

THE IMPACT OF INTERNATIONAL LEARNING MOBILITY ON RECENT GRADUATES

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Abstract

In recent decades, the internationalisation of higher education has become an increasingly important phenomenon, with the most striking manifestation being the rise in the number of tertiary students in international learning mobility programmes. Thus, the main assumption of this thesis is that the student mobility programmes have a significant positive impact on the recent graduates. The purpose is to explore the most important benefits through the available literature and do an empirical research on the potential differences between those who participated in an international learning mobility program (mobile students) and those who did not (non-mobile students) according to their net salaries and length of study-to-employment duration.

For the empirical research, the author uses data of Hungarian Graduate Career Tracking System Fresh Graduate Modul between 2011 and 2018 and uses OLS linear regression methods to examine how student-mobility experience – *ceteris paribus* – affects net wages and study-to-employment duration in the first year after graduation. The main findings of the empirical research are that there is significant difference in net wages between those Hungarian students, who participated in a mobility program for at least one semester (full-mobile), compared to those who did not. In the first year after graduation full-mobile students earn 1.7 percent more than their non-mobile peers, which is significant at 5 percent significance level. The other main finding is that the mobility experience - *ceteris paribus* - do not influence the length of study-to-employment duration.

The research contributes to the international literature in the topic of impacts of short-term international learning mobility and can serve as a source for further comparisons, even between nations. Furthermore, the results can motivate current and future students to take part in an international mobility programme, and higher education institutions themselves can encourage their students to do so.