

NATIONAL AND INTERNATIONAL SCHOLARSHIPS FOR UNDERGRADUATE AND GRADUATE LEVELS

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INTRODUCTION

Currently, the situation of Higher Education (HE) worldwide refers to the need to raise the quality of education and ensure the technological development of the different regions, for which countries have promoted the contextualization and updating of the curriculum, increasing educational offers in the public and private sectors. (Ricaurte et al., 2025)

In general, HE is considered a public good and a Human Right, so it is a duty of the State, which in itself means an improvement in the individual quality of those who have access to higher education, since it emphasizes the wage gap between those who finish higher education and those who have secondary education. multiplying to 200%, in addition, those who graduate represent highly qualified human resources who are inserted in public and private workspaces. (Aveleyra, 2023)

Therefore, with the above, it can be said that having access to higher education opens opportunities to participate in a labor market with quality jobs. (Huepe, 2024), An aspect that translates into countries with technological advances that make it possible to create new products and compete in the market. Thus, the endogenous model of the relationship between technological progress and economic growth allows us to explain the way in which the knowledge acquired by relating workers with better-

qualified workers increases workers' learning and improves performance not only in production but also in scientific and technological development (Aghion & Howitt, 1992; Arrow, 1971; Ocegueda Hernández et al., 2022)

This chapter provides a general overview of the situation of scholarships in higher education at the undergraduate and graduate levels, for which four backbones are addressed: the current situation of investment in higher education, scholarships for academic and social development, national and international scholarships, and specifically addresses the case of Mexico. For these chapters, the undergraduate and graduate levels are taken up at the national and international level. The objective of presenting the general picture is to analyze the challenges and challenges of financing scholarship programs, both nationally and internationally.

INVESTMENT IN HIGHER EDUCATION (HE): OVERVIEW

At no other time in the history of humanity have there been the numbers of students enrolled as those presented today, since, it has more than doubled in recent years, the enrollment for the year 2023 was about 264 million, of which the majority are women (137 million). and it is expected to reach about 660 million by 2040, which would indicate that students would represent 10% of the world's population. (Teferra et al., 2022; United Nations Educational, & Scientific and Cultural Organization, 2025)

Figure 1

Total Gross Enrolment Ratio in Higher Education (%), 2000-2023

Total gross enrolment ratio for tertiary education (%), 2000-2023



Note: (United Nations Educational, & Scientific and Cultural Organization, 2025, p. 3)

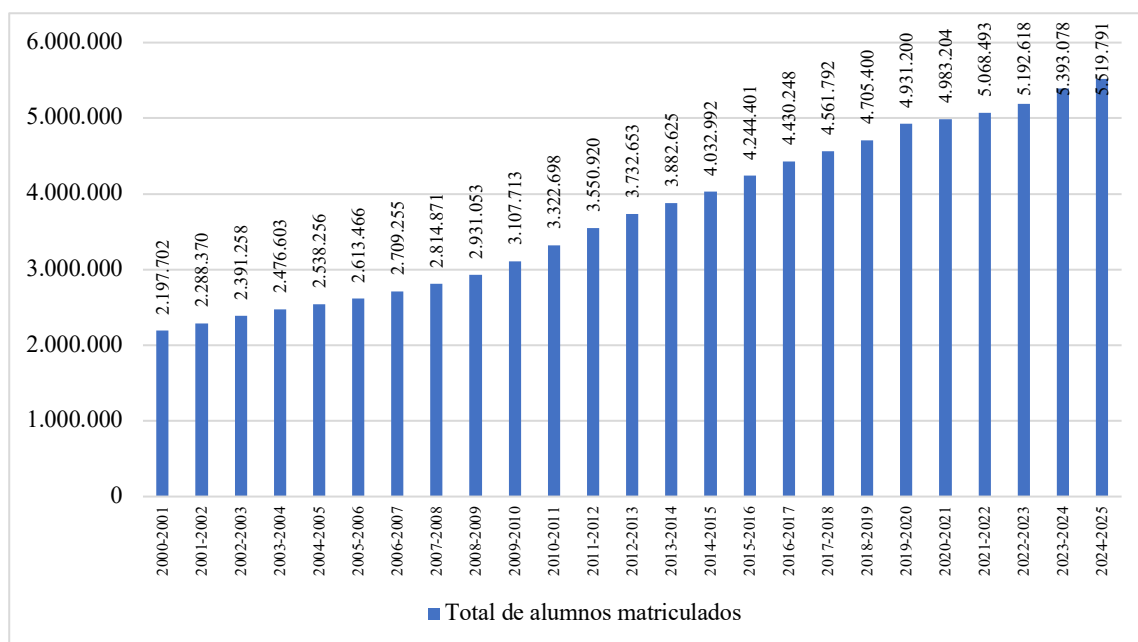
However, to date, when distributing enrollment by region, access gaps are identified as can be seen in the figure above: Central and South Asia had an increase of 22% between 2000 and 2023, East and Southeast Asia of 47%; Europe and North America, 24%; Latin America and the Caribbean, 35%; North Africa and Western Asia, 31%; Oceania, 7%; and sub-Saharan Africa 7%.

This increase in demand in HE can be related to the coincidence of economic growth with demographic changes, in this sense, it is expected that by 2050 the world population will reach 9,800 million and that growth will occur mainly in Africa, so the return on investment in HE not only favors the individual, but also to society and the economy, as mentioned in the introduction to this chapter. (Teferra et al., 2022)

However, an analysis of HE and the way in which it is financed should not be limited to the analysis of the economic and labour perspectives, since politics must be included as a necessary condition for social justice in relation to the universal right of access to education throughout the life cycle. which should be considered as a public service whose evolution is reflected in the increase in universities that went from 12,000 in 1997 to 19,400 by 2019.(Teferra et al., 2022).

Figure 2

Number of students enrolled in an EI in Mexico (2000-2025)



Note: own elaboration with information from (ANUIES, n.d.)

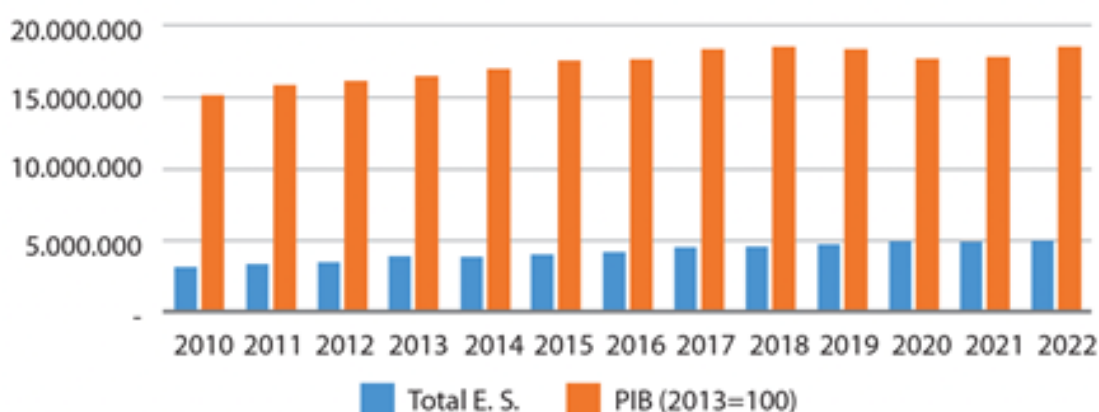
In the specific case of Mexico, there is an increase in HE enrollment from 2000 to 2025 of 39.8%. This growth corresponds to GDP growth, according to Villalobos-López (2024), since a country's economic growth is expressed

as a permanent increase in national wealth, based on productivity, for which, as mentioned, educational level plays a fundamental role.

However, it is important to note that economic development must be accompanied by a better distribution of income in education, health, public and social security; therefore, the increase in enrollment from 2010 to 2022 corresponds to the years with which a higher stage of economic growth was reached. However, this author's studies do not conclude with the idea that the increase in GDP is explained by the country's higher education students.

Figure 3

Higher education students and GDP in Mexico (millions of students and pesos)



Source: (Villalobos-López, 2024, p. 290).

In general terms, all countries struggle to finance Higher Education Institutions (HEIs), which leads to student indebtedness, in the United States alone student loans are around 1.7 trillion dollars, so it can be indicated that financing is not only public, but also private; therefore, considering HE as a universal public service is controversial considering the economic financing capacity of countries. On average, OECD countries allocate around 1% of annual GDP, according to the 2020 report. (Garritzmann, 2024).

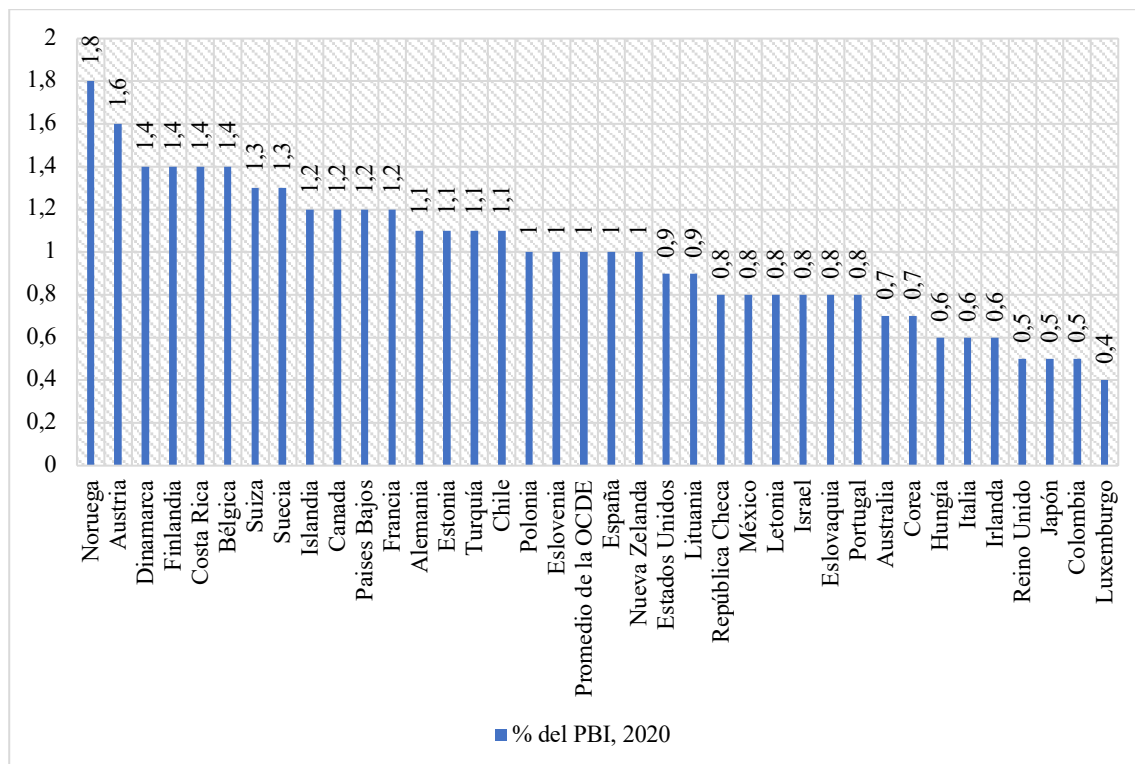
Historically, Europe and North America have been regions with the highest investment in post-secondary education, although East and South Asia

have now seen similar investments, mainly due to the increase in the number of students. In all of them, private financing plays a role, although in others it may be non-existent.

Expenditure on Research and Development (R+D) is related to the investment made in education, so that the countries that invest the most in post-secondary education are also those that allocate the most to R+D, although, although it is true, private expenditure tends to be higher than public expenditure in most countries. so spending as a percentage of GDP has remained more or less constant in the last 40 years, but private spending has increased. (Garritzmann, 2024).

Figure 4

Percentage of Gross Domestic Product (GDP) allocated by countries to tertiary education



Note: prepared with information from the OECD (N.D.).

As shown in the Figure, the GDP designated in 2020 for Tertiary Higher Education in the various countries shown varies from 1.8% with Norway to 0.4% with Luxembourg; on average, 1% is allocated. Mexico is 0.2 percentage points below the average.

SCHOLARSHIPS FOR ACADEMIC AND SOCIAL DEVELOPMENT

Although the range of models and formulas for financing HE is vast and diverse, they almost always start from the combination of state and non-state sources, with intrinsic nuances related to the social, political, ideological, demographic, and historical reality of each country. Therefore, some studies suggest that the increase in coverage has not established a fair distribution of educational opportunities, so there is a persistence in inequalities related to access to HE in 90% of the countries of the world. (Pinedo-Vásquez et al., 2026; Teferra et al., 2022).

State funding is based on the guiding principle that Education is a Universal Right, however, as the demand for access to HE skyrockets, it is more difficult to maintain the free system, so it becomes necessary to establish taxes or barriers to access that limit the available places. which increases inequality. Within the possibilities of public financing, incentives, scholarships and loans are also offered that are issued on merit or seeking equity, since inequality is structural and it will be the task of the State to subsidize it. Some developments in countries with stable funding include additional funding linked to research projects and conditional funding related to institutional quality or reforms, such as France's Future Investment Program (PIA). (Espinosa-Valenzuela & Rodríguez-Garcés, 2024; Teferra et al., 2022)

Private financing arises from the need to meet the growing demand for enrollment. In this way, funding sources can include cost-sharing between parents and students, as well as between faith-based organizations and the government. Therefore, student loans represent an opportunity that guarantees access to education; however, for students they represent a debt that can be maintained even after graduation. While the average of the OECD countries is between 2,000 and 15,000 USD, in the United States the cost of financing in 2020 was 40,000 USD. (Teferra et al., 2022).

Finally, mixed financing systems range from tax incentives used by countries such as France and Belgium (some European countries take advantage of tax benefits that condition the income level of families with children in HE); loans contingent on future income that are used by countries such as Colombia, Thailand, Australia and the United States (these are lines of credit that are repaid after graduation and contingent on a proportion of future income); free income-oriented tuition such as the Zimbabwe

Scholarship Scheme (consists of tuitioning low- and middle-income students free of charge). (Teferra et al., 2022).

The issue of access to education is complicated when considering socioeconomic inequalities and the cultural capital of the family, since students from families with higher incomes are more likely to enter universities with better prestige, but the impact of socioeconomic origin varies based on the design of public policies. scholarships, academic support programs, etc., since their existence evidences inequality and despite this, they have generated positive results by expanding access, but their impact is contingent on the sustainability of resources and coordination with institutional and academic support. (Pinedo-Vásquez et al., 2026).

University scholarships have already been shown to promote equity and in European countries such as Germany, Finland and Norway, public funding systems have been developed that contribute to graduation rates and academic success, so that scholarships should not only be seen as financial support, but should also seek to promote permanence and success by providing comprehensive support. However, the so-called salary scholarships also have an impact on the additional pressures they generate on students and could negatively influence performance. In this way, it should not be overlooked that there is a relationship between the search for equity in the educational system and the scholarship that can support students from low economic conditions who, in addition to the economic complications to access HE, these students have problems combining their jobs with their studies, lack of academic and social support networks that allow them to stay in an HEI, therefore, scholarships can serve as a protective factor. (Berlanga & Corti, 2025; Camacho et al., 2025)

NATIONAL AND INTERNATIONAL SCHOLARSHIPS FOR UNDERGRADUATE AND POST-GRADUATE DEGREES

Both nationally and internationally, countries in response to Sustainable Development Goal (SDG) 4, have established a series of scholarships that seek to minimize the inequalities gap. Below are some of them with their characteristics.

Table 1

Publicly funded scholarships for undergraduate and graduate degrees

Country	Name	Type	Level	Approximate amount
Mexico	Young people building the future ¹	Socioeconomic	Bachelor's degree	\$5,800 MXN bimonthly
Mexico	CONAHCYT ²	Academic/Research	Postgraduate	\$14,000–\$20,000 MXN per month approx.
United States	Fulbright ³	Mobility / Academic	Master's / Doctorate	Variant
United Kingdom	Chevening ⁴	Leadership / Academic	Master's Degree	€1,480, the payment of a registration fee of up to €15,160,
Germany	DAAD ⁵	Academic/Research	Master's / Doctorate	934 euros for master's degrees and 1,300 euros for doctorates
Japan	MEXT ⁶	Academic/Mobility	Undergraduate / Postgraduate	¥143,000 to ¥242,000
Australia	Australia Awards ⁷	International Development	Undergraduate / Postgraduate	Variable
China	Chinese Government Scholarship ⁸	Academic/Mobility	Undergraduate / Postgraduate	Fully Funded
South Korea	Global Korea Scholarship (GKS) ⁹	Academics/Mobility	Master's / Doctorate	Benefit 900,000 won /month (≈ € 700.00) + other benefits ⁹

Note: own elaboration.

¹ The Benito Juárez scholarship has a duration of up to 45 months with a single requirement of university permanence (National Coordination of Scholarships for Welfare Benito Juárez, 2025).

² CONAHCYT has a duration of 2 to 4 years and for its permanence it is required to carry out scientific research (SECIHTI, n.d.).

³ It is an academic exchange scholarship that can be awarded for a maximum of two years ("FAQ & Contact", n.d.).

⁴ Scholarship awarded for up to one year demonstrating global leadership (European Funding Guide, n.d.; The Broad Club, n.d.).

⁵ The DAAD scholarship lasts up to 24 months to carry out research (Deutscher Akademischer Austauschdienst, n.d.-b; MEXTUDIA, n.d.-f).

⁶ The MEXT scholarship lasts up to two years; It is unknown how many scholarships are awarded annually (Study in Japan Official Website, n.d.).

⁷ Scholarships are offered until the applicant completes studies, and more than 1500 scholarships are awarded each year (Australia Awards Scholarships, n.d.).

⁸ This scholarship has an administrative fee for members ranging from US\$40 (East-West Center, n.d.).

⁹ The KGSP scholarships are under the Ministry of Education of the Republic of Korea, which seeks to encourage exchange and provide quality education; By 2019, 60 Korean universities were participating and 840 students of 155 nationalities benefited (Korean Education Center in Mexico, 2026; University of Málaga, n.d.)

Table 2

Mixed-budget scholarships for undergraduate and graduate degrees¹⁰

Country	Name	Type	Level	Approximate amount
Mexico	CONAHCYT-Abroad Scholarships (co-financed)	Academic/Research	Master's / Doctorate	\$15,000–\$25,000 MXN per month + tuition
United Kingdom	Chevening (co-financed)	Academic/Leadership	Master's Degree	£221
Germany	DAAD Cofunded Scholarships	Academic/Leadership	Bachelor's Degree / Postgraduate	Monthly payment of €735 + travel allowance ²
European Union	Erasmus Mundus	Mobility / Academic	Master	€1,400 per month + tuition ³
Australia	Australia Awards (co-funded with universities)	Development/Academic	Undergraduate/Postgraduate	Full coverage ⁴
Canada	Vanier Canada Graduate Scholarships	Research	Doctorate	\$50,000 ⁵
France	Eiffel Excellence Scholarship	Academic	Master's and Doctorate	€1,200 - €2100 per month ⁶

Note: own elaboration.

¹⁰ This type of scholarship is integrated with public and private budget or is co-financed, in which the total amount of the scholarship is shared between the government and the allied HEI. 1 It is a scholarship in which 110 countries and more than 89 partners participate (Chevening, n.d.; Cranfield University, n.d.). 2 These subsidies are supported by support from national agencies such as CAPE or local foundations such as FAB in Brazil (Deutscher Akademischer Austauschdienst, n.d.-a). 3 The Erasmus+ programme of the European Commission (the EU's executive body), the Education, Audiovisual and Culture Executive Agency (EACEA) that make up the Erasmus Mundus scholarship is administered through a number of national agencies in the programme countries and some associated countries, as well as the support of organisations such as the Eurydice Network, eTwinning and others (European Commission, n.d.; MEXTUDIA, n.d.-c).

⁴ These scholarships are also co-funded by the Australian Government and other educational institutions, as well as various public and private organizations. ⁵ In 2008, the Government of Canada launched the Vanier Canada Postgraduate Scholarships program to help institutions train highly qualified PhD students; therefore, the support is offered for up to 3 years for high-level research (Indesgua, n.d.). ⁶ It is a scholarship program developed by the French Ministry of Foreign Affairs for master's and doctoral degrees that, in accordance with its internationalization strategy, prioritizes some countries in the regions. (Université Paris-Saclay (aler à l'accueil), 2019).

Table 3

Privately funded scholarships for undergraduate and graduate degrees¹¹

Name	Type	Level	Approximate amount
Gates Cambridge Scholarship	Academic/Leadership	Doctorate	£22,050 for 12 months ¹
Mastercard Foundation Scholars	Socioeconomic	Undergraduate and postgraduate	Full coverage ²
Rotary Peace Fellowship	Social development	Certificate and Master's Degree	Full coverage ³
Knight-Hennessy Scholars	Academic/Leadership	Postgraduate	Enrolment + full meals ⁴
Aga Khan Foundation Scholarship	Academic	Postgraduate	50% scholarship and 50% donation covering tuition and maintenance ⁵
Ford Foundation Fellowship	Research/Inclusion	PhD / Postdoc	Stipend of 25,000 US dollars. ⁶
Organization of American States	Academic and Career	Undergraduate and postgraduate	US\$10,000 per academic year ⁷

Note: own elaboration.

The OAS Academic Scholarships represent the oldest scholarship program, established in 1958 (OAS, 2009)

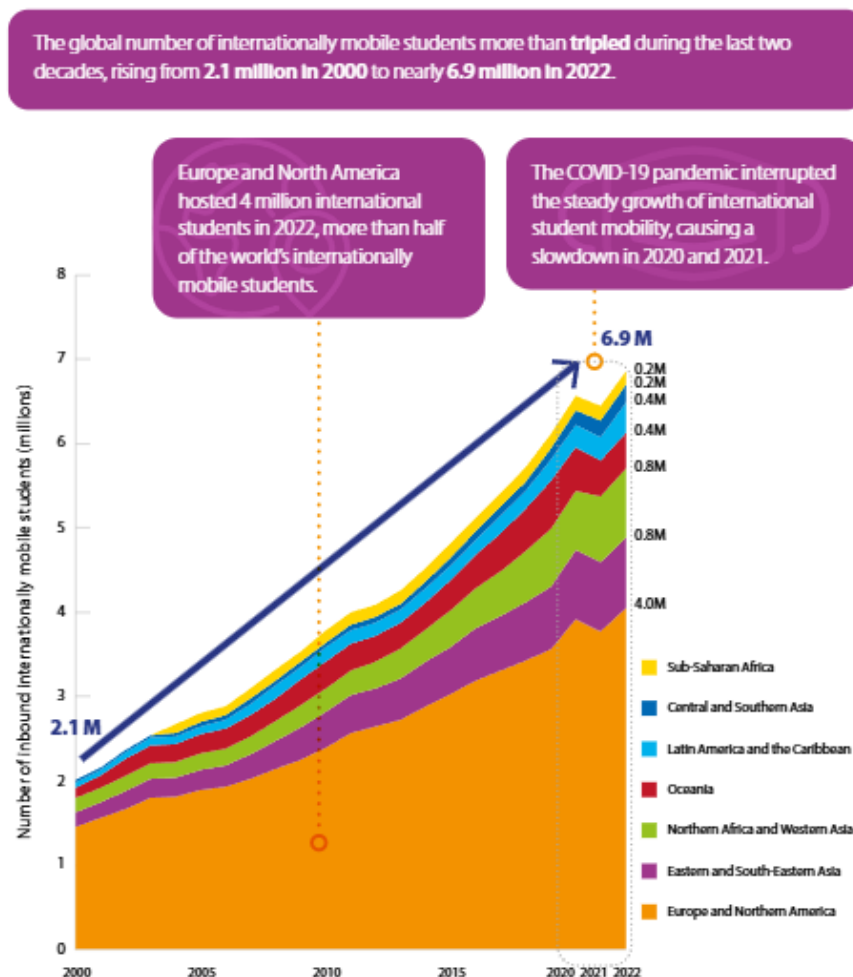
One way to recognize the effects of scholarships is student mobility, which, in general terms, can be defined as the geographical displacement of a student in order to study at an HEI to obtain an academic degree (Bustos-

¹¹ 1The scholarship The Gates Cambridge Scholarship covers the full cost of studying at Cambridge for PhD students for up to four years (Gates Cambridge, 2020). 2 The Mastercard Foundation Scholars scholarship focuses on global leadership and is mainly aimed at young people from the African continent, seeking to award 100,000 scholarships by 2030. Currently, 71% of its enrollment is women and it has 62 global partners distributed in the different regions (Mastercard Foundation Scholars Program, 2025; Sciences Po, n.d.). 3The scholarship Rotary Peace Fellowship of the global Rotary network awards up to 170 scholarships annually and is located in 140 countries, 50 of the scholarships are awarded for master's studies, the programs last between 15 to 24 months, those who participate must carry out field studies and design and implement a social change initiative (Rotary, n.d.). 4 It is a multidisciplinary program aimed at graduate students at Stanford University, in the United States, which consists of full funding of up to 3 years (Stanford). 5 AKF scholarships consider 50% of the scholarship as a loan, so there must be a guarantor. The master's scholarship is awarded throughout the program, and for doctoral students only during the first two years, so other forms of financing must be sought after that (Aga Khan Foundation, 2026). 6This scholarship is based on nominations and not an open call with a preferential focus on people with disabilities (Ford Foundation, 2026).⁷

Aguirre et al., 2023). The following figure shows the international mobility of students by region:

Figure 4

Internationally mobile students by host region 2000 - 2022



Note: (United Nations Educational, & Scientific and Cultural Organization, 2025, p. 6).

The number of students who are in mobility has grown by 5.8 million in the period from 2000 to 2023, from 2.1 million to 6.9, this growth is especially appreciated in sub-Saharan Africa. This mobility is only possible thanks to the investment that the different countries have made in education in terms of online degrees, hybrid courses and change of micro credentials, to date the number of students enrolled in an HEI reached a figure of 264

million, in addition, 6.9 million students study a degree outside their country.

The future of higher education is global, digital and mobile, therefore, the recognition of HE rating officers is essential, currently, 40 States Parties have been recognized¹². In this way, France welcomed more than 260,000 students in 2022, the United Kingdom more than 670,000, Australia more than 380,000, and Japan 200,000 (UNESCO, 2023, 2026).

INEQUALITIES: THE CASE OF MEXICO

In Mexico, the Mexican Agency for International Development Cooperation published a list of scholarships to which different applicants can aspire, those available for the year 2026 are shown below:

Table 4

National Scholarships suggested by the Mexican Agency for International Development Cooperation

Name	Description	Amount	Requirements
ANUIES (National Association of Universities and Institutions of Higher Education)	A non-governmental and plural association, which brings together the main HEIs in the country, its objective is the promotion of comprehensive improvement in the fields of teaching, research and the extension of culture and services.	60% of the educational program	In 2022 it offered 30 scholarships, as requirements it mainly requested, to have a bachelor's degree or to be in the process of a degree demonstrated with a procedure and to have the certificate of bachelor's studies (UNIR Mexico, n.d.)
CUMEX (Consortium of Mexican Universities)	It is a program designed to finance scholarships to promote and strengthen the international mobility of professors, researchers and postgraduate students of the Universities and HEIs that are members of the Consortium of Mexican Universities (CUMex). (Consortium of Mexican Universities, 2026)	Maximum endowment of \$3,000 (US\$)	They offer 64 scholarships for professors and researchers, postgraduate students (master's, doctorate and specialization). The stay must be less than 6 months
ECOES (Common Space for Higher Education)	It is a national mobility scholarship to promote the mobility of undergraduate and graduate students from UNAM, IPN and UAM	\$5000 per month with a duration of 3 to 5 months	Be enrolled in a UNAM undergraduate or graduate degree. Be a regular full-time student with a minimum GPA of 8.5.
SEP (Ministry of Public Education)	These scholarships are administered by the National Coordination of Scholarships for Welfare Benito Juárez (CNBBBJ) and are called Elisa Acuña Scholarships for basic, upper secondary and higher education.	-Scholarship for having completed the degree (\$4,000)	Be nominated by the university. Have graduated in the periods marked in the call. To have obtained the degree within the periods indicated in the call and by the established means: thesis, any other written work or professional activity.(MEXTUDIA, n.d.-b)

¹² Countries that have ratified the Convention and are committed to recognising cross-border higher education qualifications, thereby promoting international academic mobility and cooperation.

			Maintenance Scholarship (\$9,000, spread over 5 bimonthly payments of \$1,800)	Be enrolled in one of the universities indicated in the call. Coming from a household whose monthly per capita income is less than the urban Income Poverty Line, in force at the time of application. (MEXTUDIA, n.d.-e)
DGRI-SEP (General Directorate of International Relations of the SEP)	They are international mobility scholarships that function as a bridge of global academic training for Mexicans with good academic performance who seek to study abroad. (MEXTUDIA, n.d.-a)	Language Assistant in France (Part-Time Support + Remuneration)		Be under 30 years old. Be a graduate of a Mexican institution of higher education. Have a degree and professional license. Have an intermediate level of the French language.
		Language Assistant UK (partial support + remuneration)		Be under 30 years old. Be a graduate of a bachelor's degree with a specialty in English language teaching. Have a degree and ID. Be an English teacher in a Mexican public school (at least 1 year). Have an intermediate level in the English language.
		Quebec Language Assistant (\$11,000 MXN + \$1,700 CAD)		Be under 30 years old. Be a graduate of a bachelor's degree with a specialty in the French language or in teaching French. Have an ID card and degree. Have an intermediate level of the French language.
		Mobility Canada, Europe, Asia (\$50,000 MXN)		Be enrolled in a bachelor's or master's degree program. Be a regular student. Have a minimum of 50% of credits taken. Have an average of 8.5. If you are a student of private schools, have a 50% scholarship for tuition and enrollment from the host university.
		Mobility United States (\$50,000 MXN)		Be enrolled in a bachelor's or master's degree. Be a regular student. Have an average of 8.0. If you are a private school student, have a 50% scholarship for registration and tuition from the host university.
FIDERH (Fund for the Development of Human Resources) of the Bank of Mexico	It is a scholarship from the federal fund, administered by the Bank of Mexico for graduate students. (Fund for the Development of Human Resources, n.d.)	300,000 to 800,000 MXN single issue		Maximum age of 50 years. Bachelor's, specialty, or master's degree. Minimum general average of 7.8 on a scale of 1 to 10 or homologation corresponding to said scale issued by an educational institution or the UNAM in Mexico. Unconditional acceptance letter from the destination university. Valid second language certificate. Good credit history, that is, having a SCORE greater than or equal to 660 points, in case of not having a credit history, present the voucher issued by the Credit Bureau. The backing of a guarantee.
FUNED Educational Financing	Financial support through EDUK PRO (FUNED, 2026)	10% scholarship and 90% credit, with amounts from \$5,000 to \$30,000 USD (up to \$60,000 USD for top 10)		Nationality: Mexican (by birth or naturalization). Academic: Professional degree (or in process) with a minimum average of 8.0. Experience: Minimum 1 year of work (internships do not count)
CONACYT	Scholarships from the National Council of Humanities, Sciences and Technologies (CONAHCYT) (MEXTUDIA, n.d.-d)	Youth Building the Future (5,800 MXN per month) CONAHCYT (14,000-20,000 MXN per month)		Have low income and up to 29 years of age by December 31, 2025. Average of 8.0

		CONAHCYT-Abroad Scholarships (co-financed, \$15,000–\$25,000 MXN per month + tuition)	Average of 8.0 and certificate of knowledge of the language in which the studies will be carried out (e.g. TOEFL ITP: 550, iBT: 79-80, IELTS: 6.5).
SCHOLARSHIP FOUNDATION for postgraduate programs	It is a program called Casa de México Foundation Scholarships in Spain of the Casa de México Foundation, which aims to support graduates and professionals to promote cultural exchange and training in the best Spanish institutions. (Casa de México Foundation Scholarships, n.d.)	Cost of tuition at the university or teaching centre, accommodation and food not exceeding €1,300, the support is granted for up to 12 months.	Have a valid passport, have a minimum average of 8.5 according to the registration stipulated by your academic unit, have 2 years of verifiable work experience after having completed their university studies. Social service is not counted.
SANTANDER	Santander Scholarship for Academic Excellence from Grupo Santander Initiative (Santander, n.d.)	One-time financial support of \$100,000 pesos	Have at least 30% of the credits of the academic program in progress covered. Be regular students and maintain a minimum GPA of 8.8
Pacific Alliance	Cooperation in the Pacific Alliance, through the Student and Academic Mobility Platform, promotes academic exchange aimed at nationals of Chile, Colombia, Mexico and Peru to carry out student and academic exchanges in HEIs, granting a maximum of 100 scholarships for technical training up to postgraduate studies. (Mexican Agency for International Development Cooperation, 2026b)	4 to 5 times the value of the Unit of Measurement and Update (UMA), in Mexican pesos ¹³ on a monthly basis	Be regular students who can prove that they have passed at least 50% of their career in the Institution and have an outstanding minimum average.

Note: own elaboration

In addition to these scholarships, international scholarships are submitted to Germany through the German Academic Exchange Service (DAAD), Saudi Arabia through the Gateway KSA Program - a cooperation program between the King Faisal Center for Research and Islamic Studies of Saudi Arabia (KFCRIS) and the non-governmental organization Iyadine; to Argentina with the LATAM Scholarships for Postgraduate Studies in Buenos Aires; Australia through the Australia Endeavour Leadership Program (ELP) and the Australian Government Department of Education and Training; for Austria through programmes such as Franz Werfel and Richard Plachka and Ernst Mach; Azerbaijan with the call for the Azerbaijan Scholarship Program for Foreigners "Heydar Aliyev"; to Belgium through the Ministry of Education and Training of Flanders, to Belize with the Call for International Students for the Certificate in English as a Second Language Program at the University of Belize, among others, promoting the exchange also to countries such as: China, Brazil, Canada, Chile, Colombia, South Korea, Egypt, Slovakia, United Arab Emirates, Spain, United States,

¹³ currently, it is equivalent to \$14,264.88 - \$17,831.11 pesos per month. The Unit of Measurement and Update (UMA) is subject to changes established by the Law

Finland, France, Georgia, Greece, Hong Kong, Hungary, Ireland, Israel, India, Indonesia, Italy, Japan, Jordan, Latvia, Lithuania, Malaysia, Morocco, Netherlands, New Zealand, Norway, Peru, Poland, Portugal, Province of Quebec, Qatar, United Kingdom, Republic of Slovenia, Romania, Serbia, Switzerland, Sweden, Thailand, Turkey, United Kingdom, Uruguay and Vietnam. (Mexican Agency for International Development Cooperation, 2026a)

Before the pandemic, mobility statistics did not include non-schooling programs or in transnational education modalities such as double degree programs or franchises (Bustos-Aguirre et al., 2023), therefore, it is important to consider as student mobility these cases that were reaffirmed in the pandemic stage where the student studies in an HEI in another country even if they have not moved, all in order to reveal the way in which scholarships have contributed to reducing the educational gap and have contributed to professional qualification in different countries.

Regarding the national panorama, students with national mobility (within the country, represent almost half of those who go to another nation.

Figure 5
Internationally mobile students by gender (in Spanish)

			2016/2017	2017/2018	2018/2019
	Outgoing	Temporary		11,104	12,453
National mobility	Incoming	Temporary		4,768	5,911
	Incoming	Permanent		907,819	956,413
	Outgoing	Temporary	19,535	17,437	21,114
International mobility	Incoming	Temporary	7,197	4,707	6,102
	Incoming	Permanent	17,234	33,271	44,998

Source: (Bustos-Aguirre et al., 2023, p. 33).

As can be seen, outgoing international mobility almost doubles the national one, although in the 2017-2018 cycles there is a growth in national mobility, on the other hand, permanent mobility (national and international) also shows a growth trend, on the other hand, there is an increase in international mobility in the number of students born outside Mexico

who study in a national HEI according to the 911 database with which the Table above. (Bustos-Aguirre et al., 2023).

Although national postgraduate scholarships are a determining element in the entry and permanence of students in an educational program, a study by Peinado Camacho, et al. (2025) carried out on 30 master's and doctoral participants concludes that scholarships are not a factor that influences the choice of postgraduate degree, however, the economic resource allows the maintenance, solvency in the research projects that allow the confirmation of the thesis work and continue with the studies.

In this way, the situation of educational quality must be considered, since as already mentioned from the beginning it has a strong relationship with the economic growth of countries, however, in contexts of high inequality of opportunities where the quality of education is extremely different between economic strata, some types of investment in HE can reproduce inequalities; in Mexico, since 1970 CONACYT has been the main organization that carries out scientific, technological and innovation activities to raise the development of the country and to achieve this it allocates scholarships and support to qualified students and although by 2016 there were 25000 universities, economic inequalities make it difficult for a greater number of universities to be registered to start the process of applying for an educational scholarship (Arceo Gómez et al., 2019):

Our analysis reveals high levels of concentration in the distribution of educational quality at the country's higher level, both in geographical and institutional terms. As for the former, Mexico City and the northeast of the country account for 60% of the total applications in the 2013-2016 period. On the other hand, the contribution of regions such as the southwest of the country is minimal. Regarding the latter, only 144 of the 2,507 higher education institutions registered with ANUIES send at least one scholarship application to CONACYT during the study period. Moreover, 75% of the total is sent by only 20 institutions. Of these, half are private (37.7% of the total applications), which contrasts with their contribution of 6.55% of the graduates reported in ANUIES in these years.

Therefore, we show evidence of concentration in the distribution of education quality by geographical areas and in some institutions. Using the rate of formalized scholarship applications per thousand graduates, we find

that small public research centers such as the National Institute of Anthropology and History, El Colegio de México, the Center for Economic Research and Teaching, and El Colegio de San Luis, among others, have higher rates of applications than the rest of the institutions in the country. and they also have a higher percentage of formalization than the average. These facts account for the concentration of the quality of higher education in the country (p. 95).

As can be seen, the HEIs that concentrate the largest number of applications are few; in addition, their percentage of training is higher than average. On the other hand, despite the granting of scholarships in Mexico for study abroad, the panorama reflects two difficulties: there are few Mexicans who study abroad and few foreign students who choose Mexico as a destination. (Vázquez Carrillo & Díaz Mondragón, 2024).

Some causes are that Mexican programs are not designed to adapt to the demands of the world of work; This implies a decoupling between education and the skills required by the market. Although the region's lag must also be considered, Mexican students prefer destinations in Anglo-Saxon countries or in Spain to improve their English language skills and look for a job opportunity in the destination country. On the other hand, private HEIs offer more support to the mobility program, including extracurricular activities and networking opportunities, compared to public HEIs whose scholarships are limited to financial support. (Vázquez Carrillo & Díaz Mondragón, 2024).

CONCLUSIONS

Scholarships have a greater presence with the continuous increase in school fees and the pressure to develop better job skills, however, the cost of university tuition increases with the efforts that countries make to reduce the labor gap indicated in SDG4, which means an increase in private HEIs and greater economic efforts by governments to pay for academic tuition in an HEI, therefore, scholarships represent a solution for students with greater inequalities.

Currently, students have different options to search for scholarships and other forms of financial support in databases such as the BECA Foundation, Higher Education Scholarships of the Labor Observatory, SUBES,

MEXTUDIA, etc. However, access to scholarships is limited by different elements:

- ⇒ Not all HEIs have access to scholarships: to do this, students must enter an HEI that has the necessary agreements and registrations to access the maintenance, support and mobility scholarships.
- ⇒ The certification in languages, various scholarships are given to students who have certifications in languages such as English and French.
- ⇒ Work experience: Some graduate scholarships require a set amount of work experience.
- ⇒ Age: scholarships may be conditional on the applicant's birthday.
- ⇒ The average: Many scholarships are conditional on averages of 8 or higher.

In this sense, the challenges lie in designing programs that curb inequality and not only access to HE, but also seek better educational quality at the basic and higher levels, in addition to the promotion of language certifications; The aim is to design study plans and programs related to the demands of today's world of work. To motivate students from lower socioeconomic strata and less advantaged locations to submit postgraduate applications abroad, through collaborations with HEIs in other countries (Arceo Gómez et al., 2019).

In this sense, it is important to seek inclusive and equitable policies for mobility programs that reflect the needs of the population (Vázquez Carrillo & Díaz Mondragón, 2024). In conclusion, despite the fact that the number of scholarships awarded is diversified and increased thanks to collaborations between countries and public and private organizations as shown in the tables described in this chapter, access to them is still limited by the socioeconomic conditions of the students related to educational quality, certifications, age and averages, reveals the need for inclusive positives that guarantee access to this type of support.

On the other hand, in Mexico there is a need to update curricula and programs, especially in public HEIs, to encourage incoming international mobility and improve access to scholarship programs.

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