

Does international student mobility have an impact on labour market entry?

Laetitia POZNIAK (UMONS - Belgium) & Marc DUHAMEL (UQTR - Canada)

1. Introduction

- Context of globalization and programs to promote Transnational Educational Mobility (TEM). Ex: ERASMUS

➔ *Could TEM facilitate transition between graduation and labor market?*

2. Literature review

- On the Labor Market, **several variables** can have an impact on employability: social network, home university's ranking, personal characteristics such as grade obtained, non-cognitive skills, education level and having parents in the company.

➔ *Could student international mobility also have a positive impact on labor market entrance?*

- In many researches, international experience is used as an explanatory variable that can influence for several aspects on the labor markets:

Elements on which international experience can have an impact

- ✓ **Transnational human capital** = "Stocks of knowledge and personal skills that enable a person to operate in different fields beyond the individual nation-state"
- ✓ **Cultural intelligence** = capacity to function effectively in a multicultural environment
- ✓ **Cultural sensitivity**
- ✓ **Career plan & Labor migration**
- ✓ **Wage**
- ✓ **Employability**

➔ *Hypothesis : students who studied abroad experienced a faster school to work transitions*

3. Data & Methods

- Sample : **280** graduated students from *The Warocqué School of Business and Economics/University of Mons – Belgium*.
- Among them **76** experienced a mobility during their study (accredited semesters).



- Cross-sectional multivariate linear regression model of the number of months required to get a job (*mo2job*) as a function of independent explanatory variables where :

$$mo2job_i = \alpha + x_i\beta + z_i\gamma + c_i\delta + u_i$$

Summary statistics of the estimation sample	
Variable	Description
mo2job	Number of months to get a job after graduation
intlstudy	Participated in a study abroad program (Yes=1)
intlintern	Experienced an internship abroad (Yes=1)
resitexams	Resit examinations in August and graduated in September (1=Yes)
grades	0 = no mention (< 60%)
	1 = satisfaction (>60%)
	2 = distinction (> 70%)
	3 = high distinction (> 80%)
gender	Gender of the graduate (1=Male)
stateschol	0 = no state scholarship
	1 = partial exoneration
	2 = 'SAE' scholarship

4. Results

Model 1 : OLS estimates of a basic model of the empirical relationship between *intlstudy* and *intlintern* with *mo2job*, without any student or cohort controls

- - **3.2 months** for students who participated in international study exchange programs.
- **75% reduction** of the average time required to find a job after graduation

Models 2 & 3 : OLS we include subsequently the yearly cohort effects in Model 2 and the information about a graduate's grades, resitexams, stateschol and gender in Model 3

- -**2.10 months** (statistically significant at the 5% level).
- **decrease of nearly 50%** of the average number of months to get a job after graduation

Model 4 : TOBIT

- participation in an international study exchange program is associated with a **57 % reduction** in the average number of months before a graduate gets a job.

References

Calmand et al, 2018; Waibel et al. 2017; Sorrenti, 2017; Drydakis, 2016; Di Pietro, 2015 ; Engle & Crowne, 2014; Tholen et al. 2013 Gerhards & Hans, 2013; Rodrigues, 2013 ; Heckman & Kautz, 2012; Chua, 2011; Parey & Waldinger, 2011 ; Crossman & Clarke, 2010; Cammelli et al., 2008; Crowne, 2008; Scarletti, 2007 ; Heckman et al. 2006; Cammelli & Mignoli, 2006; Janson et al. 2006 ; Messer & Wolter, 2005; Lianos et al. 2004.

