

SUM- MAR- IES!

**EXPLORING FINLAND'S ERAS-
MUS+ MOBILITY FLOW DYNAMICS**

**POTENTIAL OPPORTUNITIES FOR
REGIONS**

**Tuomas Väisänen,
Milad Malekzadeh &
Olle Järv**

Urbaria Summary 2026/1

Exploring Finland's Erasmus+ mobility flow dynamics: potential opportunities for regions

Tuomas Väisänen, Postdoctoral Researcher, Digital Geography Lab, University of Helsinki

Milad Malekzadeh, Postdoctoral Researcher, Digital Geography Lab, University of Helsinki

Olle Järv, Academy Reserach Fellow, Digital Geography Lab, University of Helsinki



- Student mobility can inform regional planning and strategies in Finland, and be used to mitigate brain drain dynamics.
- Covid-19 and Brexit have changed established student flow structures providing potential opportunities for regions.
- Understanding the role of different forms of mobility for regions can enable higher resiliency.

Introduction

Student mobility is a specific type of mobility, where (future) highly-skilled individuals pursue education abroad for a semester, a full academic year or longer, before they often return home (Eskelä, 2013; King & Findlay, 2012; Périco & Gonçalves, 2018; Santelli et al., 2019). The largest student mobility framework in Europe is the Erasmus+ programme, which has facilitated the mobility of over 16 million European students since 1987 and consequently the transfer of skills, ideas, and consumer base (Directorate-General for Education, Youth, Sport and Culture, 2024), and gone through several transformations (European Commission et al., 2024; Havusela, 2025). Being an instrument of the European Union, it has enabled Finnish students to partake in academic mobility since 1995. This type of mobility provides benefits for the destinations through the influx of new talent and consumers, who bring their academic skills, thinking, social networks and spending habits to be used at the destination during their stay. As a result, their ideas and skills transfer, social networks expand and monetary resources are spent enriching the destination region's social, cultural, and economic systems (Luo, 2023; Nada & Legutko, 2022; Rasamoelison et al., 2021; Sigalas, 2010). Similarly, the returning student brings newly acquired skills, ways of thinking, and an expanded social network with them back home, thus boosting the academic excellence of the sending region, but also connecting both regions more tightly together as a result of the newly established social connections (Ghosh & Jing, 2020; Jurgens & McAuliffe, 2004; Mashizume et al., 2020). From the perspective of European Union, the student mobility flows can also be an indicator of regional integration and cohesion (Havusela, 2025).

International student mobility has been shown to be driven by the traditional push and pull factors, such as differences in costs of living and educational prestige, but also by desires to learn about new cultures, languages, and to have an adventure (Cuzzocrea & Krzaklewska, 2023; Lesjak et al., 2015; Nada & Legutko, 2022; Wende, 2015). After the pandemic, the geopolitical environment, safety, and living conditions of the destination have become more important factors for students when deciding where they want to go for an exchange (Luo, 2023; Zayim-Kurtay et al., 2025). Decisions for foreign students to come to Finland have been associated with perceived better educational opportunities and quality of education compared to origin country (or other potential destinations), lower tuition fees, learning of foreign cultures, and existence of prior social relationships, but also through random chance (Eskelä, 2013; Lu & Everson Härkälä, 2024).

As many Finnish and European regions are coping with pressures induced by an ageing demographic structure, out-migration, and economic difficulties, others are benefitting from a concentration of population, economic activity and skills (Pike et al., 2023). Against this backdrop, several regions (and municipalities) could adapt and reallocate their focus from purely attracting permanent residents to also attracting temporary residents, such as students. In fact, several regions have identified multilocal individuals, that is people who have or are looking for a second home (such as a summer cottage) outside their home region, as a key demographic group for their region (de Oliveira et al., 2015; Lehtonen et al., 2019; Lehtonen & Vartiainen, 2025). However, student mobility has remained an underexplored perspective in this regard for attracting young talent to the region to boost its economic, demographic and cultural situation even if only temporarily.

In this article, we use geolocated Erasmus+ student mobility flows (Väisänen et al., 2025a) to better understand 1) how student mobility to and from Finland has changed between 2014 and 2023, 2) which countries and regions in Europe are connected to Finland through student mobility, and 3) how disruptions like Brexit and the Covid-19 pandemic have changed the situation. This information can provide information for regional decision-making on how to boost the region's attractiveness from the student mobility perspective through, for example, targeted marketing campaigns in specific regions focusing on key student groups (James, 2023). The work is a part of a larger Horizon Europe project, Mobi-Twin (<https://mobi-twin-project.eu/>), during which we study how different forms of regional mobility (student mobility being one of them) are changing in Europe during the green and digital transitions.

Data

The data is derived from the geolocated Erasmus+ student mobility data that covers the time period between 2014 and 2023, which is based on official Erasmus+ mobility statistics (for detailed description of the full dataset see Väisänen et al. (2025a), and to access the full dataset, please see Väisänen et al. (2025b)). In our case, we use a subset of the full data, which only contains flows to and from Finland during the same nine-year period. The student mobility flows consist of students who are at least 18-years old and whose mobility has lasted at least 90 days. This approach captures long-term mobility patterns of students in institutions of higher education in a consistent manner and filters shorter excursions and mobility of school children out.

In total, the data contains the flows of 110 429 students between 2014 and 2023, of which 69 052 come to Finland, and 41 377 leave Finland, and is represented as an origin-destination matrix. The gender balance for incoming and outgoing students is female-dominated, with 58 % of incoming and 64 % of outgoing students being female. The origins and destinations of the student movement flows correspond to the 2021 version of NUTS 3 (Nomenclature of Territorial Units for Statistics) regions used by the European Union to collect regional statistics and enact regional policies (European Commission & Eurostat, 2024). NUTS 3 regions are based on administrative boundaries of existing European administrative areas and roughly represent regions where the population size ranges between 150 000 and 800 000 inhabitants. In the Finnish case, NUTS 3 regions correspond to official administrative regions ("maakunta" in Finnish). In addition, we use information on 18-year-old or older enrolled students in higher education institutions across Finnish regions from 2014 to 2023 to enable examining flows relative to the enrolled student population.

Data Trends in student mobility relating to Finland

Country-level trends

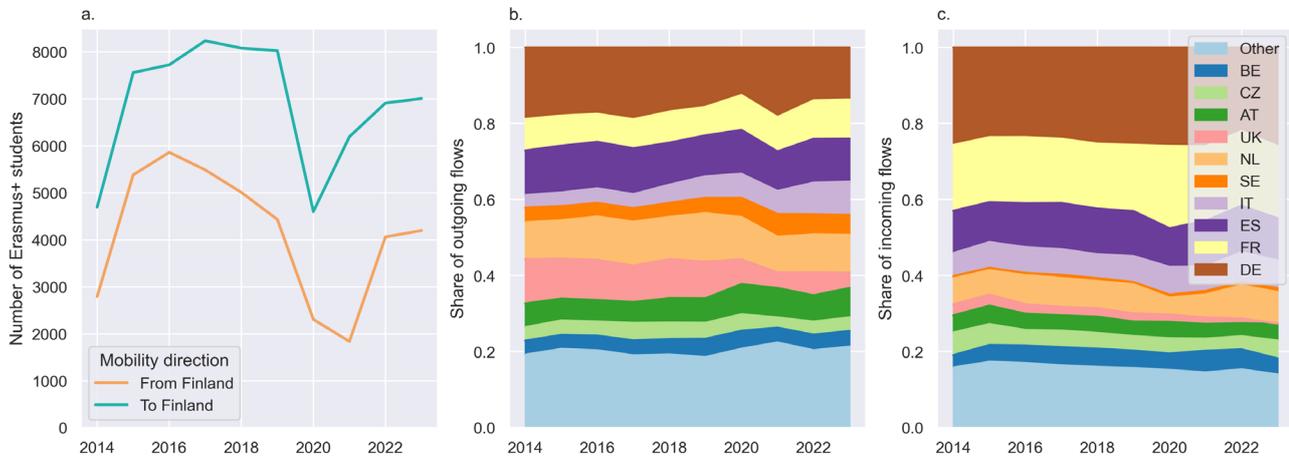


Figure 1. The total number of (a.) outgoing and incoming Erasmus+ students to Finland, the relative shares of (b.) destination countries for outgoing students from Finland, and relative shares of (c.) origin countries for incoming students to Finland during the years from 2014 until 2023.

The balance of absolute numbers between outgoing and incoming students to Finland has been quite similar throughout the study period (Figure 1a) with consistently more exchange students arriving to Finland than are leaving it. The pandemic had a similar negative effect on incoming and outgoing students by reducing the total number by approximately 3000 students for both. After the pandemic the numbers have started to rebound for incoming and outgoing students, but have not yet reached pre-pandemic levels. Compared to incoming students, it appears the pandemic had a slightly more extended effect on the propensity of students from Finland leaving for an exchange, as 2021 is the year with the fewest Erasmus+ students from Finland going abroad, but Finnish students caught up in 2022. The reasons for lesser mobility from Finland can be myriad from stricter policies regarding travelling from Finland on the European level to changes in how Erasmus+ mobility was marketed for students in Finland during the main pandemic years.

Exploring the relative share of origin and destination countries related to Erasmus+ mobility to and from Finland (Figure 1b and c) shows Germany, France and Spain having a large role in both outgoing (around 38%) and incoming flows (over 50%) to/from Finland. The role of these main countries as destinations appears to be slightly diminishing through the period, whereas the role of Italy, Austria, Sweden and Czechia as destinations is increasing (Figure 1b). Simultaneously, the effect of Brexit can be seen in the UK losing its relevance as a destination or an origin in Erasmus+ mobility to/from Finland. The situation with incoming flows has some interesting features besides the UK disappearing (Figure 1c). For example, flows from France became proportionally larger during 2020, potentially because of remote learning opportunities, while the role of "Other countries" has been reducing slightly throughout the period, indicating proportional growth in the most popular countries named in Figure 1b and 1c.

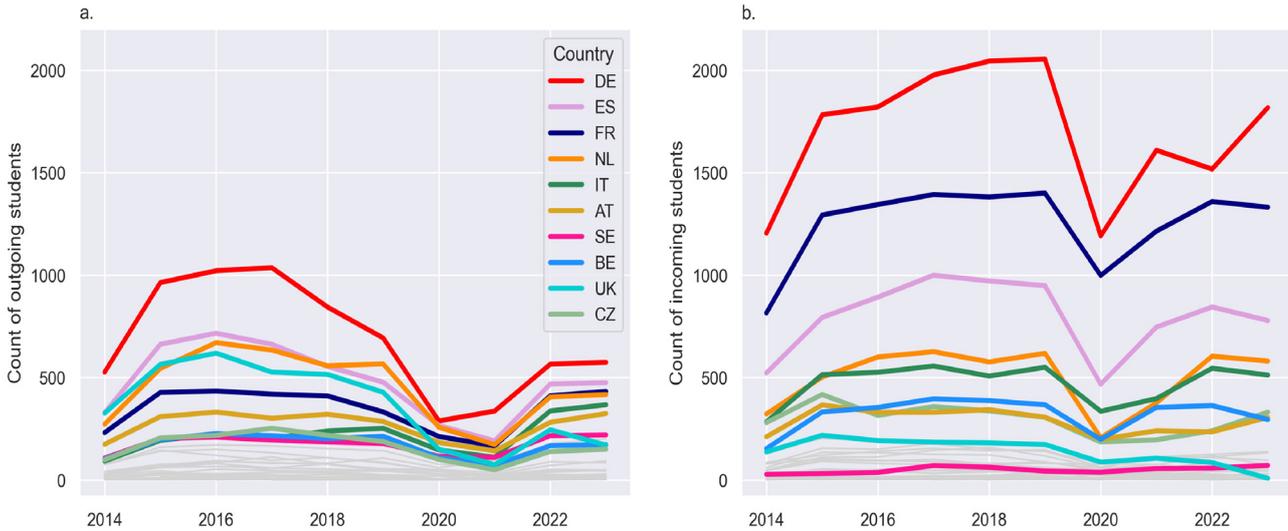


Figure 2. The absolute number of (a.) outgoing Erasmus+ students from Finland, and (b.) incoming Erasmus+ students to Finland during the years from 2014 until 2023.

Turning to destination and origin countries (Figure 2), we see the number of outgoing students from Finland (Figure 2a) have not recovered to pre-pandemic levels, but have stalled in 2022 at a level that corresponds to mobility flow levels in 2014–2015. This indicates Finnish students are less likely to have an exchange year abroad after the pandemic, but it can also be confounded by several other factors like the increasing costs of living and geopolitical instability in Europe since the pandemic and Russia’s invasion of Ukraine in February 2022. Conversely, the Erasmus+ flows to Finland have largely returned to the pre-pandemic levels for most of the important origin countries (Figure 2b). However, for most countries the growth appears to have stalled in 2022 as well, except for Germany, Austria and Czechia. The stalled attractiveness of Finland, the EU country with the longest shared border with Russia, can be a result of the geopolitical instability. The effects of Brexit can also be seen in Erasmus+ mobility as mobilities to the UK and from the UK are on a clear downward trajectory.

Regional-level trends

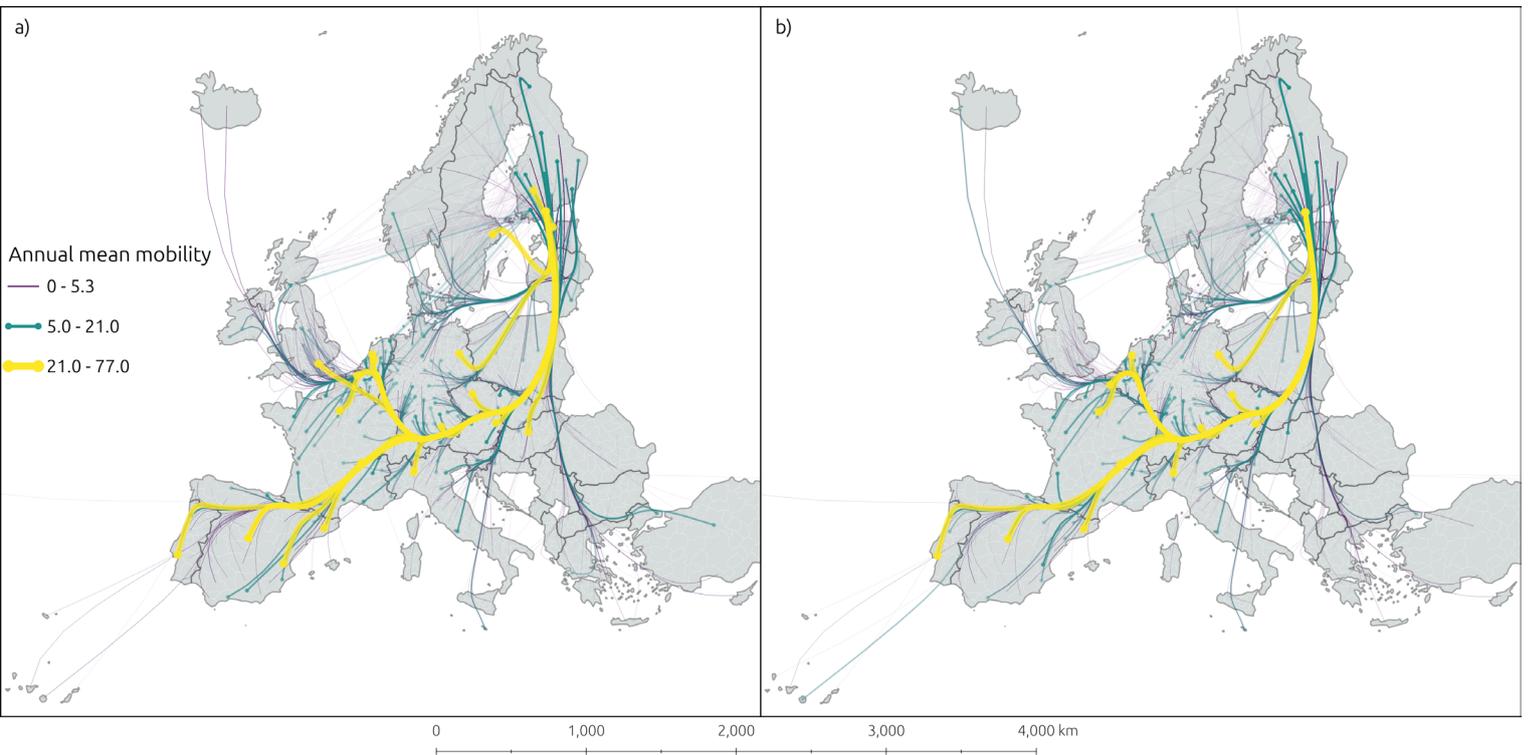


Figure 3. Average mean mobility flows in (a.) pre-pandemic years 2014–2019 and (b.) post-pandemic years 2020–2023 on the NUTS 3 regional level. The flows are not directional and indicate strength of average connection between the NUTS 3 regions.

Mapping the average annual flows geographically between pre- and post-pandemic years reveals clear geographic reconfigurations, particularly in terms of most intense flows (Figure 3). London (specifically Westminster), Stockholm, Budapest, and Northern Estonia used to be more connected to regions of Uusimaa and Pirkanmaa during the period before the pandemic, whereas after the pandemic flows to London and Stockholm are not as sizeable, and Pirkanmaa has also reduced. Brexit is the likely culprit for lack of flows between London and Finnish regions in the post-pandemic period (as it became in effect also in 2020), whereas the other changes are more likely linked to the pandemic, and have reduced the likelihood of Finnish students going abroad for their studies in comparison to foreign students coming to Finland (see e.g., Figure 2).

Examining the absolute numbers of incoming and outgoing students from the perspective of Finnish NUTS 3 regions (Figure 4a and b) shows that Helsinki-Uusimaa dominates both perspectives, with Varsinais-Suomi, Pirkanmaa, Keski-Suomi, and Pohjois-Pohjanmaa rather consistently as the follow-up most mobile regions. The remaining regions have comparatively lower absolute values of mobile students, and this structure seems to hold quite well after the pandemic. Overall, the regions seem to be receiving more students from abroad than sending domestic students away, indicating the potential existence of a rather resilient student-based regional brain gain process in several regions.

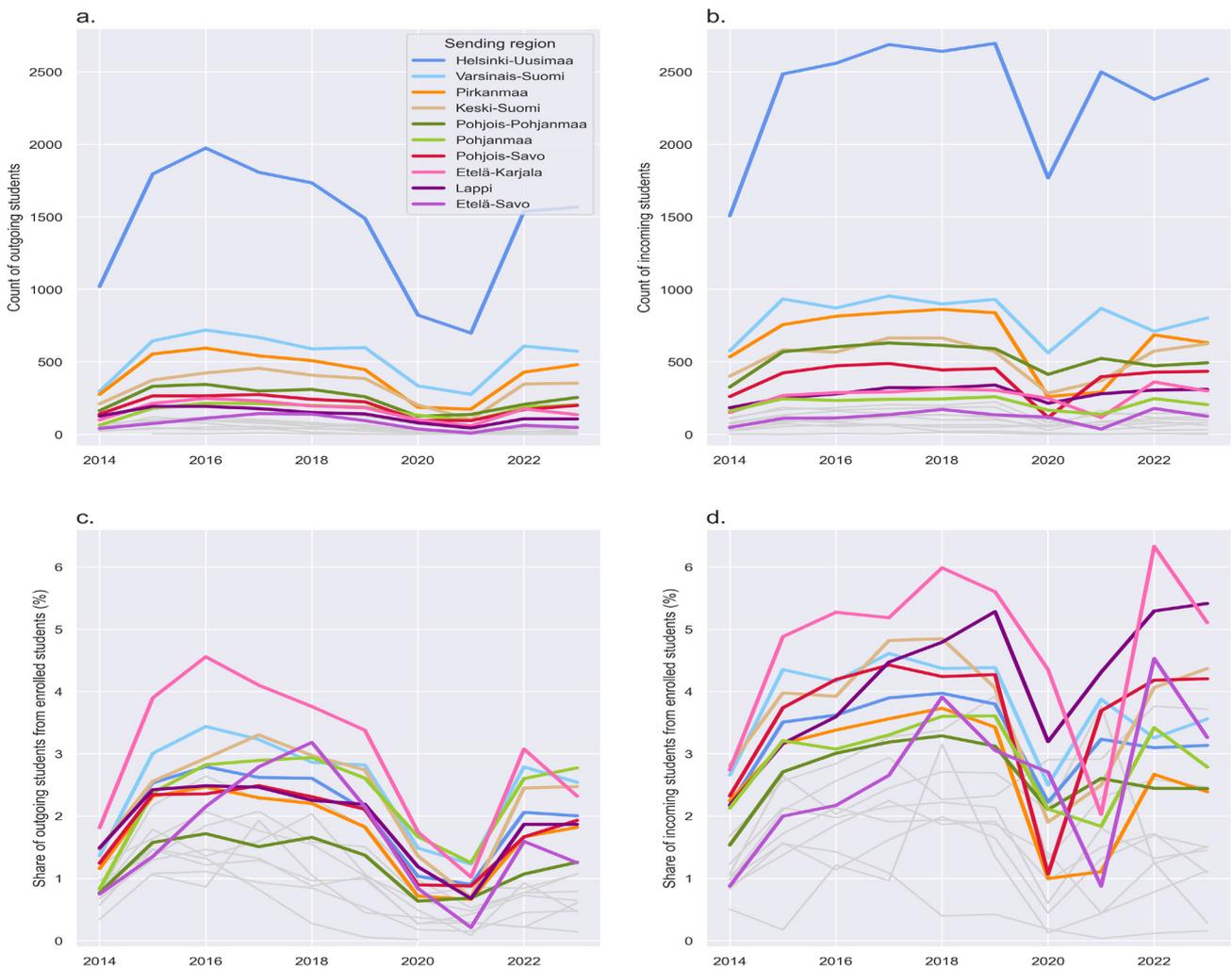


Figure 4. The absolute number of (a.) outgoing Erasmus+ students by Finnish NUTS 3 regions, (b.) incoming students by Finnish NUTS 3 regions, and the relative share of mobile students over enrolled students for (c.) incoming and (d.) outgoing students during the years from 2014 until 2023.

Moving to the relative shares of outgoing and incoming students over all enrolled students across the Finnish NUTS 3 regions (Figure 4c and d), we can see a different hierarchy appearing. Etelä-Karjala is, in relative terms, the most mobile region in Finland regardless of flow direction with incoming foreign Erasmus+ students accounting for more than 5 % of enrolled populations during most years, and holding the top position for most years in terms of share of domestic students going for an exchange abroad. The Helsinki-Uusimaa region conversely is a moderately mobile region in comparison to the other regions, with Varsinais-Suomi and Keski-Suomi consistently more mobile, and the relative trends seem to be downward for these regions with outgoing and incoming perspectives. Examining the absolute numbers of incoming and outgoing students from the perspective of Finnish NUTS 3 regions (Figure 4a and b) shows that Helsinki-Uusimaa dominates both perspectives, with Varsinais-Suomi, Pirkanmaa, Keski-Suomi, and Pohjois-Pohjanmaa rather consistently as the follow-up most mobile regions. The remaining regions have comparatively lower absolute values of mobile students, and this structure seems to hold quite well after the pandemic. Overall, the regions seem to be receiving more students from abroad than sending domestic students away, indicating the potential existence of a rather resilient student-based regional brain gain process in several regions.

From the perspective of relative share of foreign Erasmus+ students, Lappi (Lapland), Etelä-Karjala and Etelä-Savo appear to be rising stars (Figure 4d), especially as the absolute trends seem to be increasing for the regions as well (Figure 4b). This can indicate increasing foreign interest towards studying in these regions. While Kymenlaakso and Åland Islands regions are not separated in Figure 4, they are rather consistently the regions with the fewest mobile students and lowest relative mobility, indicating challenges in establishing connections to other European regions.

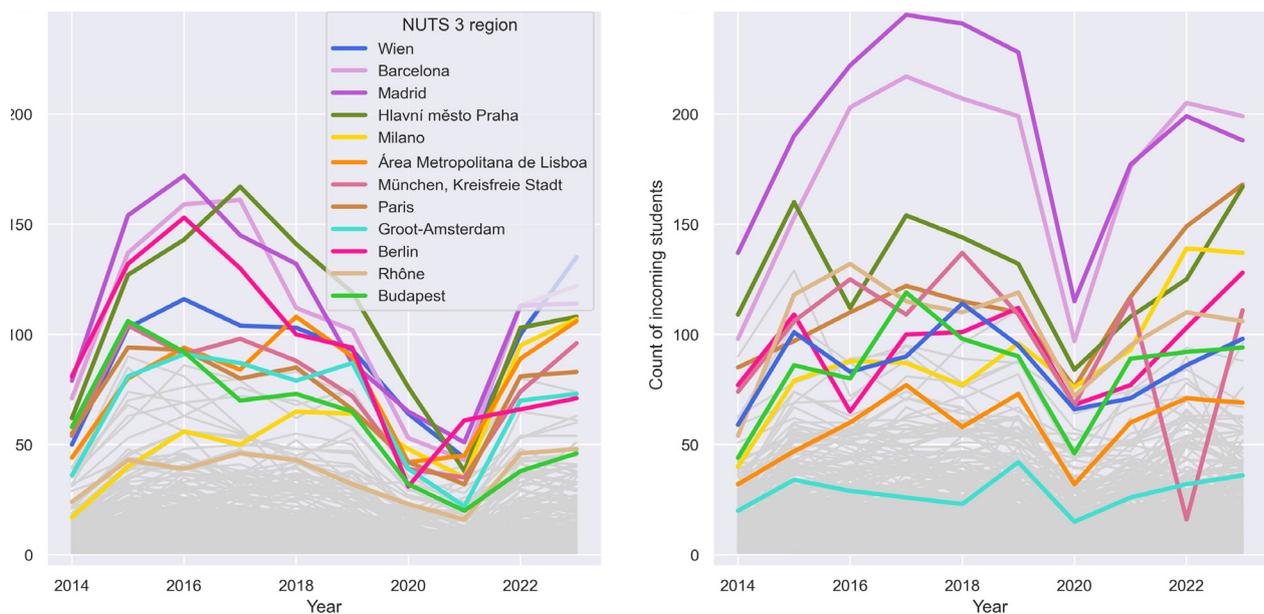


Figure 5. The absolute number of (a.) Erasmus+ students leaving Finland by their destination NUTS 3 regions and (b.) incoming students to Finland by their origin NUTS 3 region during 2014–2023.

Switching over to examining the role of foreign NUTS 3 regions most associated with Erasmus+ mobility, we can identify several key regions (Figure 5). The destinations for Finnish Erasmus+ students seem to have a general structure that holds throughout the years, but also some changes have occurred since the pandemic (Figure 5a). For instance, while Madrid, Barcelona and Prague have maintained their popularity, Vienna, Milano and Lisbon have become key destinations. Overall, the post-pandemic trends appear to be increasing for these mentioned top European regions. From the perspective of relative share of foreign Erasmus+ students, Lappi (Lapland), Etelä-Karjala and Etelä-Savo appear to be rising stars (Figure 4d), especially as the absolute trends seem to be increasing for the regions as well (Figure 4b). This can indicate increasing foreign interest towards studying in these regions. While Kymenlaakso and Åland Islands regions are not separated in Figure 4, they are rather consistently the regions with the fewest mobile students and lowest relative mobility, indicating challenges in establishing connections to other European regions.

The foreign origin regions for incoming Erasmus+ students to Finland also shows a rather consistent hierarchy with Madrid and Barcelona being the dominant origin regions, followed by Paris and Prague (Figure 5b). Although Paris was not as established origin before the pandemic, but traded places with Munich and Rhône. Interestingly the number of students from Milano have increased simultaneously with flows of Finnish students to Milano. With some regions the mobilities are more one-sided. That is, regions that are popular destinations for Finnish students (like Amsterdam and Lisbon) have mobile students that are not considering Finnish destinations to a similar degree, indicating a potential niche for attracting new talent to Finland from a major metropolis.

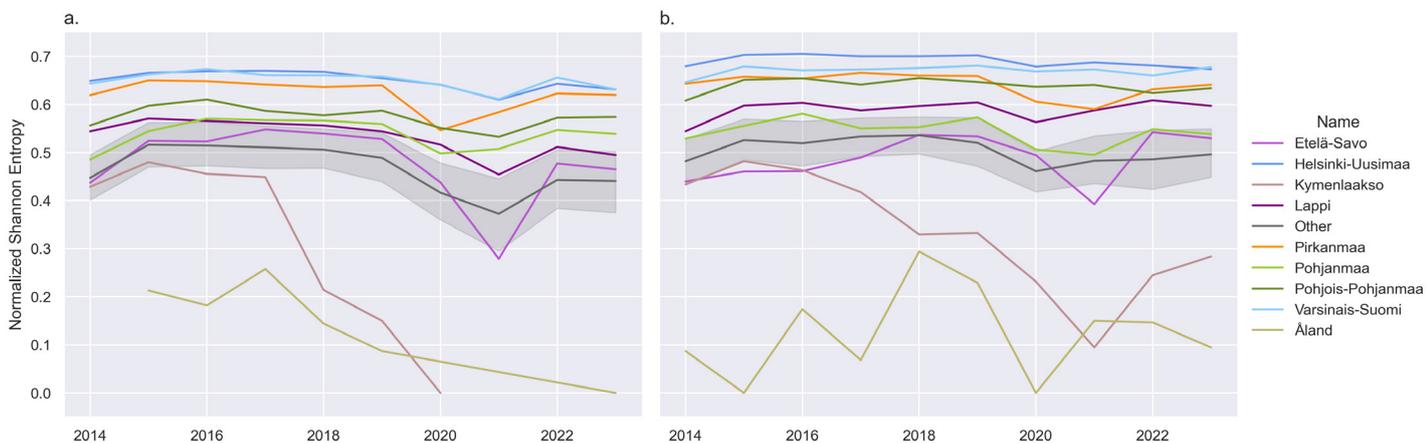


Figure 6. Normalized Shannon Entropy describing (a.) the destination diversity of outgoing students by Finnish regions and (b.) the origin diversity of incoming students by Finnish regions. “Other” regions contains the remaining Finnish NUTS 3 regions. The values of normalized Shannon entropy range between 0 and 1. A value of 0 indicates no diversity, meaning flows are going to or coming from only one region, whereas a value of 1 indicates maximum diversity, meaning flows are going to or coming from all possible 1514 NUTS 3 regions, and the number of students are equally distributed across these flows.

Finally, the destination diversity of outgoing Finnish students (Figure 6a) shows that most Finnish regions are sending students to a rather diverse set of destination regions in Europe. For nearly all regions, the general trend is a similar slightly downward trajectory, indicating a decreasing number of unique destinations for outgoing students from Finland. The regions with the largest cities have the highest diversity, whereas Åland Islands and Kymenlaakso have the lowest destination diversity, which is very likely reflecting the minimal number of people leaving for Erasmus+ mobility from these regions. Exploring the diversity of origin regions of incoming foreign students (Figure 6b), shows a similar pattern to the destination diversities, although Lappi and Etelä-Savo have a slight upward trajectory, indicating a geographically expanding interest to pursue education in these regions.

Conclusions

Student mobility flows regarding Finland have recovered to the COVID-19 slump in a varying manner. Generally, it seems that students from Finland are not going abroad in similar numbers as before the pandemic, whereas the number of incoming students from other countries have returned to pre-pandemic levels for the most part, which is similar to the findings of Havusela (2025). However, the number of incoming students has not grown much since 2022 on the regional nor the country levels, which could be caused by increasing costs of living and geopolitical instability in Europe. For outgoing students, the major destinations on country and regional levels have mostly kept their popularity, while previously less popular destinations have found a foothold with Finnish students. For example, the UK and Hungary are not as popular destinations as before, whereas Vienna and Milano have increased in popularity. For incoming students, the most popular origin countries are Germany, France and Spain, whereas the most popular origin regions are Madrid, Barcelona, Prague and Paris. Here as well, Milano and Berlin have become top senders of students to Finland.

The hierarchy of Finnish regions in terms of student mobility popularity largely follows population numbers and largest cities and is holding steady, however a few regions appear to be outliers. In relative terms and in terms of diversity of origins for foreign students arriving to Finland, Lappi and Etelä-Savo seem to be on a growing trajectory. The background reasons for these trends are beyond the scope of this exploratory analysis, but merit a further investigation. The diminishing mobility of students to and from Kymenlaakso and Åland Islands also invites one to ask what is the underlying mechanism causing this.

Even if the background reasons driving mobility were not explored here, we can make some educated guesses. For instance, the changing student mobility flows to and from Finland might still be influenced by the perceived better educational opportunities and lower tuition fees as Eskelä (2013) had found, but it is highly likely the pandemic years, geopolitical instability and a more recent governmental policies aimed at making it harder for foreigners to study in Finland are playing a role here. Similarly, the pandemic has also changed how higher education institutions try to attract international talent (James, 2023; Zayim-Kurtay et al., 2025), creating a complex interconnected process where the changing desires and decisions of individual students and evolving strategies of higher education institutions interact, creating potentially new opportunities for regions competing for skilled talent.

Our analysis herein has some considerations. First, the Erasmus+ mobility programme is not the only student mobility programme in Finland nor in Europe, and thus does not account for mobilities undertaken within other programmes like Nordplus or bilateral agreements between institutions, which might be more relevant for some specific regions. Regardless, Erasmus+ mobility likely provides a sensible overview of general trends regarding European student mobility to and from Finland. Second, the modifiable area unit problem affects our analysis, even as the NUTS 3 regions attempt to normalize populations by covering geographical areas that have a population within a range of 150 000 and 800 000 inhabitants. Some NUTS 3 regions are still very small and as a result some major cities, like London and Paris, are represented by several NUTS 3 regions, which makes the connections appear less strong than they are in a common sense manner. To exemplify, one does not go for an exchange to Camden or Westminster, but to London. Likewise, geographically larger NUTS 3 regions have a higher likelihood to contain more than one institution of higher education, such as in the Helsinki-Uusimaa region, thus boosting their connectivity. Finally, our exploratory analysis does not inspect the driving forces and factors affecting student mobility regarding Finland, but regardless it highlights how the regional dynamics of Erasmus+ mobility are changing and provides potential opportunities for Finnish regions to carve out a beneficial niche.

Funding statement

This research was funded by the European Union under the Grant Agreement No 101094402 (Twin transition and changing patterns of spatial mobility: a regional approach - MOBI-TWIN Project). Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Research Executive Agency (REA). Neither the European Union nor the granting authority can be held responsible for them. This work was also supported by the Research Council of Finland (Flagship of Advanced Mathematics for Sensing Imaging and Modelling, FAME, grant number 359182).

Bibliography

- Cuzzocrea, V., & Krzaklewska, E. (2023). Erasmus students' motivations in motion: Understanding super-mobility in higher education. *Higher Education*, 85(3), 571–585. <https://doi.org/10.1007/s10734-022-00852-6>
- de Oliveira, J. A., Roca, M. de N. O., & Roca, Z. (2015). Economic Effects of Second Homes: A Case Study in Portugal. *Economics & Sociology*, 8(3), 183–196. <https://doi.org/10.14254/2071-789X.2015/8-3/14>
- Directorate-General for Education, Youth, Sport and Culture. (2024). Erasmus+ annual report 2023. Publications Office of the European Union. <https://data.europa.eu/doi/10.2766/833629>
- Eskelä, E. (2013). Migration Decisions of Skilled Migrants: International degree students in an offbeat destination. *Nordic Journal of Migration Research*, 3(3). <https://doi.org/10.2478/njmr-2013-0004>
- European Commission, European Education and Culture Executive Agency, Ferencz, I., & Kupriyanova, V. (2024). 20 years of Erasmus Mundus: Beyond borders and boundaries. Publications Office of the European Union. <https://doi.org/doi/10.2797/767054>
- European Commission, & Eurostat. (2024). Regions in the European Union Nomenclature of territorial units for statistics (NUTS) – 2024 edition. Publications Office of the European Union. <https://doi.org/10.2785/714519>
- Ghosh, R., & Jing, X. (2020). Fostering Global Citizenship through Student Mobility: COVID-19 and the 4th Wave in Internationalization of Education. *Beijing International Review of Education*, 2(4), 553–570. <https://doi.org/10.1163/25902539-02040009>
- Havusela, M. (2025). Patterns of Regional Integration in Europe through Erasmus+ Student Mobility: The Effects of Covid-19 [M. Sc. Thesis, University of Helsinki]. <http://hdl.handle.net/10138/597622>
- James, M. (2023). International Student Recruitment During the Pandemic: The Unique Perspective of Recruiters from Small to Medium-Sized Higher Education Institutions. *Higher Education Policy*, 36(3), 510–528. <https://doi.org/10.1057/s41307-022-00271-3>
- Jurgens, J. C., & McAuliffe, G. (2004). Short-Term Study-Abroad Experience in Ireland: An Exercise in Cross-Cultural Counseling. *International Journal for the Advancement of Counselling*, 26(2), 147–161. <https://doi.org/10.1023/B:ADCO.0000027427.76422.1f>
- King, R., & Findlay, A. (2012). Student Migration. In *An Introduction to International Migration Studies: European Perspectives* (pp. 286–312). Taylor & Francis Group. <https://doi.org/10.4324/9781003690801-13>
- Lehtonen, O., Muilu, T., & Vihinen, H. (2019). Multi-Local Living – An Opportunity for Rural Health Services in Finland? *European Countryside*, 11(2), 257–280. <https://doi.org/10.2478/euco-2019-0013>
- Lehtonen, O., & Vartiainen, N. (2025). Multi-locality and municipal finances: Insights from financial statements in Finland. *Norsk Geografisk Tidsskrift - Norwegian Journal of Geography*, 1–13. <https://doi.org/10.1080/00291951.2025.2572561>
- Lesjak, M., Juvan, E., Ineson, E. M., Yap, M. H. T., & Axelsson, E. P. (2015). Erasmus student motivation: Why and where to go? *Higher Education*, 70(5), 845–865. <https://doi.org/10.1007/s10734-015-9871-0>
- Lu, W., & Everson Härkälä, T. (2024). International student experience of employment integration in Finland. *Research in Comparative and International Education*, 19(2), 133–152. <https://doi.org/10.1177/17454999241238172>

- Luo, Y. (2023). International student mobility and its broad impact on destination countries: A review and agenda for future research. *Industry and Higher Education*, 37(5), 701–715. <https://doi.org/10.1177/09504222221150766>
- Mashizume, Y., Watanabe, M., Fukase, Y., Zenba, Y., & Takahashi, K. (2020). Experiences within a cross-cultural academic exchange programme and impacts on personal and professional development. *British Journal of Occupational Therapy*, 83(12), 741–751. <https://doi.org/10.1177/0308022620929887>
- Nada, C. I., & Legutko, J. (2022). “Maybe we did not learn that much academically, but we learn more from experience” – Erasmus mobility and its potential for transformative learning. *International Journal of Intercultural Relations*, 87, 183–192. <https://doi.org/10.1016/j.ijintrel.2022.03.002>
- Périco, F. G., & Gonçalves, R. B. (2018). Intercâmbio acadêmico: as dificuldades de adaptação e de readaptação. *Educação e Pesquisa*, 44, e182699. <https://doi.org/10.1590/S1678-4634201844182699>
- Pike, A., Béal, V., Cauchi-Duval, N., Franklin, R., Kinossian, N., Lang, T., Leibert, T., MacKinnon, D., Rousseau, M., Royer, J., Servillo, L., Tomaney, J., & Velthuis, S. (2023). “Left behind places”: A geographical etymology. *Regional Studies*, 1–13. <https://doi.org/10.1080/00343404.2023.2167972>
- Rasamoelison, J. D., Averett, S., & Stifel, D. (2021). International student-migrant flows and growth in low- and middle-income countries: Brain gain or brain drain? *Applied Economics*, 53(34), 3913–3930. <https://doi.org/10.1080/00036846.2021.1886237>
- Santelli, F., Scolorato, C., & Ragozzini, G. (2019). On the determinants of student mobility in an interregional perspective: A focus on Campania region. *Statistica Applicata - Italian Journal of Applied Statistics*, 1, 119–142. <https://doi.org/10.26398/IJAS.0031-007>
- Sigalas, E. (2010). Cross-border mobility and European identity: The effectiveness of intergroup contact during the ERASMUS year abroad. *European Union Politics*, 11(2), 241–265. <https://doi.org/10.1177/1465116510363656>
- Väisänen, T., Malekzadeh, M., Inkeröinen, O., & Järv, O. (2025a). Mobility of Erasmus+ students in Europe: Geolocated individual and aggregate mobility flows from 2014 to 2022. *Scientific Data*, 12(489). <https://doi.org/10.1038/s41597-025-04789-0>
- Väisänen, T., Malekzadeh, M., Inkeröinen, O., & Järv, O. (2025b). Mobility of Erasmus+ students in Europe: Geolocated individual and aggregate mobility flows from 2014 to 2023 [Research Data]. Zenodo. <https://doi.org/10.5281/zenodo.16737523>
- Wende, M. V. D. (2015). International Academic Mobility: Towards a Concentration of the Minds in Europe. *European Review*, 23(S1), S70–S88. <https://doi.org/10.1017/S1062798714000799>
- Zayim-Kurtay, M., Kaya-Kasikci, S., Kondakci, Y., Bulut-Sahin, B., Kéri, A., Levatino, A., Marinoni, G., Ovchinnikova, E., Öz, Y., Sin, C., Weber, T., & Qushem, U. B. (2025). Im/mobility in a disruptive time: The impact of Covid-19 on the size and directional flow of international student mobility. *Comparative Migration Studies*, 13(1), 1–19. <https://doi.org/10.1186/s40878-025-00431-5>



UNIVERSITY OF HELSINKI

TOIMITUS / EDIT

Mikko Posti
Kaupunkitutkimusinstituutti Urbaria

OTA YHTEYTTÄ / CONTACT

urbaria@helsinki.fi
0294124931 / 0504716334

SEURAA / FOLLOW US

@urbariahelsinki
www.helsinki.fi/urbaria

PL 4 (Yliopistonkatu 3)
00014 Helsingin Yliopisto