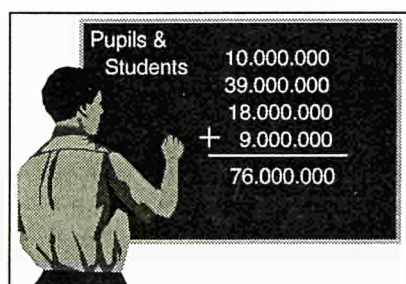


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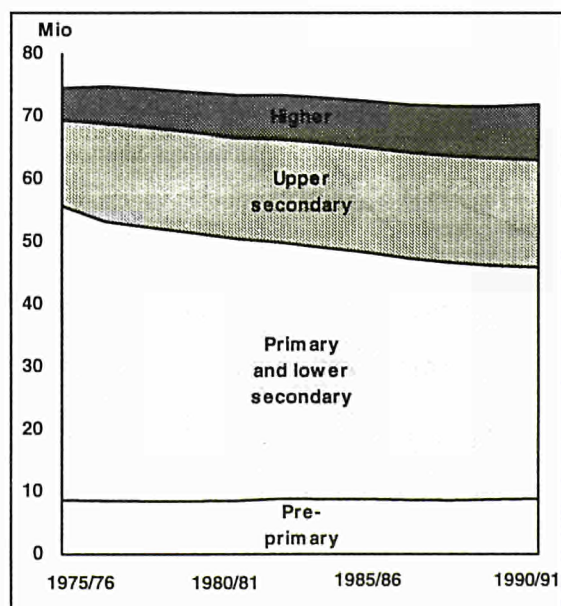
Pupils and students in the Community in 1990/91



The number of pupils and students in the Community stood at 76 million in 1990/91. This represented more than one-fifth (22%) of the total population.

In 1990/91, 10 million pupils were in pre-primary education, 39 million in primary education and lower secondary education, 18 million in upper secondary education and 9 million in higher education.

Chart 1: Pupils and students 1975/76 -1990/91
EUR 12 (1)



(1) excluding the new German Länder

Pupils and students by level

The sharp drop in fertility since the mid-1960s has led to a marked reduction in the numbers in the lower age brackets of the population. As a result, the total number of pupils and students fell during the eighties by 4%. The fall in the number of pupils and students would have been greater if there had not been contrasting trends caused by a greater participation in pre- and post- compulsory education. Since 1985/86, there has been a virtual stagnation in the number of births and indeed the total number of pupils and students is now increasing slightly.

Despite the decline in births, the number of pupils in pre-primary education in the Community has remained stable between 8.5 and 8.9 million (9.6 million including the new Länder) over the last fifteen years. However, because of different policies and starting ages, ranging from two in Belgium, Spain and France to six in Denmark, there are considerable variations between Member States.

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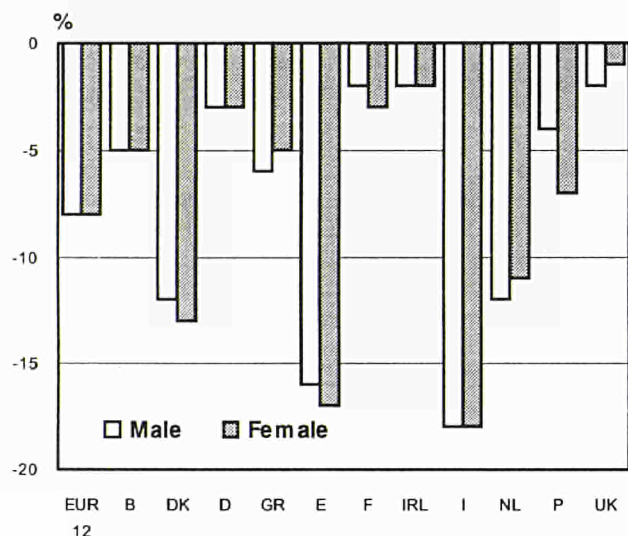
Table 1: Participation in education - EUR 12
(excluding pre-primary)

	75/76	80/81	85/86	86/87	87/88	88/89	89/90	90/91
Pupils and students	66730	67068	64875	64356	63870	63692	63588	66312 ⁽¹⁾
% of population 5-24	68	67	68	68	68	69	70	71

(1) including the new German Länder

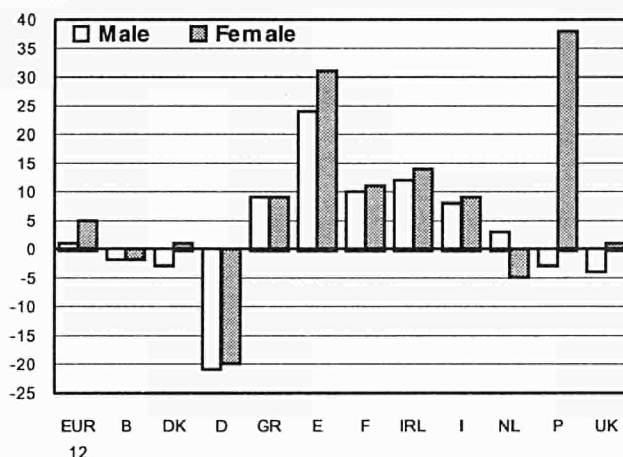
In contrast with pre-primary education, the population trend has resulted in a fall in the number of pupils in compulsory schooling. Full-time compulsory education normally begins at the age of 5/6 and lasts until 15/16. (In Belgium and Germany the leaving age is 18, although the last two or three years are on a part-time basis). It generally covers the primary and lower secondary levels where the number of pupils has declined considerably, falling by 8% or 3 million pupils since 1985/86. The largest decrease has been in Italy (18%). There has also been a downward trend of more than 10% in Denmark, Spain and the Netherlands.

Chart 2: Change in the number of pupils in primary and lower secondary education between 1985/86 and 1990/91



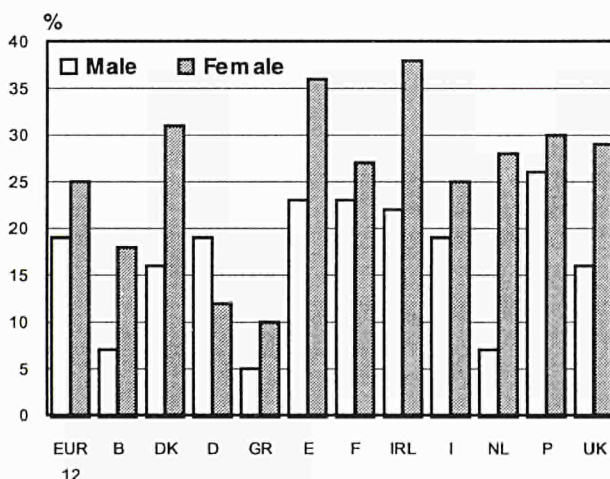
The majority of pupils included in upper secondary are in post-compulsory education. As with pre-primary education, the trend in upper secondary education throughout the eighties was slightly upward. Within the last 5 years, the extremes are pronounced - a decrease in Germany of 21%, compared with an increase in Spain of 27%. The general upward trend is caused by the fact that more young people are participating in post-compulsory education, especially females.

Chart 3: Change in the number of pupils in upper secondary education between 1985/86 and 1990/91



Despite the population trend, the number of students in higher education has increased considerably (22% for EUR 12 within the last five years). All Member States have experienced an increase, ranging from 7% in Greece to 31% in Spain. The current labour market conditions are one of the major reasons for this as, firstly, there are less jobs available on the labour market and secondly, demand for qualifications has grown.

Chart 4: Change in the number of students in higher education between 1985/86 and 1990/91



With the exception of Germany, the increase in participation in higher education is greater among females (25%) than males (19%). Females accounted for 48% of the student population in 1990/91. The percentage of females in the population as a whole in this age group is 49%. For the Community as a whole, higher education can thus be regarded as a stronghold of equal opportunities although there are marked differences between countries.

Table 2: Non-national students in higher education 1990/91

	EUR12	B	DK	D	GR	E	F	IRL	I	NL	P	UK
Total number of non-nationals	440268	27378	6728	107005	1474	10268	160796	3282	21788	8876	3773	88900
% of females	38	39	42	38	48	46	40	46	25	42	47	38
Non-nationals as % of number of students	5	10	5	6	1	1	9	5	2	2	3	8
Country of origin (%)												
EUROPE	39	52	42	55	53	43	21	48	54	57	14	38
of which EUR 12	25	48	15	23	7	34	16	46	40	40	14	30
EFTA	4	1	21	9	1	6	1	1	7	4	0	4
AFRICA	27	34	1	6	16	16	56	5	13	8	59	12
NORTH AMERICA	6	2	4	5	3	9	4	19	10	4	3	10
SOUTH AMERICA	4	3	1	3	1	24	3	0		13	21	2
ASIA	23	8	22	29	25	7	15	27	22	16	0	38
Others and not specified	2	2	30	2	2	0	1	1	1	1	2	1

Data for country of origin : F - universities only, P - 1989/90, and UK - full-time only.

I - data cover universities only and North America includes South America.

D - data do not include the new Länder.

Non-nationals in higher education

In 1990/91, there were around 440,000 non-nationals in higher education in the Community. This represents 5% of all students in higher education. Cross-country comparisons show significant differences (see Table 2). Member States can basically be classified into three groups: In Belgium, France and the United Kingdom, non-nationals make up between 8% and 10% of all students; in Denmark, Germany, Ireland and Portugal between 3% and 6%; while for the remaining countries, it is 2% or less.

A quarter of non-national students come from another EC country (in Belgium and Ireland almost one in two). EFTA countries account for 4% of all non-national students. Only Denmark (21%), with its close

Scandinavian links, strays from the Community average.

The distribution of non-national students by country of origin is, for a number of Member States, influenced by colonial and language ties. For example, there is a strong African presence in France (56%) and Portugal (59%). Similarly, in Spain (24%) and Portugal (21%), the percentage of South American students is considerably higher than the Community average (4%).

Only 38% of non-national students are female, compared with 49% of national students. The difference is less marked with non-national students from the Community, 47% of whom are female.

Explanatory notes

The statistics in this report refer to full-time and part-time education in the ordinary school and university system as defined in the International Standard Classification of Education (ISCED). The various types of national education have been broken down according to the levels defined in ISCED. Briefly the ISCED levels are:

- Pre-primary education (ISCED 0). Education prior to the beginning of compulsory schooling.
- Primary education (ISCED 1). Elementary education, compulsory in all cases and lasting five years as a rule.
- Lower secondary education (ISCED 2). Lasts three years in the majority of cases and is also compulsory.
- Upper secondary education (ISCED 3). Begins around the age of 14 or 15, lasts normally for three years and either leads to the standard required for admission to higher education or, in the case of vocational education and training, is often final.
- Higher education (ISCED 5, 6, 7). Comprises universities and all other types of higher education.

In Ireland and the United Kingdom, students are considered as non-nationals if they have permanent residence in another country, while for the other Member states, non-national students are those holding passports from another country.

Data for Portugal in charts 2-4 refer to 1989/90.

Data for Germany in charts 1-4 do not include the new Länder.

EUR12 for charts 2-4 does not include Luxembourg.

* Provisional or estimated figure

: Not available

Table 3: Number of pupils and students by level of education (full-time and part-time)

	EUR12	B	DK	D	GR	E	F	IRL	I	L	NL	P ⁽²⁾	UK ⁽³⁾
	Total (including pre-primary and special education)												
1975/76	75415*	2581	1026*	14777	1844	8401*	13638	884*	12570	58	3811	1791	14034*
1980/81	75625*	2476	1103	14333	1911	9555	13772	946*	12770	58	3889	1926	12886
1985/86	73725	2495	1063	12815	2050	10200	13862	1001	11961	58	3714	2115	12391
1986/87	73161	2448	1055	12623	2062	10262	13859	1007	11754	58	3654	2043	12335
1987/88	72541	2444	1040	12363	2056	10216	13920	1008	11573	58	3594	1987	12282
1988/89	72323	2440	1026	12221	2041	10114	14004	1004	11472	58	3539	2084	12320
1989/90	72347	2443	1015	12211	2020	10029	14119	1002	11364	57	3533	2096	12458
1990/91	72591*	2433	999	12370	2002*	10019	14231	1004	11185	57	3553	2057	12587
1990/91 ⁽¹⁾	75929*			15708									
Females 90/91 % ⁽¹⁾	49	50	50	47	49	50	49	49	49	49	47	52	50
	Primary												
1975/76	28374*	942	481*	3903	937	3697	4754	407	4835	29	1453	1211	5725
1980/81	25687	823	435	2784	901	3650	4740	422	4423	25	1333	1240	4911
1985/86	22742	730	403	2272	888	3537	4123	420	3703	22	1110	1238	4296
1986/87	22484	728	392	2288	866	3478	4118	422	3518	22	1097	1234	4321
1987/88	22228	729	380	2324	868	3309	4152	424	3371	23	1093	1186	4369
1988/89	21941	727	363	2388	854	3117	4176	424	3242	24	1086	1126	4414
1989/90	21750	723	350	2476	846	2962	4163	422	3140	24	1082	1086	4487
1990/91	21541*	719	340	2561	819*	2820	4149	417	3056	24	1082	1020	4533
1990/91 ⁽¹⁾	22411*			3431									
Females 90/91 % ⁽¹⁾	49	49	49	49	48	48	48	49	49	49	50	48	49
	Lower secondary												
1975/76	:	:	233*	5222	374	1916	3257	187	2779	10	1015*	340	2832
1980/81	18992*	394	299	5309	452	2123	3261	200	2885	13	1060*	309	2688
1985/86	17475*	433	263	3910	441	2297	3476	212	2757	13	987*	376	2310
1986/87	16975*	407	262	3670	455	2343	3462	211	2705	13	934*	370	2144
1987/88	16394*	398	258	3486	450	2292	3415	208	2619	12	880*	325	2051
1988/89	16076	394	255	3381	451	2287	3351	204	2506	12	835	430	1971
1989/90	15628	395	249	3353	446	2119	3281	199	2392	12	801	445	1935
1990/91	15467*	384	242	3431	441*	2062	3244	201	2262	12	774	443	1972
1990/91 ⁽¹⁾	16569*			4533									
Females 90/91 % ⁽¹⁾	49	54	49	49	48	48	49	49	47	50	49	51	49
	Upper secondary												
1975/76	:	:	152*	2553	305	1273	1898	101*	2113	10	450*	106	4203*
1980/81	15553*	595	200	3119	288	1854	2119	123*	2452	12	629*	186	3976
1985/86	16743*	632	224	3225	373	2259	2254	142	2639	14	753*	271	3957
1986/87	16849*	624	227	3134	381	2339	2284	146	2691	14	768*	240	4001
1987/88	16988*	632	228	3007	388	2471	2346	149	2754	14	762*	276	3961
1988/89	17108	632	229	2865	397	2559	2411	151	2832	13	756	281	3983
1989/90	17236	626	225	2689	397	2729	2468	158	2887	12	754	312	3979
1990/91	17203*	619	222	2563	407*	2879	2497	161	2856	12	748	321	3917
1990/91 ⁽¹⁾	17527*			2888									
Females 90/91 % ⁽¹⁾	50	50	50	46	48	53	50	51	50	48	45	54	52
	Higher education												
1975/76	5185*	176	111*	1044	117	548	1053	46*	977	1	291	89	733*
1980/81	6005*	217	106	1223	121	698	1176	55*	1126	1	364	90	828
1985/86	7190	248	116	1550	182	934	1357	70	1192	1	406	102	1033
1986/87	7342	250	119	1579	198	977	1366	73	1201	1	399	111	1068
1987/88	7564	254	122	1626	189	1049	1401	77	1236	1	414	109	1086
1988/89	7884	261	127	1687	188	1101	1475	81	1306	1	415	130	1113
1989/90	8276	271	135	1720	194	1166	1584	85	1373	1	438	131	1178
1990/91	8801*	276	143	1799	195*	1222	1699	90	1452	1	479	186	1258
1990/91 ⁽¹⁾	9051*			2049									
Females 90/91 % ⁽¹⁾	48	48	52	43	50	51	53	46	48	50	44	56	48

(1) Including the new German Länder

(2) A slight break in the series in 1990/91 is due to a reorganisation of the collection of education statistics.

(3) Excluding part-time pre-primary education before 1985/86