reported that, on professional achievement, they can apply the knowledge gained to a very high extent in professional activities ($f = 870, N = 1588, M = 4.33, SD = .90$) and voluntary activities ($f = 629, N = 1342, M = 4.12, SD = .99$). The complete results are depicted in table 22 in the appendix.

IFP Fellows' evaluation of their practiced human agencies. Fellows' practiced human agencies in their current paid work are mostly related to education ($f = 549, N = 1794, M = .31, SD = .46$) and community development ($f = 526, N = 1794, M = .29, SD = .46$). Most of IFP fellows perform strategy development ($f = 545, N = 1794, M = .30, SD = .46$), information gathering/ research ($f = 505, N = 1794, M = .28, SD = .45$), and networking ($f = 455, N = 1794, M = .25, SD = .44$). Moreover, fellows' current voluntary works are related to community development ($f = 511, N = 1794, M = .28, SD = .45$) and education ($f = 439, N = 1794, M = .24, SD = .43$). In their voluntary work, fellows provide training ($f = 473, N = 1794, M = .26, SD = .44$) and technical assistance ($f = 439, N = 1794, M = .24, SD = .43$). The complete results are provided in table 23 in the appendix.

IFP fellows' evaluation of their impacts on social justice. Fellows reported that the impact of their professional and/ or voluntary work in general is very strong ($f = 790$, $N = 1565$, $M = 4.28$, $SD = .87$). Specifically, fellows indicated that the impacts of their professional and/ or voluntary work on social justice are very strong in academic field ($f = 674$, $N = 1535$, $M = 4.08$, $SD = 1.03$), employment organization ($f = 622$, $N = 1492$, $M = 4.10$, $SD = .97$), volunteering organizations ($f = 517$, $N = 1271$, $M = 4.00$, $SD = 1.07$), and home region/ community ($f = 534$, $N = 1520$, $M = 3.90$, $SD = 1.07$). Meanwhile, fellows' impacts are strong in home country ($f = 523$, $N = 1535$, $M = 3.87$, $SD = 1.04$) and non-governmental policies ($f = 417$, $N = 1373$, $M = 3.47$, $SD = 1.25$), and governmental policies ($f = 369$, $N = 1434$, $M = 3.35$, $SD = 1.26$). Table 24 in the appendix provides the detailed statistics.

IFP fellows' understanding and commitment. As the outcome of IFP experience, fellows reported that the study program is useful for their personal development ($f = 969$, $N = 1712$, $M = 4.43$, $SD = .77$), the experience of IFP fellowship strengthens their commitment to social justice ($f = 964$, $N = 1696$, $M = 4.21$, $SD = 1.16$), and the fellowship experience helps fellows understand what is needed to improve the situation in their home country/ community ($f = 873$, $N = 1709$, $M = 4.15$, $SD = 1.14$). The details can be seen in table 25 in the appendix.

IFP fellows' leadership skills on social justice. Fellows evaluated that the study program is useful for developing their social and communication/ leadership skills ($f = 843$, $N = 1708$, $M = 4.13$, $SD = 1.13$) and useful for developing their social justice leadership competencies ($f = 723$, $N = 1699$, $M = 4.19$, $SD = .86$). The detailed results can be found in table 26 in the appendix.

Control Variables. The control variables in the present study comprise of the number of IFP fellows' children/ other dependents and fellows' problems after finishing study. The evaluation results show that most of fellows have children/ other dependents ($f = 1229, N = 1736, M = 1.29, SD = .46$). In addition, the results also illustrate that after graduation, most of fellows do not have problems at all with readjusting to life in home country ($f = 628, N = 1332, M = 3.14, SD = 1.32$), finding an adequate job ($f = 550, N = 1421, M = 3.59, SD = 1.55$), high expectations of family/ people ($f = 420, N = 1487, M = 3.80, SD = 1.46$), reconnecting to old relationships ($f = 652, N = 1478, M = 3.20, SD = 1.31$), applying/ implementing the knowledge gained ($f = 576, N = 1539, M = 3.40, SD = 1.37$), becoming recognized as a professional ($f = 632, N = 1521, M = 3.28, SD = 1.35$), and realizing plans they made before/ during my fellowship ($f = 4141, N = 1522, M = 3.62, SD = 1.34$). The details are presented in table 27 and 28 in the appendix.

Results Based on Bivariate Correlations

Bivariate correlation analysis was conducted between social justice and subscales of the three capability variables. The results indicate that social justice was predicted by gender ($r = .07, p < .05$), literacy ($r = .34, p < .001$), learning dispositions ($r = .56, p < .001$), science and technology ($r = .53, p < .001$), personal achievement (being) ($r = .43, p < .001$), professional achievement (doings) ($r = .57, p < .001$), perceived personal efficacy: current paid work ($r = .17, p < .001$), perceived personal efficacy: current paid work activity ($r = .20, p < .001$), individual social efficacy: current voluntary work ($r = .24, p < .001$), and individual social efficacy: current voluntary work activity ($r = .26, p < .001$). Table 29 presents the detailed results of the bivariate correlations.

Table 29

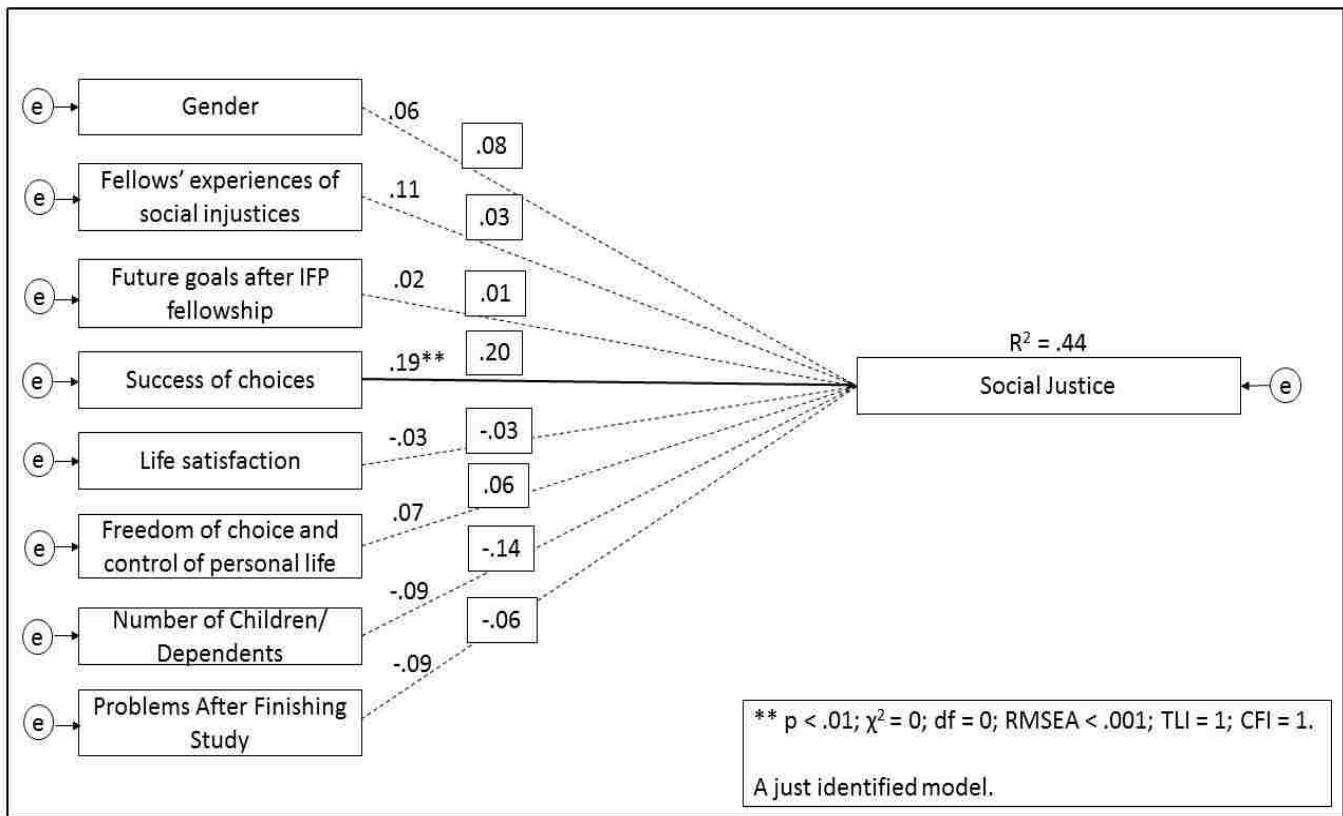
The results of the Bivariate Correlations

| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 – Gender | -.00 | -.06 | -.04 | .06 | .04 | .02 | .08* | .03 | .05 | .07* |
| 2 – Literacy | | .21*** | .20*** | .18*** | .27*** | .02 | .07 | .00 | -.03 | .34*** |
| 3 - Learning Disposition | | | .80*** | .09** | .15*** | .00 | .04 | .03 | .05 | .56*** |
| 4 - Science and Technology | | | | .13*** | .29*** | .06 | .08* | .11** | .12** | .53*** |
| 5 - Personal Achievement | | | | | .43*** | .11** | .08* | .17*** | .20*** | .43*** |
| 6 - Professional Achievement | | | | | | .14*** | .12*** | .24*** | .24*** | .57*** |
| 7 – Perceived Personal Efficacy: Current Paid Work | | | | | | | .60*** | .44*** | .33*** | .17*** |
| 8 - Perceived Personal Efficacy: Current Paid Work Activity | | | | | | | | .35*** | .43*** | .20*** |
| 9 – Individual Social efficacy: Current Voluntary Work Activity | | | | | | | | | .74*** | .24*** |
| 10 – Individual Social Efficacy: Current Voluntary Work activity | | | | | | | | | | .26*** |
| 11 – Social Justice | | | | | | | | | | 1 |
| M | 4.23 | 4.19 | 4.03 | 4.05 | 4.28 | .16 | .30 | .16 | .24 | 4.06 |
| SD | .71 | 1.02 | 1.01 | 1.09 | .81 | .17 | .29 | .16 | .23 | .63 |
| R | 1-5 | 1-5 | 1-5 | 1-5 | 1-5 | 0-1 | 0-1 | 0-1 | 0-1 | |

Notes. * $p < .05$, ** $p < .01$, *** $p < .001$, two tailed tests.

Hypothesis 1

The results of the analysis show that among the eight independent variables, only success of choices was positively related to social justice ($\beta = .19, p < .01$). The model explains 44% of the variance in social. The slope of the line indicates that social justice is likely to increase by .2 for every one unit increase in success of choice ($B = .20, SE = .07, p = .004$). The indices of the model fits display a just identified model because the chi-square value and degree of freedom were 0 ($p < .001$), with $RMSEA < .001$, $TLI = 1$, $CFI = 1$. The total of the observation is 241 and the number of free parameter is 10. The results are illustrated in Figure 3.



Notes. Intense line – significant, direct relationship; dash line – non-significant relationship.

Figure 3. The illustration of the path analysis results for hypothesis 1

Hypothesis 2

The relationship results. Three relationships were analyzed at this stage, which consisted of the relationship between the observed variables and latent constructs, the relationships among the latent constructs, and the relationship between the latent constructs and social justice. On the first relationship, the observed variables including literacy, learning disposition, and science and technology were significantly related to the latent construct capabilities. Of the three observed variables, learning disposition had the strongest relationship with capabilities ($\beta = .89$, $SE = .01$, $p < .001$), followed by science and technology ($\beta = .88$, $SE = .01$, $p < .001$) and literacy ($\beta = .26$, $SE = .02$, $p < .001$). These results showed that literacy, learning disposition, and science and technology statistically predict the set of capabilities to be educated that were received by IFP fellows during the fellowship. In addition, the model results for unstandardized regression coefficients depicted that the set of capabilities would increase by .19, .95, and .92 in every one unit increase in literacy, learning disposition, and science and technology respectively.

The observed variables involving personal achievement (beings) and professional achievement (doings) were positively related to the latent construct functionings. The variable professional achievement (doings) had stronger relationship with functionings ($\beta = .71$, $SE = .02$, $p < .001$) than personal achievement (beings) ($\beta = .60$, $SE = .02$, $p < .001$). These results statistically predict that every one unit increase in personal and professional achievement would increase the set of IFP fellows' functionings by .68 and .61 respectively. In other word, the more IFP fellows obtained personal and professional achievement, the more they would function the set of capabilities that they received from IFP fellowship.

The other four observed variables including perceived personal efficacy: current paid work, perceived personal efficacy: current paid work activity, individual social efficacy: current voluntary work, and individual social efficacy: current voluntary work activity were positively related to the latent construct human agencies. The results of the analysis revealed that perceived personal efficacy: current paid work activity had a stronger relationship with IFP fellows' practiced human agencies ($\beta = .59, SE = .05, p < .001$) than perceived personal efficacy: current paid work ($\beta = .48, SE = .04, p < .001$), while individual social efficacy: current voluntary work activity showed a stronger relationship with IFP fellows' practiced human agencies ($\beta = .66, SE = .05, p < .001$) than individual social efficacy: voluntary work ($\beta = .58, SE = .05, p < .001$). From these results, it was predicted that IFP fellows would likely increase their practiced human agencies by .16 in every one unit increase in their perceived personal efficacy: current paid work activity; the increase would be by .15, .08, and .07 in every one unit increase in their individual social efficacy: current voluntary work, individual social efficacy: current voluntary work, and perceived personal efficacy: current paid work respectively. Table 30 below provides the details of the factor loadings.

Table 30

Factor Loadings for the Relationships between the Observed Variables and Latent Constructs

| Observed Variables | Latent Constructs | β (SE) | R ² | B (SE) | Residual Variances |
|---|-------------------|--------------|----------------|--------------|-----------------------|
| Literacy ← | Capabilities | .26 (.02)*** | .07 | .19 (.02)*** | .48 |
| Learning Disposition ← | Capabilities | .89 (.01)*** | .80 | .95 (.02)*** | .23 |
| Science and Technology ← | Capabilities | .88 (.01)*** | .78 | .92 (.02)*** | .24 |
| Personal Achievement ← | Functionings | .60 (.02)*** | .36 | .68 (.03)*** | .81 |
| Professional Achievement ← | Functionings | .71 (.02)*** | .50 | .61 (.03)*** | .36 |
| Perceived Personal Efficacy.: Current Paid Work ← | Human Agencies | .48 (.04)*** | .23 | .07 (.00)*** | .02 |
| Perceived Personal Efficacy: Current Paid Work Activity ← | Human Agencies | .59 (.05)*** | .35 | .16 (.01)*** | .05 |
| Individual Social Efficacy: Current Voluntary Work ← | Human Agencies | .58 (.05)*** | .33 | .08 (.00)*** | .01 |
| Individual Social Efficacy: Current Voluntary Work Activity ← | Human Agencies | .66 (.05)*** | .44 | .15 (.01)*** | .03 |

Notes. * $p < .05$, ** $p < .01$, *** $p < .001$, two tailed tests.

On the relationship among the latent constructs, the analysis showed that the three factors involving capabilities, functionings, and human agencies were positively related. Human agencies had a stronger relationship with functionings ($\beta = .03, SE = .04, p < .001$) than capabilities with functionings ($\beta = .27, SE = .03, p < .001$).

Furthermore, the last analysis was about how the latent constructs predict social justice. It was obtained that human agencies were not significantly related to social justice, but capabilities and functionings were. Capabilities had a stronger relationship with social justice ($\beta = .70, SE = .02, p < .001$) than functionings ($\beta = .42, SE = .02, p < .001$). Every one unit increase in capabilities and functionings predicts the increase by .47 and .28 respectively in social justice. The following table shows the factor loadings among capability approach constructs and with social justice.

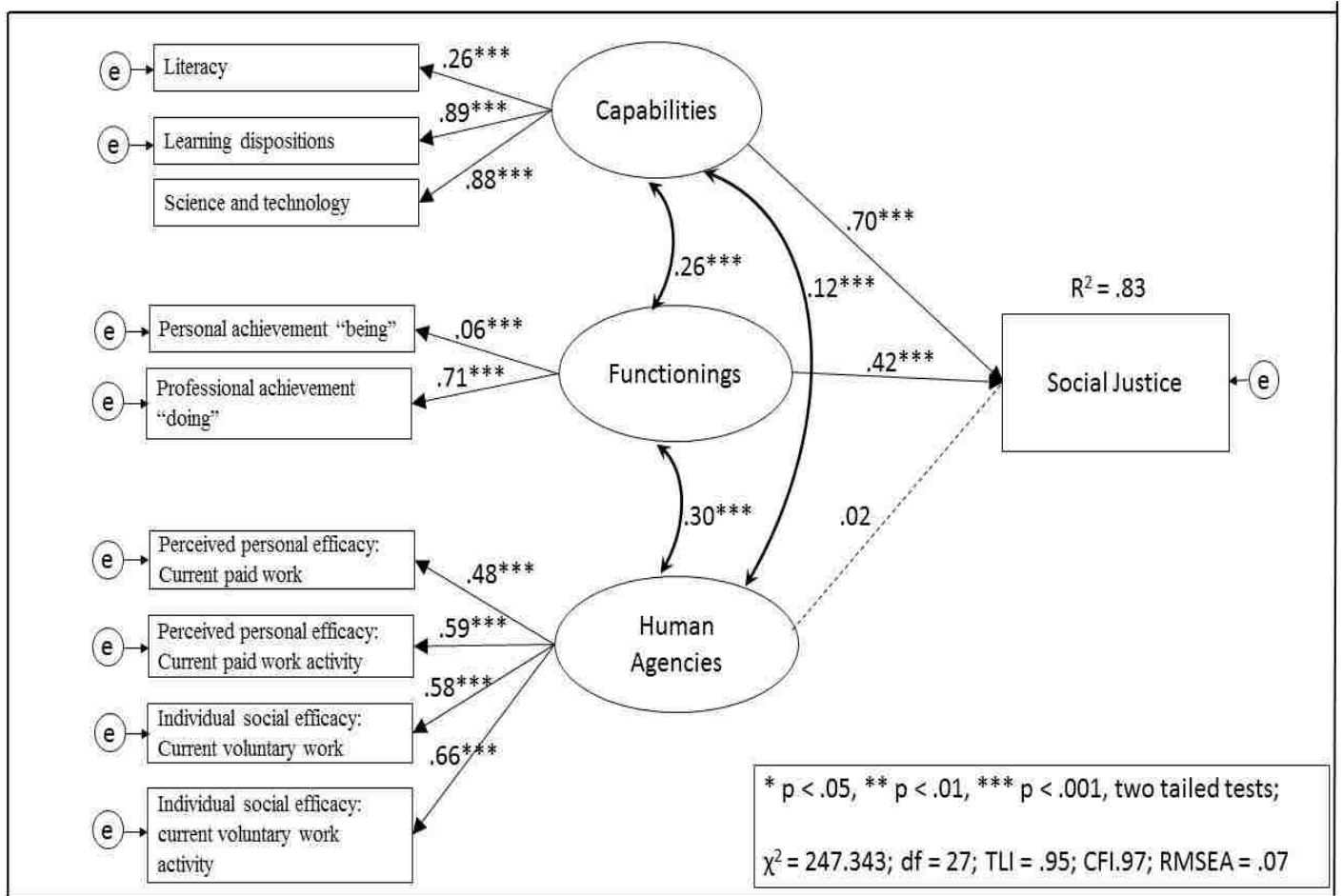
Table 31

Factor Loadings for the Relationships among the Latent Constructs and between the Latent Constructs and the Outcome Variable

| Latent Constructs | Functionings | | Human Agencies | | Social Justice | |
|--------------------------|--------------------------------|---------------|--------------------------------|---------------|--------------------------------|---------------|
| | β (SE) | B (SE) | β (SE) | B (SE) | β (SE) | B (SE) |
| Capabilities | .26 (.03)*** | .26 (.03)*** | .13 (.03)*** | .13 (.03)*** | .70 (.02)*** | .47 (.13)*** |
| Functionings | | | .30 (.04)*** | .30 (.04)*** | .42 (.02)*** | .28 (.01)*** |
| Human Agencies | | | | | .02(.02) | .02 (.01) |

Notes. * $p < .05$, ** $p < .01$, *** $p < .001$, two tailed tests.

Model fit assessment. The results of the analysis revealed that the value of chi-Square of model fit was 247.343 ($df = 27, p < .001$), while the value of chi-square of model fit for the baseline model was 7560.733 ($df = 25, p < .001$). As the sample size is big, the result of the chi-square tends to be significant (Kline, 1998); thus, other indices for model fit were assessed. The estimate value for RMSEA was .07, which was decent, given that the accepted value is $< .08$ with confidence interval (Schreiber, Nora, Stage, Barlow, & King, 2006). The results for TLI and CFI were great at .95 and .97 respectively. The number of observations was 1,794 and number of free parameters was 38. These results indicated that the proposed structural model was theoretically sound and explained the data well. The model significantly explains 83% of the variability in fellows' impacts on social justice ($R^2 = .83, SE = .01, p < .001$). The following figure shows the structural equation model with the values for each observed variable and latent construct.



Notes. Intense line – significant, direct relationship; dash line – non-significant relationship.

Figure 4. The summary of the proposed structural equation model built upon capability approach

Interview Data

This section elaborates the findings from the interview data analyses, which will be used to complement and contextualize the findings from the quantitative analyses. As the complementary data, the findings are expected to be in line with the variables employed in the quantitative data analyses. After finishing the data analyses, nine topics appeared to be mostly discussed in the interviews. The findings are explained in the nine topics that were discussed in the interviews. The details can be found as follows.

IFP fellows' background. IFP fellows had various backgrounds in the aspects of the work that they were doing prior to applying the fellowship. Types of work that appeared during the interviews involved working for the disabled people movement, managing cultural activities, freelance newspaper journalists, conducting research related to communication artifact for company, lecturer, governmental organization staff, pathologist, translator, teacher, and audiologist. Fellows' previous work experience, to some extent, had a connection to the issues of social injustices. As an example, a fellow explained, " ... I was teaching biology and chemistry at a boarding high school. It would be mentioned specifically, it is a boarding high school for the minority students from all over the place from my province." Another fellow worked at an education center for disabled children in ho-chi-min city where s/he was involved in the project assisting hearing impaired children. The interviews also revealed that one IFP fellow could have more than one paid job which could be in the same or different fields.

Some fellows were also pursuing a post-graduate degree at the time they applied for the fellowship, but giving up their study when they were awarded the fellowship. For instance, one fellow said, "... I was studying. I was doing a post-graduate degree in mass communication."

Then, he continued, "... Yes, I was busy on creative projects as well, as [I] was working on a novel. And I was working with an independent video production house."

Most of IFP fellows did some voluntary work next to their paid job. The voluntary work could involve some activities with an organization and a campaign, such as monitoring groups in the Arab slopes of Bombay, giving training to a youth action forum in Nigeria, working with Church for advocating human rights in Guatemala, helping farmers, providing services for people with disability, supervising young volunteers in the army. For temporary voluntary work, for example, a fellow spent his/ her weekends by working for the Missionaries of Charity, helping nurses and caretakers with the disabled children. Another fellow said, "I'm a priest in the church of Uganda and so I have done some other priesting activities alongside this work. I also worked as a local school board and ... working in the board of other NGO's in the area." There was also a fellow working with MARED fellowship, in which the project was to promote family values in rural areas as well as HIV/ Aids campaigns in Kampala.

IFP fellows' study. Fellows contended that education is important to strengthen their capabilities in the focused area of study they chose to pursue with the fellowship. Some decided their focused area of study based on the issue faced by their home country, such as taking a Master's degree in Humanitarian Assistance at Groningen University; a fellow took this Master's program because his/ her home country experiences earthquakes frequently and having a degree in Humanitarian Assistance can be a big help at a time of a tremendous earthquake hits the country. Fellows described that the number of people who have a post-graduate degree, especially Ph.D., is very rare in their home country, which at the same time, becomes their motivation to pursue the degree. Being able to do research appeared to be among fellows'

motivations as they believed that they would be able to understand the issues faced by their home country better through research and could become part of the problem solvers.

Nevertheless, several fellows' focused area of study was not related to their previous work experience. One fellow, for example, explained why s/he decided to pursue the field study that was not related to her/ his work experience. S/he worked with the grassroots non-government organization (NGO) in 1999 as a relief worker in Punjab India. Her/ his job was to help the rehabilitation process of the victims from the cyclone disaster in 2001, which killed approximately 10,000 people. A year later, the area was suffering from the drought. This work experience made him/ her interested in studying gender and disaster policy with IFP. It seems that work experience or career was not the only thing that influenced IFP fellows' decisions regarding their focused area of study. Their voluntary work experience, to some extent, contributed to their decision-making process. In this instance, since IFP was driven by the principles for addressing social justice issues, voluntary work that has a close connection to solving social injustices issues is valued.

To get promotion in their professional job upon study completion is one of the rewards received by fellows. Having a post-graduate degree from overseas universities gave fellows an opportunity to obtain a higher position than before. A fellow admitted that s/he had an ambition to advance his/ her career and doing graduate studies was one way to realize it. Further, although social injustices seem to be the focused issues in fellows' home country, the study program offering intensive academic training in social justice was sometimes not offered by the universities at home country. A fellow described, "... I have been working in my field for more than ten years. But I could not get any opportunity to study abroad for my degree in audiology. I have received some short-advanced training overseas like in Australia or the Netherlands, and

even in the US.” IFP allowed fellows to do graduate studies at overseas universities that offered the program fellows wished to undertake following their future goals.

IFP fellows’ expectation after graduation. Fellows viewed the fellowship as an opportunity to acquire knowledge and skills that can be useful for improving the situations in community and home country. A fellow, who was involved with the social sector, illustrated the situation where s/he felt the need to pursue a higher degree,” I had done my post graduate study in crop [..] after my study I joined a NGO working on rural women. At that time[,] I face a lot of problems to motivate people. It was like a technician was needed and I was a plumber.” The mismatch between what was needed and her/ his expertise made her/ him realize the need to improve her/ his skills in the social sector to be able contribute more. Fellows expected to have adequate knowledge and skills to tackle issues concerning the marginalization of disabled people, women empowerment, social development projects, gender bias, and environmental issues.

Nonetheless, some fellows, who used to work in field and had less time sitting behind the desk, experienced difficulties to adapt with academic environment. Fellows expected to have more practical type of study around social justice issues, rather than taking coursework in classroom. One fellow expressed his/ her thought,” At the beginning, I thought ... [my study would be much] around the more practical issues that I had wondered to settle in. But at the end of the day after getting through all the coursework and through the research I find ... [it useful].” It is after fellows returned to their professional work that they found the coursework useful in helping them perform their key responsibilities well.

IFP fellows’ first time recognizing IFP. One of the questions asked in the interviews was how the fellows knew IFP for the first time. The answers varied among fellows, from the

common answers, such as knowing it from a friend and newspaper, to the unusual one, for example, finding the information in the police station. Nonetheless, among fellows' answers, there was one theme that emerged from the conversation with fellows feeling that the fellowship really speaks to their backgrounds as people from underrepresented communities. One fellow elaborated that people who were underrepresented in the national and international arena did not have the resources to pursue graduate degree despite their readiness for study. Meanwhile, IFP, in its advertisement, highlighted the opportunities to improve leadership skills, strengthen community service commitment, and pursue graduate studies for marginalized, discriminated people.

IFP's preferences to women or refugees and to people with disabilities really took fellows' attentions as they rarely found such type of scholarship. The fundamental concept of IFP was appealing as a fellow admitted, "I had no money and there were not many funds on scholarships available in India. Particularly [,] I was interested in the model IFP was to support: picking up people from the grassroots and sending them back to the grassroots." Fellows, who resided in remote areas, felt the reach of IFP to them.

IFP fellows' perceptions about IFP. Fellows perceived that IFP provided an educational opportunity that did not exist before. The fellowship program was felt to be distinguished and accessible for those who live in small cities. The term 'accessible' is not only about open access to everyone, but also about omitting requirements that prevent those who come from marginalized community to apply for the fellowship, such as the foreign language test certificate as well as age limit. Rather than looking for candidates with good English proficiency, IFP was more focused on reaching out people who were unreachable before by any means of scholarship. Language and academic training were prepared for the selected fellows as part of the fellowship

cycle. Nevertheless, there were some issues regarding accommodation management for fellows pursuing a degree at university in another country, like the United Kingdom.

The flexibility of IFP enabled fellows to improve their personal and professional skills following their passion, which eventually resulted in a major impact to their community. However, one fellow who was blind suggested IFP to pay more attention to the people with disabilities. One of the issues was that people with disabilities might need more time accomplishing their study; therefore, the length of the grant period for accomplishing a degree should consider the fellows' specific conditions.

IFP have impacted fellows' personal and professional life. The given educational opportunity to higher education was considered generous and unique for its focus on social justice, economic equity, and accommodating the needs of those who lived in disadvantaged conditions. One fellows expressed," The education was the biggest contribution. ... I got a larger perspective of life which I otherwise would never have. It made me a different person."

IFP fellows' thesis/ dissertation. Fellows worked on a wide range of topics in their thesis/ dissertation. Domestic issues seem to be the sole drive for fellows to conduct the research. For instance, one fellow researched about tsunami since one province in his/ her country was hit by a tremendous tsunami that caused the government to rebuild the city from scratch again. Another fellow was driven by the history of colonization in his/ her country and found 'a missing link' from the told history. A fellow from Nigeria, as s/he mentioned it, explored the impact of oil production for the environment, and he was inspired by an environmental activist who was killed in the mid-90s named Ken Saro Wiwa; besides, oil has always caused trouble for Nigeria. Other areas of research that fellows had explored in their thesis/ dissertation are multiple disaster

based women's needs, conflict management, sustainable peace, and development in gender perspective, hearing loss testing instruments, and morality and literacy.

IFP leadership training. As part of the fellowship, IFP gave leadership training to a number of fellows. From the interviews, it seems that not all of fellows received this training, but the reason was not discussed. Fellows followed the leadership training in different places, such as in Taiwan, USA, Netherlands. Fellows were assigned to a particular leadership training that offered some training in the areas related to fellows' background. Education, human rights, and law were among the topics in the training. The leadership training brought fellows from different countries together, in which networking and learning from others were part that made the training felt valuable for fellows. The diversity of the leadership training participants depicted the reach and impact of IFP on countries around the world. A fellow acknowledged that the training was one of his/ her fundamental turning point in life since it exposed him/ her immensely to the idea of social justice in practical terms. At the same time, the training challenged fellows' previous perceptions as it brought fellows to see social justice issues at global level.

Competencies developed as the outcome of the fellowship. In academic aspects, fellows believed that they had improved their research competencies and had enough confidence with their writing since they had also improved their English proficiency. A fellow explained, " ... this exposure [in my study] has really sharpened my research abilities, my analytical skills. And that has been rewarding because for the time that I have been here I have been able for example to get two of my papers accepted for publication." The academic environment grew up fellows' academic competencies and allowed them to explore opportunities that they could not do in home country.

Having received the fellowship, especially for those who graduate from university overseas, boosted some optimism as well as upgraded fellows' social status in society. Fellows faced a wide range of diversity in cultural aspects during the fellowship that grew their intercultural competencies better. The fellowship experience increase fellows' academic awareness as well as understanding of the society. One fellow changed his/ her major and developed academic competencies in another area as s/he described, "Actually, they [IFP] almost changed my life because I moved from the technical civil engineering and now I moved to the social science and now I work with the higher-level policy and strategy program for the poor people. It has almost changed my career."

IFP fellows' future plans and contributions. Some fellows' future plans that emerged during the interviews are establishing advocacy institute for disabled people, having a small library for young people in remote areas, establishing the African Sociological Association, raising funds for scholarship programs, addressing socio-economic problems, working for Church and pursuing a higher degree. Fellows seek to give contribution in the areas of social injustices that either they had had experience with or they had studied about during the fellowship. There were some options that fellows had, such as returning to their previous organizations or employers, planning to pursue a higher rank position, and conducting research on policies. One fellow summarized his future plans and contribution by saying, "My plan was really to build up my career and support my family and my community." Nevertheless, it also appeared that some fellows managed to continue their study to PhD after accomplishing a Master's degree with IFP. They received funding from the university where s/he undertook his/ her Master's degree or from other scholarship programs, such as East-West Centre at the University of Hawaii, Manoa.

Chapter V: Discussion

Scholarship programs have become a type of investment in education since the early 20th century. The trend of investment is growing since the investing countries as well as other types of scholarship sponsors view that the impact potentially exceeds the high costs spent in the scholarship programs (Altbach & Engberg, 2014). There were 196 countries around the world that have international scholarship programs, in which 52% of the countries own at least one program, while the others have more than one (Perna, Orosz, Gopaul, Jumakulov, Ashirbekov, & Kishkentayeva, 2014). Not only countries, foundations in various scales have also been giving scholarship for various reasons; nevertheless, one can always find the reason to address matters of socioeconomic development and social injustices that include the improvement of access and equity in education (DesJardins & McCall, 2008; Grants, 2002; Shaw, Sloan, Sridharan & Thomas, 2013).

In such high cost growing investment phenomena, the present study takes a specific position to raise a substantial question: how is exactly the impact of international scholarship programs for social justice in education, particularly in the context of higher education? Empirical research on this topic has not received popularity as much as the scholarship programs have among countries and scholarship sponsors despite the increasing trend of investment in scholarships. The literature covers more on the academic aspects (e.g. Matthews, 2007), curriculum (e.g. Hellsten & Prescott, 2004), international students and social capital (e.g. Neri & Ville, 2008; Westwood & Barker, 1990), cultures (e.g. Andrade, 2006; Olivas & Li, 2006; Ramburuth & McCormick, 2001; Zhou, Jindal-Snape, Topping & Todman, 2008), and returns to education (e.g. Alba-Ramirez & San Segundo, 1995). In addition, this lack of empirical research

directly tapping upon the impact of scholarship programs also suggests a foundational question: what is the appropriate method to measure the impact, specifically on social justice in education?

Therefore, taking these into consideration, the present study aims to bridge the gap between investment in scholarship programs and the body of literature regarding the impact of scholarship programs for social justice. By using the Ford Foundation International Scholarship Programs (IFP), the first model of the scholarships for social justice (Zurbuchen, 2014), as a case study, this study examined the scholarship impact for social justice. To conceptualize the measurement of impact, Capability Approach (CA) by Amartya Sen (1992 & 1999) was adopted. Two hypotheses were created to guide the data analyses and the findings were presented in the previous chapter. The following section discusses the findings based on the results for each hypothesis.

Hypothesis 1

The first hypothesis of the present study is not fully supported by the quantitative results analysis since it is only one variable, success of choices, in the IFP fellows' backgrounds that was positively related to fellows' impacts on social justice. This suggests that albeit the creation of IFP was based on the rationale, ".... if talented individuals from underserved populations with demonstrated academic potential and social commitment were provided with advanced study opportunities, they would contribute to furthering social justice in their home communities and beyond" (Martel & Bhandari, 2016, p. 13), the path analysis results in this study did not show that IFP fellows' backgrounds fully predict IFP fellows' impacts on social justice in home country.

Success of choices is the variable to evaluate how successful fellows feel about their educational, professional, and social action choices. The previous studies on how scholarship impacts recipients' personal and professional development suggest a positive relationship. The studies include the impact of Fulbright scholarship on Turkish scholars personally, professionally, and socially (Demir & Paykoç 2000), the impact of Fulbright cross-cultural educational programs on professional knowledge and status of the participants (Borgia, Hobbs, & Weeks, 2007), and positive perceptions of the Fulbright experience on professional development (Sunal & Sunal, 1991). Thus, the finding of this study is consistent with the previous empirical studies.

In the interviews, fellows expressed the belief that education is important to strengthen their capabilities, especially in their focused area of study. Fellows valued much higher education degree as they viewed it as a way to upgrade their knowledge and skills that can be useful in addressing social injustices in their community/ home country. Having a higher degree not only enables fellows to contribute more to the issues they have been working on, but also means getting promotion to a higher level in their paid job as well as improving their status in the society. Given that fellows were awarded the fellowship to pursue post-graduate degree when the interview happened, it is understandable that they feel their educational choice as a success. Fellows admitted that being awarded the fellowship was a life-changing opportunity. IFP gave them access to the part of life that they could not reach before, in terms of education.

The finding of the present study does not fully support the rationale that giving advanced study opportunities to talented individuals from underserved population would mean that the individual would contribute furthering social justice in their community/ home country upon their study accomplishment. It is important to underline that the present study included fellows'

experiences of social injustices, gender, future goals after the fellowship, life satisfaction, and freedom of choice and control of personal life as the independent variables, other than success of choices, but these backgrounds did not predict fellows' impacts on social justice. Second, the finding supports the two premises underlying the model of IFP (see Chapter I); nonetheless, it only supports in the context of how fellows' educational, professional, and social action choices positively predict their impacts on social justice.

In general, the findings suggest that scholarship programs should look at applicants' educational, professional, and social action choices if contribution to furthering social justice is the foundational goal. However, it is also important to consider the situation of fellows' home country that might prevent them from giving significant contribution. In the interview, for instance, one fellow from Palestine described how her life was in her home country that gave her a hard time to contribute by her expertise as a translator for Palestine-Christian Society, as seen in the interview extract below:

Interviewer: May I ask you something about what your life looks like now, considering the war you have?

Fellow: Well, life is of course not easy. First of all[,] we don't have electricity all the time, I mean I'm talking to you now and there's no electricity.

Interviewer: How do you manage then?

Fellow: Well[,] we just try to manage, what else can we do. Some people of course have it more difficult than us. Because there is no electricity the consequence is that there is no water, the pumps that pump up the water in the buildings run on electricity. When the Israelis a month ago, they bombed the main transformer for the whole of the Gaza Strip, so they just distribute electricity from what they have, so you have to take 7 hours and

another place takes 7 so you try to adapt your life. You have faith to get up at one o'clock in the morning to iron your clothes so that you can wear them the next day, because there is no electricity in the morning. This is one thing. And then the other problem is moving around, of course you can't go out of the Gaza Strip, it's closed. And people are getting bombed, especially people who live in the north of the Gaza Strip are getting bombed and taken out of their houses nearly every day. There is something called the Karni crossing, which is a crossing, a border for goods. And when it's closed, so sometimes there's no food coming in, no medicine coming in. I'm giving you the life, the things that should be basic.

Fellow: People who have problems and need medicine can't get them, some food can't get in, sometimes dairy products. Sometimes there is no bread because there is no wheat coming in. People try to manage and go on, but you don't know what could happen the next minute.

It is also consistent with the finding from Celik's study (2012) exploring the contribution of the recipients from Turkish government scholarship upon their study completion. Issues involving lack of support, complicated bureaucratic patterns of governance and decision making in institutions, and the power of politics in Turkish academia have impeded the recipients to give more significant contribution for the development and reform in Turkish educational system.

Hypothesis 2

The results of the quantitative data analyses confirm three relationships. First, the relationships between the observed variables and the capability approach latent constructs were positive and had statistical significance. Specifically, in the latent construct capabilities, the observed variables literacy, learning disposition, and science and technology were significantly related to capabilities. These results indicate that IFP fellows have the substantive freedom to enjoy the kind of life they have reason to value (Sen, 1999). The types of capabilities that they received from the fellowship experience are the range of options which they can choose from to live in a kind of life s/he wishes to lead, defined as freedom (Sen, 1992). Fellows evaluated that the study program provided excellent quality of teaching, excellent training in research methods, and excellent academic support for thesis/ dissertation on capabilities of literacy. The experience of IFP fellowship built skills for scientific work, intercultural competencies, and academic reputation on capabilities of learning disposition. The experience of IFP fellowship built computer skills, and social and communication skills on science and technology (see Table 21 in the appendix). These are fellows' basic capabilities in education, and essentially, education is viewed to be the key to all human capabilities (Nussbaum, 2006). The implication of this finding is that scholarship programs should pay attention on this set of capabilities.

In the latent construct functionings, personal achievement (beings) and professional achievement (doings) were positively related to functionings. The concept of functioning is defined as "the various things a person may value doing or being" (Sen, 1999, p. 75). Once a person is able to perform a set of functionings, it is considered that he or she has faced a number of possibilities and has decided to function the most appropriate possibilities for their well-being (Lozano et al, 2012). Fellows reported that they have more authority and responsibility than they

had before within professional activities and voluntary activities; on professional achievement, fellows thought that they can apply the knowledge gained in professional activities and voluntary activities to a very high extent (see Table 22 in the appendix). These findings suggest the set of functionings that IFP fellows had achieved as a result of the capabilities received from the fellowship experience.

On the last latent construct, the observed variables that consisted of perceived personal efficacy: current paid work, perceived personal efficacy: current paid work activity, individual social efficacy: current voluntary work, and individual social efficacy: current voluntary work activity had statistical significance and positive relationship with human agencies. The concept of human agency refers to a person's ability to pursue and realize goals in line with his or her conception of the good (Sen, 1985). An agent, in this case IFP fellows, is defined as someone who acts and brings about change (Sen, 1999). From the list of fellows' current paid work, fellows reported that their work position was mostly related to education and community development. Many fellows performed strategy development, information gathering/ research, and networking. Meanwhile, fellows' current voluntary works were related to community development and education, in which fellows provided training and technical assistance (see table 23 in the appendix). These findings elaborate fellows' practiced human agencies in relation to social justice.

Second, the capability approach constructs, capabilities, functionings, and human agencies, were positively related. Human agencies had a stronger relationship with functionings than capabilities with functionings. Third, the latent constructs, capabilities and functionings, were positively related to IFP fellows' impacts on social justice. Capabilities had a stronger relationship with IFP fellows' impacts on social justice than functionings. In overall, the findings

of the present study do not fully confirm the second hypothesis part (a). The reason is that human agencies were positively related to IFP fellows' impacts on social justice, but did not show statistical significance. It is argued that human agencies might have become part of fellows' background that showed socially committed individuals so that it no longer affected fellows' decisions in contributing in home country. On the other hand, fellows acquired new set of capabilities that gave them options for achieved functionings, especially on their contribution to home country upon study completion.

There is no previous research exploring scholarship impacts on social justice by using capability approach as well as using structural equation model as the statistical technique. Hence, the findings of this research can pioneer future research on this specific area. The paradigm of human capital development still dominates the concepts of most scholarship programs, that educating people with knowledge and skills will improve the socio-economic development of home country and the life of the citizens (Fagerlind, 1989; Heckman, 2005; Schultz, 1993). However, Sen argues that thinking of human capital can lead to the understanding of human as utility or means to achieve development's goal; thus, national development should be measured by considering what people are actually able to do and to be, in which he uses the term "Development as Freedom," focusing on the importance of human capabilities (1980, 1982, 1985, 1992, & 1999). Similarly, the present study attempts to offer an alternative way of measuring the impact of scholarship programs by focusing on human capabilities, rather than economic growth.

Sen (2005) argues:

” seeing opportunity in terms of capability allows us to distinguish appropriately between (i) whether a person is actually able to do things she would value doing, and (ii) whether she possesses the means or instruments or permissions to pursue what she would like to do (her actual ability to do that pursuing may depend on many contingent circumstances) (p. 153).

Looking at scholarship programs in the lens of capability enables us to capture what specific capabilities are received and developed by fellows, and how fellows develop capabilities and experience access to higher education and relational resources. Then, assessments of what capabilities that fellows choose to function and how they function the capabilities can be carried out. In capability approach, somebody cannot be considered to have an opportunity unless s/he exercises it (Nussbaum, 2003). IFP fellows exercised the opportunity to pursue post-graduate degree and acquired the capabilities of literacy, learning disposition, and science and technology; more importantly, they functioned these acquired capabilities in their professional and voluntary activities after completing their study.

In the interview, fellows considered the fellowship as an opportunity to acquire a high level of knowledge and skills that can be useful for improving the situations in community and home country. The competencies that they had developed during the fellowship program are research competencies, English proficiency, intercultural competencies better, fellows' academic awareness as well as understanding of the society. Fellow admitted that the fellowship program empowered them to do things that they were not able to do before. Hence, the findings of the present study that capabilities and functionings can positively predict fellow's impacts on social justice are in line with what fellows said in the interview.

Furthermore, the quantitative analysis results suggest that the proposed structural model was theoretically sound and explained the data well. The findings have an implication on the future model of scholarship for social justice. Scholarship programs aimed to address social change and social justice in recipients' community/ home country can adopt this conceptual model, which consist of capabilities, functionings, and human agencies. The model was built upon capability approach, which is relevant to well-being and freedom of people and has indirect role through influencing social change and economic production (Saito, 2003).

The model aids us to view scholarship programs not only in the aspect of providing educational opportunities and access to higher education, but also in consideration of values and resources distribution involving gender, race, social classes, and ethnic inequalities. Saito (2003) suggests two key roles which education can potentially play vis-à-vis with the capability approach: (1) education can enhance capacities and opportunities and (2) education can play a significant role in teaching values in exercising capabilities. In the context of scholarship programs, IFP fellows learned research and computers skills, for example, that improved their capacities and capabilities. Nonetheless, it does not mean that fellows would implement their acquired research and computers skills upon their study completion or when they return to their home country; this is also not a wrong doing since, through education, fellows also learned to be autonomous and make choices in her or his life. In the other words, IFP fellows decided which capabilities that they needed to function. At this point, Saito states, "... creating capabilities through empowerment does not involve valuing whether the outcome of the use of a given capability is good or bad" (p. 29). The concept of this model is very distinctive because the paradigm of human capital development would consider it as a failure when fellows did not function the acquired skills from the fellowship.

From the analysis of IFP fellows' future plans and contribution, it appeared that IFP fellows seek to give contribution in the areas of social injustices that either they had had experience with or they had studied about during the fellowship. In the interviews, fellows explained their future plans, involving establishing advocacy institute for disabled people, having a small library for young people in remote areas, establishing the African Sociological Association, raising funds for scholarship programs, addressing socio-economic problems, working for Church and pursuing a higher degree. Issues related to the marginalization of disabled people, women empowerment, social development projects, gender bias, and environmental issues were discussed among IFP fellows. They expected to attain adequate knowledge and skills to address the issues in home country after graduation.

In the perspective of capability approach, it can also be interpreted that IFP had put fellows in the process of identity formation of becoming and being this kind, instead of that kind of person. As fellows learned more subjects and skills during their study, they developed knowledge and cultural understandings that eventually shaped her or him as a person that s/he wanted to be. It is also essential to advocate this model of scholarship for social justice because a focus on capabilities can help us understand what it might mean to be educated and how this relates to notions of development beyond monetary outcome measurement (Tikly & Barret, 2011). Scholarship should be seen from the angle of how it impacts well-being and freedom of people as it can indirectly influence social change and economic production.

Recommendation for Future Practice

Both government and non-government sponsored scholarships should focus on ensuring the quality and the fulfillment of the set of capabilities to be educated that recipients/ fellows receive during the program. The present study reveals that the capabilities fellows received during the fellowship can positively predict their achieved functionings in personal achievement (beings) and professional achievement (doings). In addition, fellows' capabilities and achieved functionings are also positively associated with fellows' practiced human agency in their paid job as well as in their voluntary work. At this point, it is essential to underline that fellows' capabilities and achieved functionings can lead to fellows' impacts on social justice in home country. Before fellows begin their study, for instance, scholarship sponsors can assess the set of capabilities for education that fellows will receive during the fellowship. The set of capabilities can include literacy, numeracy, sociality and participation, learning dispositions, physical activities, science and technology, and practical reason. Meanwhile, for the set of achieved functionings, scholarship sponsors can assess social and economic facilities which can support fellows' personal and professional achievement during the study.

The future practice is expected to put more emphasis on the development of human capabilities rather than economic growth. Education is the key to all human capabilities. By focusing on human capabilities, the scholarship sponsors are treating recipients as a human being instead of treating them as means to achieved national development goal. High Gross National Product (GNP) that tends to be used to measure country's development shows the country's economic growth, but it may not disclose the wealth of the citizens individually. A country development should strive internally in the level of development of its people's capabilities. Hence, instead of leading fellows to be that kind of person that human capital purposes want to

them to be, scholarship sponsors should hear out the kind of life that fellows have reason to value and help them acquire the required capabilities.

Recommendation for Future Research

Future research is expected to explore the impacts of scholarship programs for social change and social justice by using different theoretical frameworks. It is important to see how different or similar the findings will look like. Since there are many countries investing in scholarship programs, future research that uses similar framework to this study, but examining government-sponsored scholarship is recommended. There are still a few studies on scholarship programs that utilize statistical technique to examine the data, so it is also suggested to try different statistical technique in measuring the impacts of scholarship programs.

Comparative studies on the impacts of various scholarship programs for social justice in education can enlighten the path for seeking the model of scholarships for social change and social justice. It is important to stay on the debate of how exactly scholarship programs impact social justice and social change since the paradigm of human capital development has dominated the discussion. Questions of the appropriate of measuring scholarship impacts, particularly in terms of tangible outcomes or contributions, still need more answers. Explorations on theoretical and methodological aspects in conducting research on scholarship programs are still much required. In addition, comparative studies in the aspect of how different cultures can affect scholarship recipients' impacts on social justice and social change in home country are also worth exploring as fellows may experience and embrace foreign cultures during their study at university overseas.

Limitations of the Study

The focus of this study is the Ford Foundation International Fellowships Program which may have different policies as well as preferences on applicants from other types of scholarships. Thus, the findings of this study are limited to the Ford Foundation IFP and cannot be generalized to all types of scholarships; however, scholarship programs that have goals to stimulate social change and address social justice will find the findings of this study useful.

Missing data exist in the examination of hypothesis 1. Although the number of the complete data is more than two hundred, there is still a possibility that the results could have been different if there were no missing data. Variables of IFP fellows' backgrounds and variables of fellows' impacts on social justice were in two different files. The data cleaning included matching the participants through IFP IDs. In other words, there might be a type 2 error after considering all these circumstances.

Conclusion

Scholarship as an investment in education can be an instrument for triggering social change and addressing social justice in home country. It will, however, require scholarship sponsors to see scholarship impact on the matter of people's capabilities, instead of economic growth. High level of economic growth does not capture the state of condition of people in a country. Using the capability approach model to conceptualize a scholarship program enables us to disclose what specific capabilities are received and developed by scholarship recipients, and how they develop capabilities and experience access to higher education and relational resources. The model of scholarship for social justice examined in the present study can offer an opportunity to look at socially committed, talented individuals from groups lacking access to higher education, which have frequently been ignored by scholarship programs for the sake of

academic success. Further, the present study has initiated the idea of conceptualizing and evaluating scholarship programs with a theoretical framework for social justice. It is expected that scholarship sponsors would start considering the approach of human capabilities rather than human capital development since it can help home country address social injustices through the contributions from scholarship recipients.

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Appendix

Table 21

IFP Fellows' Evaluation of Basic Capabilities Received from IFP Fellowship

| Set of Capabilities | | | | | | |
|--|--------------------------|----------|----------|----------|-----------------------|----------|
| Subscales .1 Literacary | Poor | 2 | 3 | 4 | Excellent | N |
| The study program provides quality teaching. | .2% | 1.8% | 10.7% | 39.5% | 47.8% | 1708 |
| The study program provides training in research methods. | 12% | 3.5% | 18.2% | 41.2% | 35.9% | 1697 |
| The study program provides academic support for thesis/ dissertation. | 2.3% | 3.5% | 12% | 32.4% | 49.9% | 1680 |
| Subscales .2 Learning Disposition | Strongly Disagree | 2 | 3 | 4 | Strongly Agree | N |
| The experience of IFP fellowship builds skills for scientific work. | 6.9% | 5.4% | 11.2% | 32.5% | 44% | 1676 |
| The experience of IFP fellowship builds intercultural competencies. | 6.5% | 4% | 8.2% | 25.3% | 56% | 1712 |
| The experience of IFP fellowship builds my academic reputation. | 6.6% | 3.5% | 8.3% | 25.8% | 55.7% | 1708 |
| Subscales .3 Science and Technology | Strongly Disagree | 2 | 3 | 4 | Strongly Agree | N |
| The experience of IFP fellowship develops my computer skills. | 7.2% | 9.4% | 18% | 26.2% | 39.3% | 1663 |
| The experience of IFP fellowship develops social and communication skills. | 5.7% | 4.6% | 9.5% | 30.8% | 49.4% | 1708 |

Table 22

IFP Fellows' Evaluation of Their Achieved Functionings Received from IFP Fellowship

| Subscales .1 | Set of Functionings | | | | | N |
|---|----------------------------|----------|----------|----------|------------------------------|----------|
| | Strongly Disagree | 2 | 3 | 4 | Strongly Agree | |
| Personal Achievement (beings) | | | | | | |
| I have more authority and responsibility than I had before within my professional activities. | 5.9% | 6.7% | 12.2% | 23.9% | 51.3% | 1533 |
| I have more authority and responsibility than I had before within my voluntary activities. | 7.1% | 8.2% | 16.5% | 24.7% | 43.5% | 1314 |
| Subscales 2. | Not at all | 2 | 3 | 4 | To a very high extent | N |
| Professional Achievement (doings) | | | | | | |
| I can apply the knowledge gained in my professional activities. | 1.3% | 3.3% | 11.5% | 29% | 54.8% | 1588 |
| I can apply the knowledge gained in my voluntary activities. | 2.2% | 4.1% | 16.5% | 30.3% | 46.9% | 1342 |

Table 23

IFP Fellows' Evaluation of Their Practiced Human Agencies in Relation to Social Justice

| Set of Human Agencies | | | |
|---|---------------------|-----------------|----------|
| Perceived Personal Efficacy: Current Paid Work | | | |
| Subscales 1. | Not Selected | Selected | N |
| Perceived Personal Efficacy: Current Paid Work | | | |
| My current position is specifically related to arts and culture | 92.5% | 7.5% | 1794 |
| My current position is specifically related to children, youth, and family. | 83.9% | 16.1% | 1794 |
| My current position is specifically related to community development. | 70.7% | 29.3% | 1794 |
| My current position is specifically related to education. | 69.4% | 30.6% | 1794 |
| My current position is specifically related to environmental issues. | 82.4% | 17.6% | 1794 |
| My current position is specifically related to gender issues. | 86.8% | 13.2% | 1794 |
| My current position is specifically related to health care. | 87% | 13% | 1794 |
| My current position is specifically related to human rights. | 86.2% | 13.8% | 1794 |
| My current position is specifically related to international cooperation. | 92% | 8% | 1794 |
| My current position is specifically related to literacy. | 95.1% | 4.9% | 1794 |
| My current position is specifically related to media. | 94.3% | 5.7% | 1794 |
| My current position is specifically related to religion. | 96.8% | 3.2% | 1794 |
| My current position is specifically related to sexuality and reproductive health. | 93.1% | 6.9% | 1794 |
| Workforce development. | 94.3% | 5.7% | 1794 |
| Subscales 2. | Not Selected | Selected | N |
| Perceived Personal Efficacy: Current Paid Work Activity | | | |
| Within my current position, I perform coalition-building. | 84.8% | 15.2% | 1794 |
| Within my current position, I perform information gathering/research. | 71.9% | 28.1% | 1794 |
| Within my current position, I perform networking. | 74.6% | 25.4% | 1794 |
| Within my current position, I provide training. | 63% | 37% | 1794 |
| Within my current position, I raise funds. | 88.6% | 11.4% | 1794 |
| Within my current position, I perform strategy development. | 69.6% | 30.4% | 1794 |
| Within my current position, I write policies. | 84.2% | 15.8% | 1794 |
| Subscales 3. | Not Selected | Selected | N |
| Individual Social Efficacy: Current Voluntary Work | | | |
| I am currently volunteering in arts and culture. | 92.3% | 7.7% | 1794 |
| I am currently volunteering in children, youth, and family. | 82.2% | 17.8% | 1794 |
| I am currently volunteering in community development. | 71.5% | 28.5% | 1794 |
| I am currently volunteering in education. | 75.5% | 24.5% | 1794 |
| I am currently volunteering in environmental issues. | 86.8% | 13.2% | 1794 |
| I am currently volunteering in gender issues. | 89.3% | 10.7% | 1794 |
| I am currently volunteering in health care. | 92% | 8% | 1794 |

| | | | |
|---|-------|-------|------|
| I am currently volunteering in human rights. | 86.3% | 13.7% | 1794 |
| I am currently volunteering in international cooperation. | 96.5% | 3.5% | 1794 |
| I am currently volunteering in literacy. | 95.8% | 4.2% | 1794 |
| I am currently volunteering in media. | 95.8% | 4.2% | 1794 |
| I am currently volunteering in religion. | 92.6% | 7.4% | 1794 |
| I am currently volunteering in sexuality and reproductive health. | 94% | 6% | 1794 |
| I am currently volunteering in workforce development. | 95.7% | 4.3% | 1794 |

| Subscales | Not Selected | Selected | N |
|---|---------------------|-----------------|----------|
| Individual Social Efficacy: Current Voluntary Work Activity | | | |
| Within my current position, I perform information gathering/research. | 81.3% | 18.7% | 1794 |
| Within my current position, I perform lobbying. | 90.9% | 9.1% | 1794 |
| Within my current position, I perform networking. | 77.5% | 22.5% | 1794 |
| Within my current position, I perform organizing media/information campaigns. | 90.2% | 9.8% | 1794 |
| Within my current position, I provide technical assistance. | 75.5% | 24.5% | 1794 |
| Within my current position, I provide training. | 73.6% | 26.4% | 1794 |
| Within my current position, I raise funds. | 86.4% | 13.6% | 1794 |
| Within my current position, I perform strategy development. | 79% | 21% | 1794 |
| Within my current position, I write policies. | 91.1% | 8.9% | 1794 |

Table 24

IFP Fellows' Evaluation of Their Impacts on Social Justice

| Subscales | Not All Strong | 2 | 3 | 4 | Very Strong | N |
|---|-----------------------|----------|----------|----------|--------------------|----------|
| The impact of my professional and/or voluntary work in general is strong. | 8% | 2.9% | 13.7% | 32.1% | 50.5% | 1565 |
| The impact of my professional and/or voluntary work on social justice in my academic field is strong. | 2.5% | 6.2% | 15.7% | 32.2% | 43.5% | 1535 |
| The impact of my professional and/or voluntary work on social justice in my home country is strong. | 2.5% | 7.8% | 22.4% | 34.1% | 33.2% | 1535 |
| The impact of my professional and/or voluntary work on social justice in my home region/ community is strong. | 3.2% | 8% | 19.3% | 34.5 | 35.1% | 1520 |
| The impact of my professional and/or voluntary work on social justice in my employment organization(s) is strong. | 2.1% | 4.6% | 16.8% | 34.9% | 41.7% | 1492 |
| The impact of my professional and/or voluntary work on social justice in my volunteering organization(s) is strong. | 3.8% | 5% | 18.8% | 31.7% | 40.7% | 1271 |
| The impact of my professional and/or voluntary work on governmental policies is strong. | 9.4% | 16.8% | 25.7% | 25.7% | 22.4% | 1434 |
| The impact of my professional and/or voluntary work on non-governmental policies is strong. | 9.5% | 12.7% | 23.3% | 30.4% | 24.2% | 1373 |

Table 25

IFP Fellows' Evaluation of Their Understanding and Commitment on Social Justice as the Outcome of IFP Experience

| Subscales | Strongly Disagree | 2 | 3 | 4 | Strongly Agree | N |
|---|--------------------------|----------|----------|----------|-----------------------|----------|
| I understand what is needed to improve the situation in my home country/ community. | 5.9% | 4.7% | 9% | 29.3% | 51.1% | 1709 |
| The experience of IFP Fellowship strengthens my commitment to social justice. | 6.5% | 4.1% | 7.6% | 24.9% | 56.8% | 1696 |
| The study program is useful for my personal development. | .6% | 1.9% | 8.4% | 32.6% | 56.6% | 1712 |

Table 26

IFP Fellows' Evaluation of Their Leadership Skills on Social Justice as the Outcome of IFP Experience

| Subscales | Poor | 2 | 3 | 4 | Excellent | N |
|--|-------------|----------|----------|----------|------------------|----------|
| The study program is useful for developing my social and communication/ leadership skills. | 5.7% | 4.6% | 9.5% | 30.8% | 49.45 | 1708 |
| The study program is useful for developing social justice leadership competencies. | .9% | 3.5% | 13.2% | 39.75 | 42.6% | 1699 |

Table 27

IFP Fellows' Children/ Dependents

| Subscales | Yes | No | N |
|--|------------|-----------|----------|
| Do you have children/ other dependents | 70.8% | 29.2% | 1736 |

Table 28

IFP Fellows' Problems After Finishing Study

| Subscales | Not at All | 2 | 3 | 4 | Very Serious | N |
|---|-------------------|----------|----------|----------|---------------------|----------|
| I have problems with readjusting to life in my home country. | 47.1% | 17.5 % | 16.4% | 11.1% | 7.4% | 1332 |
| I have problems with finding an adequate job. | 38.7% | 13.6 % | 15.4% | 14.1% | 18.2% | 1421 |
| I have problems with high expectations of family/ people around me. | 28.2% | 17.4 % | 17.4% | 20% | 16.9% | 1487 |
| I have problems with reconnecting to old relationships. | 44.1% | 18.4 % | 18.6% | 11.4% | 7.4% | 1478 |
| I have problems with applying/ implementing the knowledge gained. | 37.4% | 19.6 % | 18.5% | 14.3% | 10.2% | 1539 |
| I have problems with becoming recognized as a professional. | 41.6% | 19.5 % | 17.5% | 12.2% | 9.2% | 1521 |
| I have problems with realizing plans I made before/ during my fellowship. | 27.2% | 22.5 % | 22.9% | 16% | 11.4% | 1522 |

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Summary

Educational Research • Program Evaluation • Program Management • Educational Technology

A UK and US graduate with more than three years of progressive experience in higher education. Strong research and writing skills exemplified by awarded research grants, international fellowships, and published books and articles. Highly developed knowledge and skills in educational research, program evaluation, program management, and educational technology at global level. Profound knowledge and skills in quantitative and qualitative research methods. Using hierarchical linear modeling (HLM), SPSS, and MPlus. Organizational skills in program coordination, diversity programs, time management, leadership, teamwork and accountability, and social media. Used to teach English and coordinate classes at school and university levels. Prepared to teach courses related to and research on curriculum development, comparative and international education, development and evaluation of international educational project, gender and education, globalization and post-colonialism, socio-cultural issues, issues and institutions in international education, development studies, policy analysis, social justice in education, public-private partnerships in education, and globalization theories. Experience in e-learning, blended learning, virtual learning environment, second life, moodle, blog, website, and MobileApp. Trained in grant writing proposals for international competitive grants, such as Spencer Foundation and Ford Foundation, and the winner of the Ford Foundation IFP research grant administered by Institute of International Education (IIE) and Columbia University, USA.

EDUCATION

Lehigh University | 2014 – Present | Bethlehem, United States of America

- Ph.D., Comparative and International Education, **Expected Graduation: May 2017**, GPA: 3.70
- Recipient of PhD Fulbright Presidential Scholarship from the U.S. Government

University of Manchester | 2011 – 2012 | Manchester, United Kingdom

- M.A., Educational Technology and TESOL, graduating with Second Upper Class/ Merit
- Recipient of the Master's Degree Ford Foundation International Fellowships Program, USA

Universitas Bengkulu | 2005 – 2009 | Bengkulu, Indonesia

- B.A., English Education, GPA: 3.33
- Recipient of Supersemar and Merit Based Scholarships from the Ministry of Higher Education, Indonesia

PROFESSIONAL EXPERIENCE

Research Fellow | Columbia University | New York, USA | July 2016 – May 2017

- Research Grant Winner from Columbia University.
- Examining a model of scholarship for social justice by using the data of Ford Foundation IFP alumni with Structural Equation Modeling (SEM), Mplus. Interview analysis was also conducted to complement the quantitative findings.

The Diversity Committee Member of Multicultural Resources Center | Lehigh University | Bethlehem, USA | August 2014 – May 2016

- Creating different programs and initiatives to make the College of Education of Lehigh University a welcoming environment for people of different backgrounds including international students, and engaging in discussion on different topics related to diversity and multiculturalism.
- Maintaining coordination and interaction with students, faculty members, internal and external providers in ensuring the provided programs and initiatives corresponding to their needs to grow with multicultural awareness in professional field.

Program Assistant in Indonesia Internship | Lehigh University | Bethlehem, USA | January – December 2015

- Assisting the partnership between Lehigh University, USA and Universitas Gadjah Mada, Indonesia, which allowed undergraduate and graduate students from Lehigh University to join Universitas Gadjah Mada's community service programs in remote areas in Yogyakarta, Indonesia for seven weeks in summer.

Ad Hoc Journal Reviewer | January – December 2015

- Reviewing manuscripts for publication in the journals of Frontiers in Education in China, International Organization Studies, and comparative Education Review

Program Assessment and Evaluation | Caring for Cambodia (CFC), Cambodia | August – December 2014

- Evaluating the Teacher Training Program provided by Caring for Cambodia (CFC).
- Using statistical analysis and individual and focus group interviews with teachers and stakeholders as well as analyzing policy documents issued by the Ministry of Education, Cambodia

Adjunct Lecturer | Bengkulu University, Dehasen University, Bengkulu Muhammadiyah University, The Polytechnic of Health Science | Bengkulu, Indonesia | April 2009 – July 2010 and Sept. 2012 – May 2014

- Teaching English and Coordinating English Classes

PUBLICATIONS

- Book Chapter | Forthcoming | Winter 2017
- Leadership for social Justice in Higher Education | Book Review | Journal: Forum for Inter. Res. in Educ. | 2015
- Inspirasi Paman Sam | Book | Publisher: Bestari | August 2015
- Integrating Video into English Conversation as Speaking Stimulus | Research Article | LPMP journal | 2013
- The Mancunian Way | Book | Publisher: DivaPress | September 2012
- Some articles published in National and Local Newspapers in Indonesia | 2010 - 2015

SKILLS

- Quantitative Research Methods and Software (Hierarchical Linear Modeling (HLM), SPSS, Mplus, Amos)
- E-learning, Blended Learning, Virtual Learning Environment, Second Life, Moodle, Blog, Website, MobileApp, etc.
- Qualitative Research Methods | Using large-scale data | Program Evaluation

RESEARCH EXPERIENCE

- Examining a model of scholarship for social justice (2017)
- The dialectical impact of pisa on international educational discourse and national education reform (2017)
- A multi-level model of the effects of student's use of ICT and school's resources and World Bank ESS 2020 (2016)
- Examining the evidence from TIMMS on Indonesian students' low performance from teacher quality, curriculum, and socio-economic status (2016)
- Government's agenda in international scholarship programs (2015)
- Measuring national community development returns from government-sponsored international scholarship programs (2014)

HONORS, FELLOWSHIPS AND AWARDS

- Finalist in iPrize Entrepreneurship Competition | The Baker Institute | Lehigh University | April 2017
- OpenCon Scholarship Winner, Washington DC, Open Access and Open Data in Education | 2016
- One to World's Delegation, NAFAC, Promoting Global Gender Equality | 2016
- Proposal Winner, Fulbright, George Washington University, Washington DC | 2016
- College of Education Dean Travel Grant | Jan – June 2015
- Graduate Students Senate Travel Grant Lehigh University | Jan – June 2015

VOLUNTEER WORK

- Member of Steering Committee of Caring for Cambodia, Lehigh University | 2016
- Founder of *Learn for the Future*, 100.000+ students | Sdsafadg.com and SchoolingMe.com | May 2015 – present
- TEDx Speaker, LehighSpeak and LeadTalk Speaker at Lehigh University, USA | 2014 and 2015
- Attending Briefings in the Headquarters of the United Nations, New York | 2015
- Seminars and Workshops Speaker in various places and universities in Indonesia | 2012 – 2015
- Presenting papers in International Conferences in the U.S | 2015 – 2016
- Teaching English and E-learning for Indonesian workers in Indonesian Embassy, London, UK (2012)
- Student Rep. at the University of Manchester | 2011-2012

AREAS OF RESEARCH

Fellowship evaluation, program evaluation, policy analysis, international standardized tests, student achievement, teacher quality, international education development, capability approach, social justice in education, INGOs and NGOs, public-private partnerships in education, gender perspectives in education, ICT, higher education, globalization theories.

LANGUAGE

Indonesian and English

REFERENCES

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