

Participation in Erasmus+ in numbers

KEY FINDINGS

- Erasmus+ participation has grown substantially since 2021, a year marked by disruption due to a pandemic, with expansion beyond higher education into VET, schools, adult education and youth work reflecting the broadening of the programme's reach.
- Mobility flows are geographically concentrated: participation from peripheral and outermost regions, though growing, remains low in absolute terms, and rural participants account for only 19% of the total on average.
- Women consistently represent around 60% of participants, broadly mirroring their share enrolment in tertiary education across the EU. Notably, women are better represented in Erasmus+ mobility than in the underlying student population in fields traditionally characterised by lower female participation.
- The number of participants identified as having fewer opportunities has nearly doubled since 2021, rising from 10% to 18.8% of total participants by 2024. 40% of mobile students still report above-average family income and 62% have at least one parent with a university degree.
- Participation by people with disabilities remains marginal: 1.6% of participants report a physical disability and 2.1% a learning disability on average, against a broader EU population where disability affects a significantly larger share of young people.

Since its launch in 1987, Erasmus(+) reached a total of 16.7 million participants in mobility activities by the end of 2024, with close to 1.5 million participants taking part in mobility opportunities in 2024 alone.¹ Evaluations analyse the evolution of participant characteristics over time, including their geographic provenance, socio-economic background, gender, disability, health and mental health status. Since its creation, the programme has indeed expanded both in scale and ambition, aiming to increase the number of participants but also to ensure that it becomes more accessible to those with fewer opportunities.

The commitment to promote equal opportunities and access, inclusion, diversity and fairness across all actions stands as a horizontal priority of the 2021–2027 programme. The European Parliament has consistently supported this objective. In its resolution of 23 June 2022 on the implementation of inclusion measures in Erasmus+ 2014–2020,² Parliament stressed that equality and inclusion are fundamental values

¹ European Commission: Directorate-General for Education, Youth, Sport and Culture, *Erasmus+ annual report 2024*, Publications Office of the European Union, 2025. <https://data.europa.eu/doi/10.2766/8201983>

² European Parliament. (2022, June 23). *Resolution on the implementation of inclusion measures within Erasmus+ 2014–2020* (P9_TA(2022)0265). <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52022IP0435>



of the European Union and should remain central to Erasmus+. It also highlighted the importance of adapting financial support mechanisms, including pre-financing, top-up grants, upfront payments and lump sums to facilitate participation by people with fewer opportunities. More recently, in its resolution of 16 January 2024 on the implementation of Erasmus+ 2021–2027,³ Parliament noted that participation remains uneven and that individuals with fewer opportunities still face heavy administrative requirements and limited resources, notably related to increased accommodation prices.

1. Learner and staff mobility by sectors

Data from the European Commission's Erasmus+ Annual Reports for the period 2021–2024 allows a mapping of the evolution of learner and staff mobility across the programme's five sectors.⁴ Data indicates a progressive diversification of participants in Erasmus+ mobility activities, with notable growth recorded across the Youth field and School Education between 2023 and 2024.

Regarding learner mobility, higher education has remained by far the dominant sector throughout the 2021 to 2024 period, rising steadily from approximately 250 000 participants in 2021 to over 400 000 in 2024 (Figure 1). The year 2021 reflected disruptions linked to the COVID-19: mobilities dropped by around 30% compared to the 2016–2019 average. This sustained upward trajectory reflects both the long-standing institutional integration of Erasmus+ in European university systems and the continued centrality of the EU's higher education policy agenda to the programme. This is reflected in the earmarking of the programme's budget.

School education displays a rather volatile pattern over the 2021–2024 period. Following an increase between the years 2021 and 2022, participation declined sharply in 2023 before increasing moderately in 2024. The introduction of the accreditation system likely caused the sudden increase in school participation in 2021–2022, followed by a correction in 2023.

In Vocational Education and Training (VET) participation nearly tripled, from approximately 73 000 participants in 2021 to over 209 000 in 2024. This trajectory is consistent with the policy emphasis placed on VET within the 2021–2027 programme, which identifies VET mobility as a strategic priority, and allocated 17% of the total programme budget to this sector.

³ European Parliament. (2024, January 16). *Resolution on the implementation of the Erasmus+ programme 2021–2027* (P9_TA(2024)0007). https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=OJ:C_202405701

⁴ Erasmus+ annual report, op. cit., 2024.

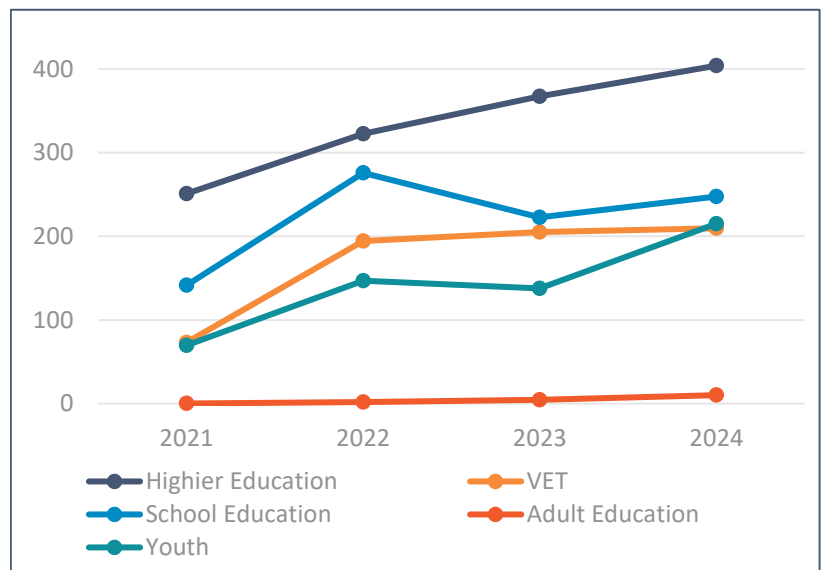
European Commission: Directorate-General for Education, Youth, Sport and Culture, *Erasmus+ annual report 2023*, Publications Office of the European Union, 2024, <https://data.europa.eu/doi/10.2766/833629>

European Commission: Directorate-General for Education, Youth, Sport and Culture, *Erasmus+ annual report 2022*, Publications Office of the European Union, 2023, <https://data.europa.eu/doi/10.2766/211791>

European Commission: Directorate-General for Education, Youth, Sport and Culture, *Erasmus+ annual report 2021*, Publications Office of the European Union, 2022, <https://data.europa.eu/doi/10.2766/635340>

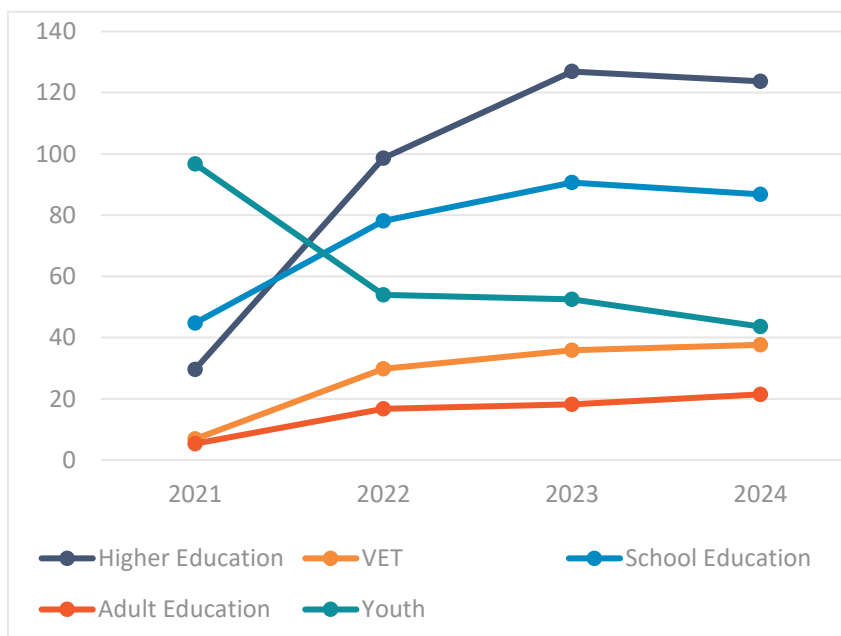
Youth participation followed a trend similar to School Education, although with less pronounced fluctuations, recovering from a dip in 2023 to reach approximately 215 000 participants in 2024. If Adult Education records the smallest absolute figures across all years, it also accounts for the largest proportional growth rate. From a baseline of 2 000 participants in 2022, numbers grew to approximately 10 000 by 2024, a fivefold increase in two years. While this still represents less than 1% of total learner mobility, the growth rate far outpaces every other sector and is consistent with the strategic expansion of the programme's reach into lifelong learning.⁵

Figure 1: Learners mobility per sector (thousands)



Source: Erasmus+ Annual Report 2021, 2022, 2023, 2024.

Figure 2: Staff mobility per sector (thousands)



Source: Erasmus+ Annual Report 2021, 2022, 2023, 2024.

Staff mobility displays a significantly different distribution from learner mobility (Figure 1). Higher Education staff numbers rose from approximately 35 000 in 2021 to a peak of 125 000 in 2023 before stabilising, only becoming the dominant sector by 2022. The most notable trend is the sharp and continuous decline of Youth staff mobility, which fell from the highest position in 2021 with around 100 000 participants to approximately 45 000 in 2024. School Education staff mobility remained broadly stable, while VET and Adult Education recorded modest but consistent growth.

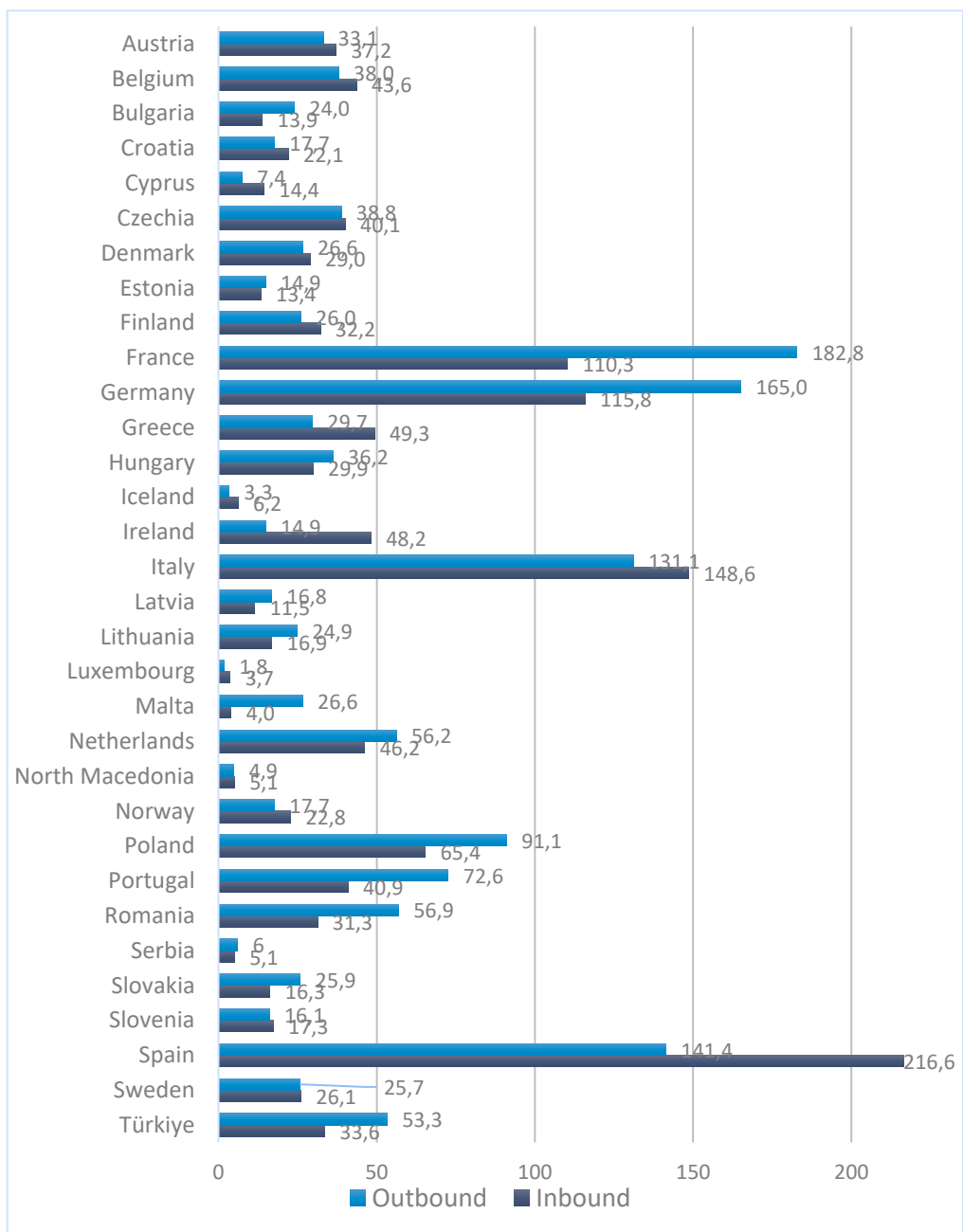
⁵ European Parliament & Council of the European Union. (2021). *Regulation (EU) 2021/817 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013*. Official Journal of the European Union, L 189, 1–33. <https://eur-lex.europa.eu/eli/reg/2021/817/>

2. Geographic background of mobility participants

2.1. Mobility flows in 2024

According to the Erasmus+ Annual Report 2024, mobility flows across the programme countries display that France (182 800), Germany (165 000), Spain (141 000), and Italy (131 000) together account for the majority of all departures (Figure 3). Yet, the balance between sending and receiving flows reveals different dynamics for each. France and Germany send considerably more participants than they receive, as does Poland (91 100 outbound against 65 400 inbound), suggesting these countries export educational mobility more than they absorb it.

Figure 3: Mobility flows in 2024 (thousands)



Spain (216 000) and Italy (131 000) present the inverse pattern, attracting more participants than they send, underscoring a strong destination appeal.

Ireland strikingly stands out by receiving over three times its outbound figure (48 200 inbound versus 14 900 outbound).

Malta and Greece similarly attract disproportionately more participants than they send, reflecting a strong attractivity.

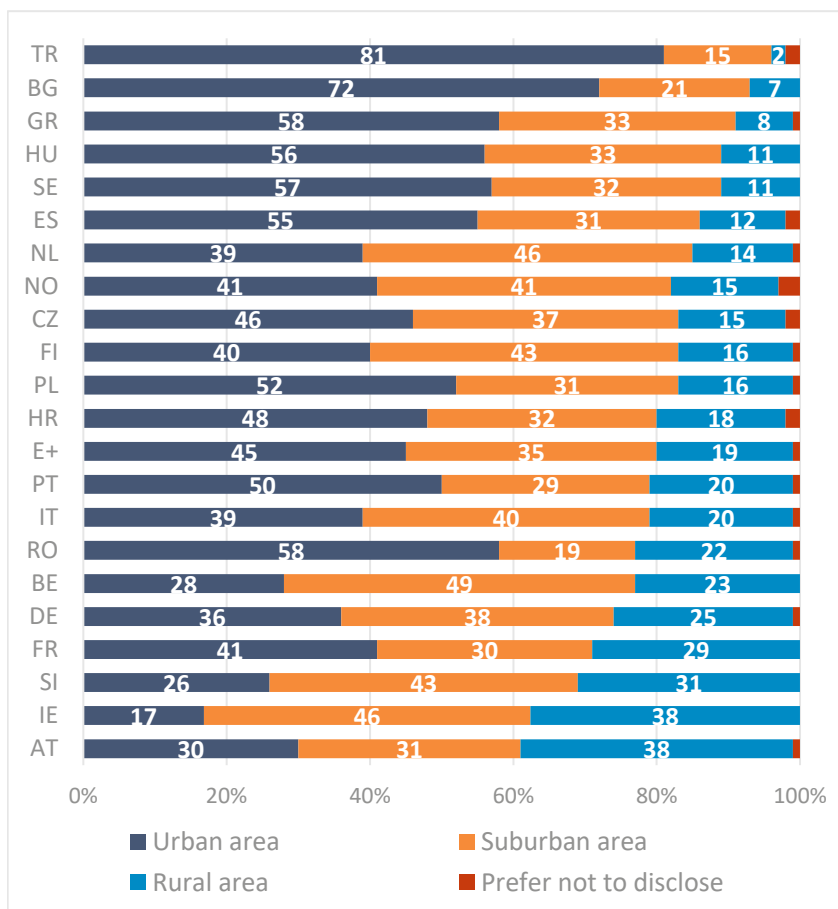
Among smaller countries, Romania and Bulgaria display the opposite asymmetry, sending more than they receive.

Source: Erasmus+ Annual Report 2024.

2.2. Reported home area of respondents while growing up

Data from the Erasmus Student Network Survey XV⁶ on respondents' geographical background while growing up (Figure 4) indicates that mobility participants are more likely to come from urban areas (45%), followed by suburban (35%) and rural areas (19%). The data on the distribution of population in Europe by degree of urbanisation provides a useful comparison: in 2021, 39% of the EU population lived in cities, 36% in towns and suburbs, and 25% in rural areas. The Erasmus+ average therefore suggests a moderate overrepresentation of participants from urban backgrounds (7 percentage points above the general population share) and a corresponding underrepresentation of those from rural areas (6 percentage points below).⁷

Figure 4: Respondents on the question of geographical background while growing up



Source: ESNsurvey XV breakout report Inclusion in Erasmus+, 2024.

Underneath the programme average, national profiles diverge considerably.⁸ Ireland combines the lowest urban share (17%) with the highest rural share (38%) of participants. At the same time, Ireland has approximately 45% of its population (2021) living in rural areas, one of the highest in the EU, compared to an EU average of 24.6%.⁹ Austria (38%) and Slovenia (31%) similarly record high rural and suburban shares. Belgium (49%), the Netherlands (46%), Finland, Slovenia (both 43%) and Italy (40%) record the largest share of participants from suburban areas, mirroring the distribution of their national population.

The inverse profile is visible at the other end of the distribution: Bulgaria (72%), Romania, Greece (both 58%), Sweden (57%), and Hungary (56%) record urban shares well above the Erasmus+ average. While this is partly in line with nationally urbanised populations, Erasmus+ participants from urban areas

remain overrepresented compared to the national average, particularly in Romania (around 25 percentage points difference) and Hungary (around 20 percentage points) suggesting that access to mobility remains

⁶ Erasmus Student Network. (2023). *XV Edition Making Quality Mobility a Reality for All*. <https://esn.org/ESNsurvey/2023>

⁷ Eurostat, Statistics explained: Urban-rural Europe – introduction, data extracted July 2024, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Urban-rural_Europe_-_introduction

⁸ Erasmus Student Network. (2024). *Inclusion in Erasmus+: Comparing national data on inclusion in international student mobility* [ESNsurvey XV breakout report] <https://www.erasmusplus.nl/sites/default/files/2026-02/ESN%20onderzoek%20over%20inclusie%20binnen%20internationale%20studentmobiliteit.pdf>

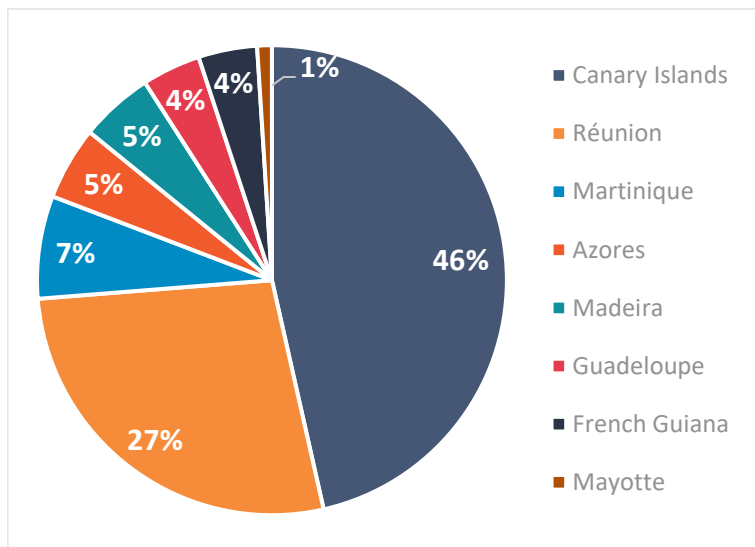
⁹ Eurostat, op.cit., July 2024.

heavily concentrated in cities in these countries, with rural populations capturing a disproportionately small share of participation.

2.3. Mobility participants from the outermost regions

Participation from the EU's outermost regions (ORs) has grown sharply, more than doubling in just two years: from 5 700 participants in 2022 to over 12 400 in 2024. The Canary Islands (46%) accounted for the largest share of participants from EU ORs for the year 2024, followed by Réunion (27%), Martinique (7%), the Azores and Madeira (5% each), Guadeloupe and French Guiana (4% each), and Mayotte (1%) (Figure 5).¹⁰

Figure 5: Mobility participants from the outermost regions



Source: Erasmus+ Annual Report 2024.

Comparison with previous Erasmus+ Annual Reports indicates that while the Canary Islands have consistently been the largest contributor among ORs, their share of total OR participants has gradually narrowed from 68% in 2022¹¹ to 46% in 2024. At the same time, Réunion's share increased from 10% to 27%, reinforcing its position as the second-largest contributing territory.

When comparing participation figures against each region's share of the combined OR population, the Canary Islands' 46% share of participants closely mirrors its 45% share of the total OR population, pointing to a rather proportionate engagement with the programme. Réunion presents a

different dynamic: representing roughly 18% of the combined OR population, it accounts for 27% of participants, suggesting a strong engagement with the programme. The sharpest disparity runs in the opposite direction for Mayotte, which despite making up approximately 6% of the OR population contributes just 1% of participants.¹²

In 2019 and 2021, the majority of participants from EU's outermost regions were concentrated in Higher Education (Figure 6). From 2022¹³ onwards, this distribution shifted: School Education's share rose steadily from 7-8% in 2019-2021 to 40% in 2024, making it the largest sector among OR participants by 2023. Higher education's share decreased from 54% in 2021 to 30% in 2024. The share of OR participants in VET remained relatively stable throughout the period, ranging between 14% and 19%, as did adult education, while Youth's share declined steadily from 26% in 2019 to 9% in 2024.

¹⁰ This section draws data from the Erasmus+ Annual Report 2024.

¹¹ This section draws data from the Erasmus+ Annual Report 2022.

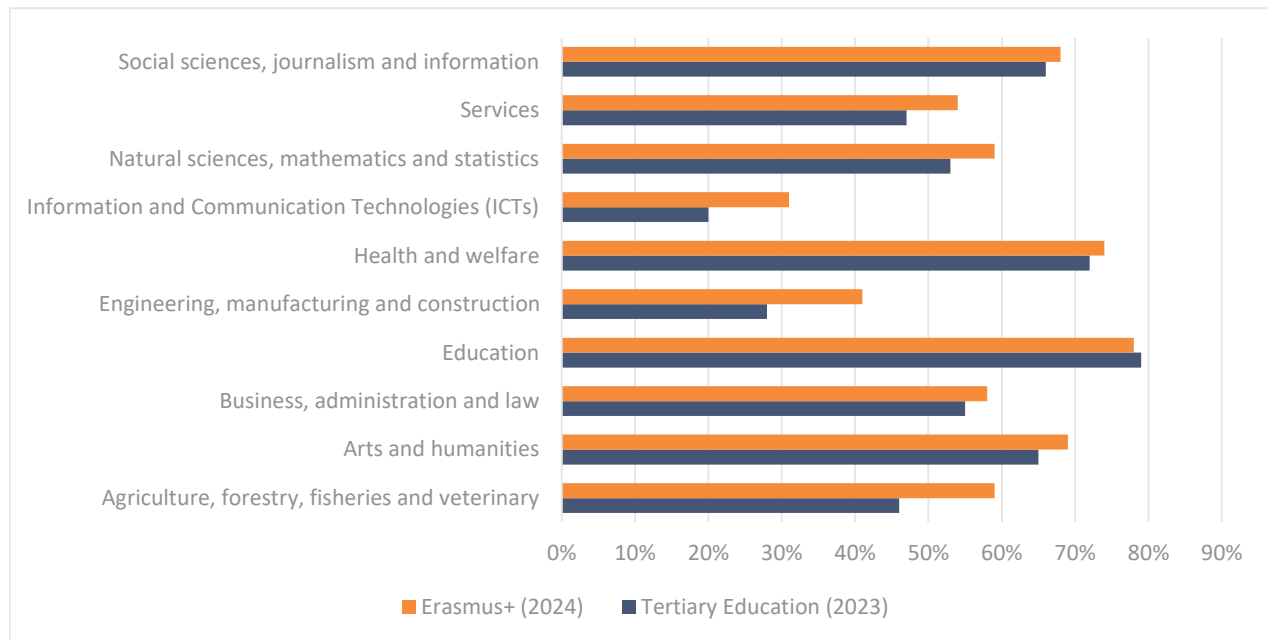
¹² <https://www.europarl.europa.eu/factsheets/fr/sheet/100/regions-ultraperipheriques-rup->

¹³ This section draws data from the Erasmus+ Annual Report 2019, 2020, 2021, 2023, 2024 and 2024.

3. Gender breakdown in tertiary education

Women account for more than 60% of Erasmus+ Higher Education student and staff mobility participants,¹⁴ a share that has remained relatively stable since the 2014–2020 period, according to previous Erasmus+ Annual Reports. This reflects a broader trend of high representation of women in European Higher Education: Eurostat data indicate that women make up 55% of all tertiary education students across the EU, rising to 59% at master's level.¹⁵

Figure 6: Women representation in the Erasmus+ programme compared to EU27 tertiary education



Source: Erasmus+ Annual Report 2024.

Women's share of participation in Erasmus+ varies across fields of education, but generally exceeds their representation in the EU27 tertiary education system (Figure 6). In fields where women tend to be generally overrepresented in higher education, such as education (78%), health and welfare (74%) and arts and humanities (69%), Erasmus+ participation broadly aligns with existing gender distributions. Differences are more pronounced in fields traditionally characterised by lower female presentation: in ICTs, women's share among Erasmus+ participants is 11 percentage points higher than in the general student population, and in engineering the gap reaches 13 points.¹⁶

¹⁴ Erasmus+ Annual Report, op.cit., 2024.

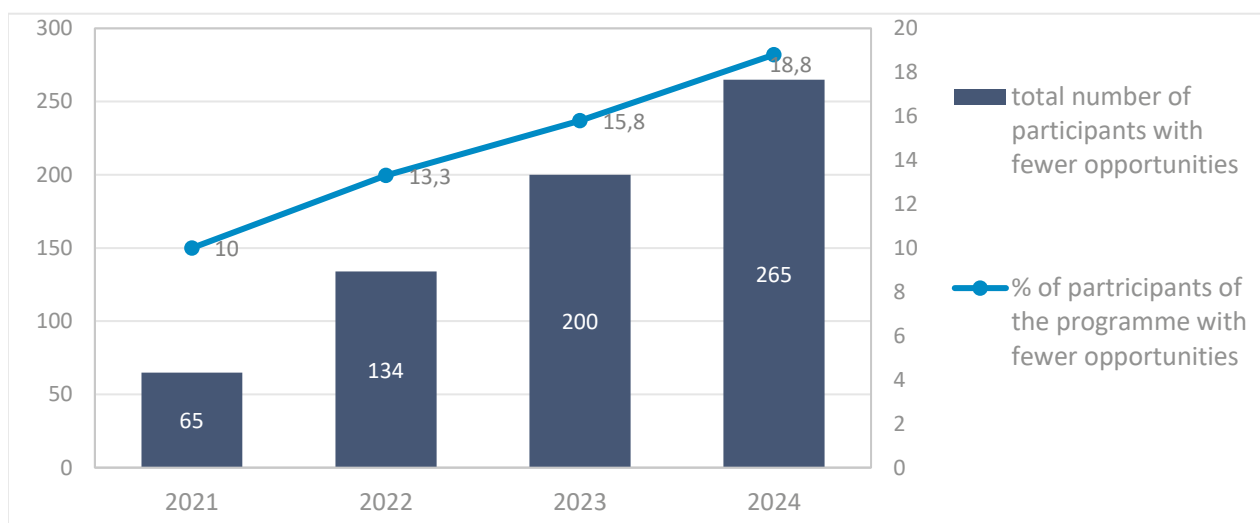
¹⁵ Eurostat, Statistics explained: Tertiary education statistics, data extracted June 2025 https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tertiary_education_statistics#Participation_in_tertiary_education_by_sex

¹⁶ The Erasmus+ Annual Work Programme for 2024 puts emphasis on fostering women's participation in STEM and ICT as a priority in the field of higher education.

4. Participants with fewer opportunities

Inclusion and diversity have been established as a core priority of the 2021–2027 Erasmus+ programme. They have been operationalised through the ‘Framework on Inclusion Measures’ and the ‘Inclusion and Diversity Strategy’. The aim is to extend the programme's reach to participants with fewer opportunities, who face obstacles to effective access. The Strategy identifies eight categories of barriers to participation that need to be addressed in order to improve access: disabilities, health problems, barriers linked to education and training systems, cultural differences, social barriers, economic barriers, barriers linked to discrimination, and geographical barriers.¹⁷

Figure 7: Participants with fewer opportunities supported by the programme (thousands)



Source: Erasmus+ Annual Report 2021, 2022, 2023, 2024

According to the 2024 Erasmus+ Annual Report, almost 265 000 participants with fewer opportunities were supported by the programme, representing 18.8% of the total programme participants (Figure 7). The share of Erasmus+ participants with fewer opportunities has significantly grown since 2021 from 65 000 participants (10% of the total participants) in 2021 to 265 000 (18.8% of the total) in 2024. Between 2022 and 2024 alone, absolute numbers nearly doubled, while the relative share increased by 5.5 percentage points.¹⁸

This evolution accompanies the expansion of the "fewer opportunities top-up" in the 2021–2027 programme, providing additional grants tailored to the specific costs faced by participants from disadvantaged backgrounds.

Limitations in measuring participants with fewer opportunities

Although Erasmus+ sets a common European framework for inclusion in its programme guide and [handbook for organisations](#), national agencies and institutions retain significant responsibility in defining and implementing eligibility criteria for participants with fewer opportunities. While this allows for tailored responses to domestic contexts, caution is needed when interpreting and comparing participation figures across countries.

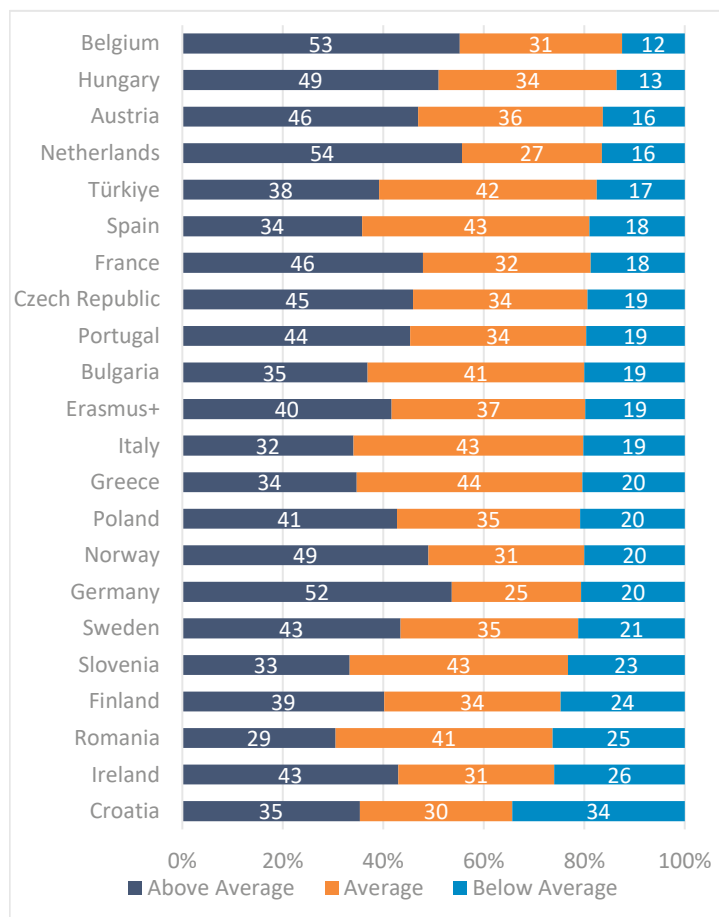
¹⁷ <https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme>

¹⁸ This section draws data from the Erasmus+ Annual Report 2021, 2023, 2024 and 2024.

4.1. Perceived socio economic status: reported family income

Self-reported family income data from the ESN Survey XV indicates that a majority of Erasmus+ mobility participants come from higher than average socioeconomic backgrounds.¹⁹ In 2024, 40% of respondents reported an above-average family income and 37% an average income, while only 19% declared a below-average income. While the Erasmus+ average broadly aligns with the 21% of Europeans who are estimated to be at risk of poverty and social exclusion,²⁰ important national variations are observable.

Figure 8: Breakdown of family income while growing up



Source: ESNsurvey XV breakout report Inclusion in Erasmus+, 2024.

Countries such as the Netherlands (54%), Belgium (53%), and Germany (52%) recorded the highest proportions of participants from families with above-average income (Figure 8). Belgium also recorded the lowest share of participants who declared that the income of their family of origin was below-average (12%). By contrast, Croatia stands out for having the largest proportion of participants whose income background was below-average (34%), followed by Ireland (26%) and Romania (25%). Greece (44%), Spain (43%) and Italy (43%) recorded the highest shares of participants reporting average family income levels.²¹

When observing the evolution of ESN Survey data between 2021²² and 2024, the proportion of participants reporting an average family income declined slightly, from 40% in 2021 to 36% in 2023. The share reporting above-average income increased from 37% in 2021 to 40% in 2024. The proportion declaring a below-average family income remained broadly stable over the same period, increasing modestly by approximately 2 percentage points.

¹⁹ The following sections draw data from the [2018, 2019, 2021 and 2023 editions of the ESN Survey](#), which focuses on higher education mobility participants, and gathers data on self-reported socio-economic background, disability and ethnicity of mobility participants.

²⁰ <https://ec.europa.eu/eurostat/web/products-eurostat-news/w/ddn-20250430-2>

²¹ Erasmus Student Network. (2024). *Inclusion in Erasmus+: Comparing national data on inclusion in international student mobility* [ESNsurvey XV breakout report] <https://www.erasmusplus.nl/sites/default/files/2026-02/ESN%20onderzoek%20over%20inclusie%20binnen%20internationale%20studentmobiliteit.pdf>

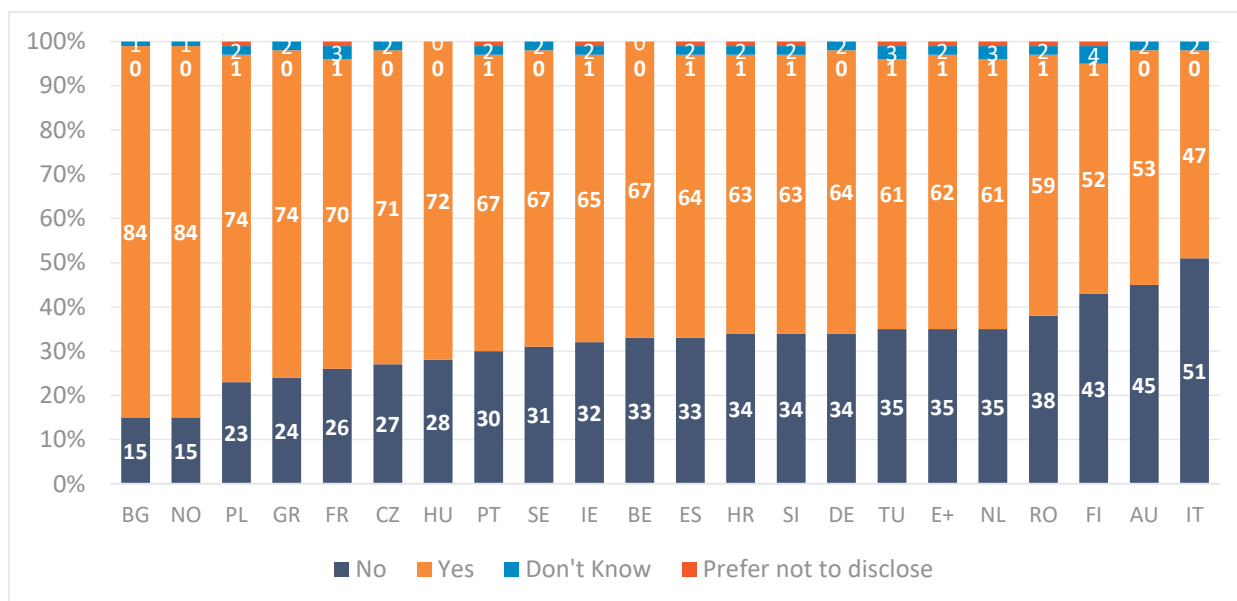
²² European Student Network. (2021). *ESNsurvey - XIV edition: Understanding the experience and needs of international students in the pandemic and its aftermath*. <https://esn.org/ESNsurvey/2021>

Erasmus Student Network AISBL. (2019). *ESNsurvey 2019: Active citizenship and student exchange in light of the European elections* <https://esn.org/esnsurvey/2019>

4.2. Perceived socio economic status: Parent/guardian education level

When asked whether their parents or guardians had attended university, 35% of mobile students responding to the XV ESN Survey answered in the negative, while 62% indicated that at least one parent or guardian had completed tertiary education. Comparable results were already observed in 2021, when 59.5% of respondents reported that a parent or guardian had attended university, compared to 38.3% whose parents or guardians had not. Overall, the data suggests a relatively stable pattern over time, with most mobile students coming from households with previous experience of higher education. Considering that in 2024, 33.5% of EU adults aged 25–74 held a tertiary-level qualification,²³ the 62% of mobile Erasmus+ students reporting at least one parent or guardian with university experience suggests that mobility participants are drawn disproportionately from households with prior higher education experience.

Figure 9: Participants’ parent/guardian tertiary education



Source: ESNsurvey XV breakout report Inclusion in Erasmus+, 2024.

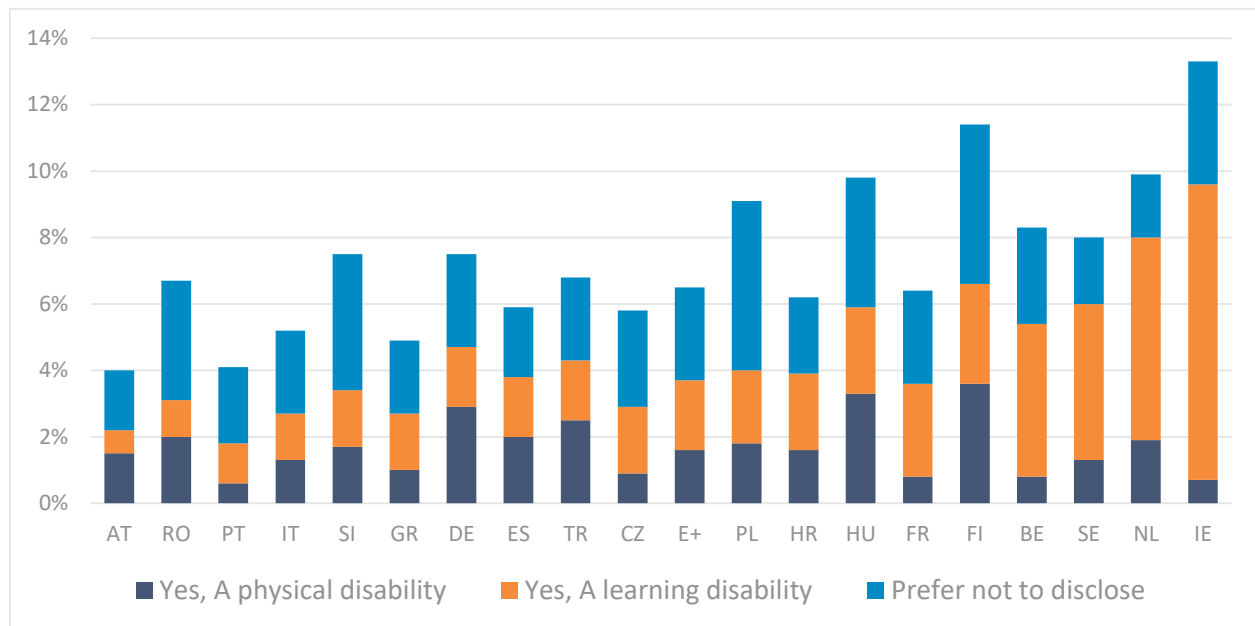
Italy stands out as the only country in which a majority of respondents (51%) declared that their parents or guardians had not participated in tertiary education (Figure 9). Austria, Finland, Romania and the Netherlands also recorded a high rate of programme participants whose parents/guardians had not attended tertiary education, scoring above the Erasmus+ average. In Belgium, Norway, Poland, and Greece, students whose parents or guardians had not attended tertiary education represented less than one quarter of all participants.

²³ [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Population_aged_25-74_by_educational_attainment_level,_EU,_2015-2025_\(%25_of_the_population_aged_25-74\).png](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Population_aged_25-74_by_educational_attainment_level,_EU,_2015-2025_(%25_of_the_population_aged_25-74).png)

4.2. Participants living with disabilities

The Erasmus+ programme formally recognises participants with physical, mental, or health-related conditions as a group requiring targeted support, providing inclusion support grants to cover additional costs. Data from the ESN Survey XV indicates that 3.7% of participants declared that they lived with a disability.

Figure 10: Participants living with disabilities



Source: ESNsurvey XV breakout report Inclusion in Erasmus+, 2024.

Among these, 1.6% reported a physical disability and 2.1% a learning disability, as can be observed in Figure 10. A further 2.8% preferred non-disclosure, reflecting the potentially sensitive dimension of self-identification.

At country level, Ireland records the highest overall share of participants identifying as living with a disability (9.7%), followed by the Netherlands (8%), Finland (6.6%), and Hungary (5.9%).²⁴ Yet, the share of participants with physical and learning disabilities varies considerably across countries. Finland, Hungary and Germany show relatively higher shares of participants reporting physical disabilities, while Ireland, the Netherlands, Sweden and Belgium record a comparatively high share of participants with a learning disability.

Taken at face value, the 3.7% of participants who disclosed a disability represents a modest share relative to the share of people living with a disability in the EU in 2024: nearly a quarter (23.9%) of people aged 16 years or over had a disability.^{25, 26}

²⁴ Erasmus Student Network, op.cit, 2024.

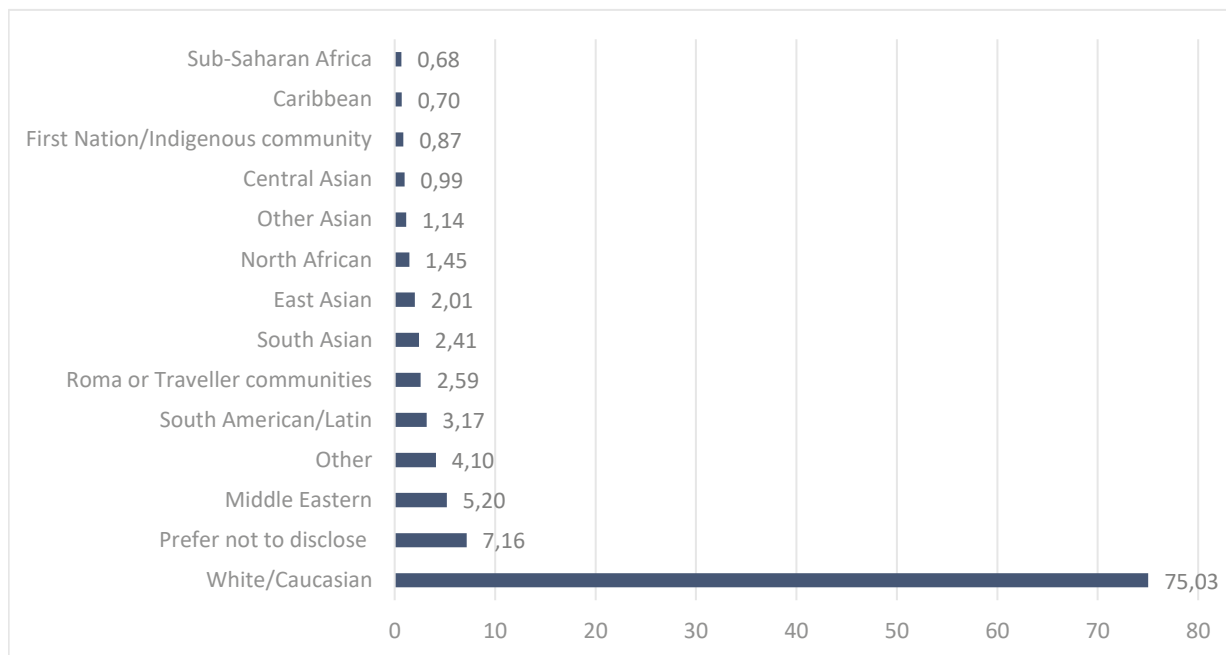
²⁵ Eurostat, Statistics explained: Population with disability, data extracted July 2025 https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Population_with_disability

²⁶ While survey methodology and definitional differences do not allow a direct comparison, the gap between the ratios of Erasmus+ participants and the EU population with disabilities is sufficiently large to suggest that this group of participants with fewer opportunities remains underrepresented in Erasmus+ mobility.

4.3. Ethnicity or cultural background

When asked which ethnic groups students consider themselves to be a part of, 75% of respondents to the ESN Survey XV identified as White/Caucasian.²⁷ The most frequent ethnic minority reported is Middle Eastern (5.2%), followed by South American/Latin (3.2%), and Roma/traveller (2.6%). Two point four percent of the overall respondents identified as South Asian, 2% as East Asian and 1.5% as North African. The remaining ethnic minorities each accounted for less than 1.5% of respondents individually: Other Asian (1.1%), Central Asian (1%), First Nation/Indigenous (0.9%), Other African (0.9%), Caribbean (0.7%), and Sub-Saharan African (0.7%).

Figure 11: Distribution of respondents by ethnicity



Source: ESNsurvey - 15th Edition: Making Quality Mobility a Reality for All.

Compared to the 2021 ESN Survey,²⁸ the share of White/Caucasian respondents rose by approximately five percentage points, from 69.4% to 75%. However, this evolution should be considered alongside the disappearance between the 2021 and 2024 survey editions of a category that allowed respondents not to make an explicit choice: the category "legal inability to answer", which may affect comparability over time.

Among ethnic minorities, Middle Eastern students remained the most represented group, with their share slightly increasing from 4.8% to 5.2%.

The decline in Roma and Traveller participants, from 3.9% in 2021 to 2.6% in 2024, is particularly notable given that Roma and Traveller communities are explicitly listed among the priority groups in the Erasmus+ Programme Guide's definition of participants with fewer opportunities.

²⁷ The Erasmus+ Annual Reports does not systematically collect statistics on race and ethnicity, as many Member States have legal restrictions on such data collection. Official EU statistics instead record citizenship and country of birth, two categories that are not directly comparable with the self-reported ethnic and cultural identity data gathered by the ESN Survey.

²⁸ European Student Network. (2021). *ESNsurvey - XIV edition: Understanding the experience and needs of international students in the pandemic and its aftermath*. <https://esn.org/ESNsurvey/2021>

SOURCES

Infographics in Section 1 and 4.0 are based on data drawn from Erasmus+ Annual Reports 2021, 2022, 2023, 2024.

Infographics in Section 2.1, 2.3, 3 and 4 are based on data drawn from the Erasmus+ Annual Report 2024.

Infographics in section 2.2, 4.1, 4.2 and 4.3 are based on data drawn from ESN Inclusion in Erasmus+: An ESNsurvey Breakout Report 2024.

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