

Market Analysis  
Program (MAP)

# Industry Sector Markets

1989-1994

Education  
and Training

Forecast Update

# INPUT®

1280 Villa Street, Mountain View, CA 94041 (415) 961-3300



MARCH 1990

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INDUSTRY SECTOR MARKETS  
1989-1994

EDUCATION AND TRAINING

FORECAST UPDATE



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**Market Analysis Program (MAP)**

***Industry Sector Markets, 1989-1994***  
***Education and Training Sector***

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the 1990s, the number of people with a mental health problem has increased in the UK, and the number of people with a mental health problem who are in contact with mental health services has also increased (Mental Health Act 1983, 1990, 1994, 1997, 2003).

There is a growing awareness of the need to improve the lives of people with a mental health problem, and to reduce the stigma and discrimination that they experience. This has led to a number of initiatives, including the development of mental health services that are more user-centred, and the development of mental health services that are more integrated with other services (Mental Health Act 1983, 1990, 1994, 1997, 2003).

One of the key initiatives in this area is the development of mental health services that are more user-centred. This involves involving people with a mental health problem in the design and delivery of mental health services. This can be done in a number of ways, including the development of user groups, the development of user-led services, and the development of user-centred services (Mental Health Act 1983, 1990, 1994, 1997, 2003).

Another key initiative in this area is the development of mental health services that are more integrated with other services. This involves working with other services, such as primary care, to provide a more holistic approach to mental health care. This can be done in a number of ways, including the development of integrated mental health services, the development of integrated mental health teams, and the development of integrated mental health services (Mental Health Act 1983, 1990, 1994, 1997, 2003).

There are a number of challenges associated with the development of mental health services that are more user-centred and more integrated with other services. These challenges include the need to overcome the stigma and discrimination that people with a mental health problem experience, the need to overcome the barriers to access that people with a mental health problem experience, and the need to overcome the barriers to funding that people with a mental health problem experience (Mental Health Act 1983, 1990, 1994, 1997, 2003).

Despite these challenges, there is a growing awareness of the need to improve the lives of people with a mental health problem, and to reduce the stigma and discrimination that they experience. This has led to a number of initiatives, including the development of mental health services that are more user-centred, and the development of mental health services that are more integrated with other services (Mental Health Act 1983, 1990, 1994, 1997, 2003).

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## Exhibits

**ET-A**

- |  |           |
|--|-----------|
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## Introduction

### A

#### Purpose

The purpose of this forecast update is to provide the 1989 INPUT forecasts for the education and training market in addition to comments on recent market and competitive issues. This update should be used in conjunction with the cross-industry report issued in December 1988. Forecasts contained in this update are reconciled to those in the cross-industry report.

Cross-industry education and training refers both to training on computers and to computing and management courses for the information systems (IS) professional. Modes such as software and processing services include training in noncomputer subjects delivered by means of computers.

### B

#### Scope

The term *training* refers to teaching how to use a particular IS product or system. *Education* involves teaching the purpose of IS or a particular IS product/system.

The following categories of service are included when purchased by an organization:

- Training and education in information systems (IS) for:
  - Professional IS practitioners, e.g., programmers
  - Users of IS, e.g., financial analysts
- Training and education using IS technology, such as software products on a PC, in any discipline or business function

Categories of services not included are:

- Any services purchased by an individual consumer
- Education and training services that are not IS-base or IS-related



**C****Changes in Environment and Market**

The effectiveness of education in computer literacy has dropped as computer systems and software have become increasingly more specialized. Students attending some private vocational schools have entered the work force only to find that their education has not adequately prepared them with the necessary skills for today's marketplace. This provides opportunities for the public and private sectors to equip students with the basic skills and for employers to provide the computer knowledge specific to their operating environment.

Employers are finding that even after prospective employees have the basic computer knowledge required for entry level positions, they need specific training on the software and methodologies used by the company. Companies such as Arthur Andersen and Massachusetts Mutual use computers to instruct employees on company procedures and methodologies as well as to continually upgrade employees' skills. Massachusetts Mutual has also reduced the turnover rate among new insurance agents through the use of computer-based training.

**D****Events in the Market**

The demand for education and training materials utilizing computers is expanding as more companies make use of the computer-based training (CBT) and interactive video instruction (IVI) technologies to instruct employees on subjects that were formerly taught as on-site classes or through self-study manuals. Companies are seeing the cost-effectiveness of computers as tools for educating employees on subjects ranging from basic computer skills to hazardous materials handling and critical life/death situations.

- Interactive training is being used in the industrial areas to teach safety and to provide workers with information to facilitate conformance with the Hazard Communication Standard mandated by federal, state, and local laws. United Auto Workers and General Motors used interactive laser disc systems to train more than 400,000 employees throughout the country. The cost savings included the cost of the actual delivery of the instruction as well as the benefits of 24-hour availability of the course. The interactive program also helped the employees learn the material and retain the information longer than had other methods used in the past.
- Interactive video discs and simulation training are being used by the medical industry to simulate medical emergencies and help technicians and medical personnel work through the emergency to a successful stabilized situation. Simulation training increased the effectiveness of medical technicians working in Middle East conflict zones to successfully treat more wounded than in the past.



Computer-based training (CBT) appears to have had one drawback in the past—it was thought to be too complex. Trainers thought that development of CBT courses was too complicated for noncomputer personnel; thus the advent of authoring packages. However, when computer-literate authors developed courses, often the course did not follow basic principles of training, such as stepping through the information, or review and feedback. Courses now exist to help the noncomputer-literate trainer plan and develop CBT courseware. There is also more emphasis on the technical person to become familiar with the basics of training, so both groups of people can effectively develop CBT courses.

Many of the IV-based training systems test students on the concepts learned, and then review the material, correcting misconceptions or wrong answers without the student's knowledge. This is an important factor in interacting with the student, so that he never feels as though he is receiving remedial training for incorrect answers.

Concurrent training is recognized in the marketplace as an efficient method of training. Concurrent training uses CBT to provide instruction about certain software while the software is in operation. It is very effective in teaching worksheet skills while developing a real worksheet.

Executive training systems are becoming a requirement in the education and training market. Many of these systems use artificial intelligence and simulation to do a type of "what if" analysis—to create scenarios in which the executive reacts and makes decisions—in order to test and increase his ability to make sound judgments in the business arena. These expert systems allow the encoding of knowledge rather than raw data. Artificial intelligence is also being used to write the instruction manuals that accompany computer-based training of any type.

Training and expert systems are becoming important as more companies support the users through a computer help-desk function. As the computer help desk becomes a more integral part of companywide information systems, help-desk personnel will need training on the specific components of the hardware and software installed. Also, training on the help-desk information data bases and the use of the data bases will become paramount to the success of the help desk and the successful delivery of the help-desk functions.

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- White, R. D., and J. R. Searles. 2003. "New Urbanism: A Review." *Journal of Planning Literature* 30 (1): 1-14.
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## Market Forecast

### A

#### 1989-1994 Forecast

The education and training market continues to show application in the advanced training of IS users. Industry has found that there is a thrust for continuing education in order to advance skilled personnel and to keep in touch with technology.

The information systems (IS) manager is part of the management focus on technological advancements as the company takes on telecommunications, networking, distributed systems, integrated manufacturing, and a host of other new systems requiring computer support.

The market for cross-industry education and training services will grow at 13% compound annual growth rate to reach \$4.8 billion in the U.S. in 1994. Professional services is the dominant mode of delivery, accounting for 83% of the market, as shown in Appendix A.

The highest growth rate is in the PC/workstation applications software product delivery mode, where INPUT forecasts a 20% CAGR, from \$122 million in 1989 to \$302 million in 1994. This growth is due to the efficiencies and cost-effectiveness of microcomputer training to provide employee education.

There is a shift away from the large systems applications to the use of PC/workstations that are more cost-effective for widely dispersed training. The unbundling of software and hardware makes the micro-based training attractive in that one piece of equipment can facilitate the training of multiple subjects, without a high price tag.

Advancements in technology such as the CD ROM and video chip technology enhance the cost-attractiveness and productivity of the training software. Software development tools for the microcomputer also aid in the development of effective training courses.

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million, and the number of people aged 75 and over has increased from 4.5 million to 6.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the needs of older people, and the need to ensure that the health care system is able to meet the needs of older people. The Department of Health (2000) has set out a strategy for the health care system to meet the needs of older people, and the Health Service Research Unit (2000) has set out a research agenda for the health care system to meet the needs of older people.

The Health Service Research Unit (2000) has identified a number of key areas for research, and the Department of Health (2000) has identified a number of key areas for research. The Health Service Research Unit (2000) has identified a number of key areas for research, and the Department of Health (2000) has identified a number of key areas for research.

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Interactive video and simulators will increasingly contribute to education programs. In the manufacturing area, shop floor employees are being trained in new techniques using interactive video instruction, while executives use simulation training to examine the effects of future manufacturing systems.

In market terms, however, most education and training is very customized to the individual organization. Hence, the market for standard products and services is not increasing rapidly. Enabling devices and software are growing far more rapidly.

**B****Reconciliation with  
1988 Report**

Although many organizations recognize the need for education and training, there is hesitation on making expenditures, as training is still "an extra" to many companies and does not have a high priority. INPUT has therefore modified the growth rates in this market. See Appendix A for reconciliation of the current forecasts with last year's report.

the 1990s, the number of people in the UK who are employed in the public sector has increased from 10.5 million to 12.5 million, and the number of people in the public sector who are employed in health care has increased from 2.5 million to 3.5 million (Department of Health 2000).

There are a number of reasons for this increase in the number of people employed in the public sector. One reason is that the public sector has become a more important part of the economy. Another reason is that the public sector has become a more attractive place to work. A third reason is that the public sector has become a more important part of society.

The public sector has become a more important part of the economy because it provides a number of essential services. These services include health care, education, and social care. The public sector has become a more attractive place to work because it offers a number of benefits, including job security, a good work-life balance, and a sense of purpose.

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## Competitive Developments

### A

#### Major Announcements

In late 1987, Apple Computer announced HyperCard™ software for the Macintosh computer to integrate text, images, animation, video, and sound. This development was expected to have a significant effect on the CBT market because HyperCard reportedly allowed users to organize files, create interactive videodiscs, and offered a degree of flexibility not previously available. Since the announcement, reviews have been mixed. HyperCard does allow many capabilities not previously available, but at the cost of being slightly tedious. It has not been widely accepted.

In mid-1989, Control Data Corporation sold its education units—the Control Data Institutes and the Institute for Advanced Technology (IAT)—to Human Capital Corporation, Edina, MN. Although IAT operates under its own name, other portions of the acquisition will operate under the name CDI Career Development Institutes.

In December 1988, National Education Corporation announced the completion of the acquisition of Spectrum Interactive, Inc. of Boston, MA. Spectrum reports to NEC through the Applied Learning International Division, headquartered in Naperville, IL. Spectrum is considered to be the research and development arm of Applied Learning.

### B

#### Vendor Profiles

Profiles are included for the following vendors:

- Global Information Systems Technology, Inc.
- Digital Learning Systems, Inc.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

The impact of population growth on the environment is a complex issue. On the one hand, population growth can lead to increased resource consumption and environmental degradation. On the other hand, population growth can also lead to increased environmental awareness and conservation efforts.

One of the main ways in which population growth impacts the environment is through increased resource consumption. As the world's population grows, the demand for resources such as water, land, and energy increases. This leads to increased resource extraction and environmental degradation.

Another way in which population growth impacts the environment is through increased land use. As the world's population grows, the need for land for housing, agriculture, and industry increases. This leads to increased land use and deforestation.

Population growth also impacts the environment through increased energy consumption. As the world's population grows, the demand for energy increases. This leads to increased energy production and environmental degradation.

Despite the challenges posed by population growth, there are many ways in which we can mitigate its impact on the environment. One of the most important ways is through increased environmental awareness and conservation efforts.

Another way to mitigate the impact of population growth is through increased resource efficiency. By using resources more efficiently, we can reduce the demand for resources and environmental degradation.

Finally, we can mitigate the impact of population growth through increased environmental protection. By protecting our natural resources, we can ensure that they are available for future generations.

Population growth is a complex issue that has a significant impact on the environment. By understanding the ways in which population growth impacts the environment, we can take steps to mitigate its impact and ensure a sustainable future for all.

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## COMPANY PROFILE

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### DIGITAL LEARNING SYSTEMS, INC.

4 Century Drive  
Parsippany, NJ 07054  
(201) 538-6640

Robert Stoeber, President  
Private Company  
Total Employees: 10  
Total Revenue, Fiscal Year End  
2/28/89: \$2,500,000

---

### The Company

Digital Learning Systems, Inc. (DLS), founded in 1982, develops training and orientation software programs that are distributed by major microcomputer manufacturers with their systems. DLS also offer disk-based advertising services and on-line reference books.

### Key Products and Services

Approximately 40% of DLS' revenue is derived from its tutorial software products, 40% from disk-based advertising services, and 20% from on-line reference books.

DLS provides tutorial diskettes to microcomputer manufacturers who, in turn, provide the software with each system they ship. DLS is currently providing tutorial diskettes to IBM (PS/2), Dell Computer, and Tandy.

DLS develops marketing/sales demonstration floppy disks ("ad disks") for clients in various industries.

- The ad disks can be used for trade show exhibits, point-of-purchase, direct mail, sales presentations, and catalogues.
- The company has approximately 15-20 clients in this area, including Warner-Lambert, Augusta Aviation, and Rohm & Haas.

KeyNotes™ is DLS' family of on-line reference tools for any IBM-compatible microcomputer with a hard-disk drive.

- Current KeyNotes products include *Complete Secretary's Handbook* (\$89.95), *Financial Mathematics Handbook* (\$99.95), *The Associated Press Stylebook* (\$89.95), and *KeyNotes Writer's Handbook* (\$89.95).
- The products are available via a toll-free telephone call to DLS or through EggHead Software or First Choice dealers.





- DLS can also put any type of reference manual on-line as a customized service for any client requiring such a service.

**Industry Markets**

Over 40% of DLS' revenue is derived from computer manufacturers. The remainder of revenue is derived from sales/marketing departments of various companies and any microcomputer user requiring access to reference materials.

**Geographic Markets**

Approximately 95% of DLS's revenue is derived from the U.S. and 5% from international markets.

1. Introduction

2. Methodology

3. Results

4. Discussion

5. Conclusion

6. References

7. Appendix

8. Index

9. Glossary

10. Notes

11. Footnotes

12. Endnotes

13. Tables

14. Figures

15. Summary

## COMPANY PROFILE

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### **GLOBAL INFORMATION SYSTEMS TECHNOLOGY, INC.**

1800 Woodfield Drive  
Savoy, IL 61874-9505  
(217) 352-1165

Thomas Chen, President  
Private Company  
Total Employees: 50  
Total Revenue, Fiscal Year End  
12/31/89: \$6,000,000\*

\*INPUT estimate

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### **The Company**

The founders of Global Information Systems Technology (GIST) were part of the development team of the PLATO computer-based training system at the University of Illinois. GIST was formed in 1979 to develop a new computer-based training system and to introduce computer-based training into the office automation environment.

Currently, GIST provides application software, turnkey systems, and systems integration services. GIST is also a value-added reseller for AT&T computers (6386 microcomputer through the 3B2 minicomputer series).

As of September 1989, GIST had approximately 50 employees, segmented as follows:

Marketing/sales	8
Customer support/software services	4
Product development	32
General and administrative	6
	50

### **Key Products and Services**

Approximately 75% of GIST's revenue is derived from information services. Approximately 39% of information services revenue was derived from application software, 39% from turnkey systems, and 22% from systems integration, software maintenance, and training services associated with the company's software and turnkey systems.

- Non-information services, which contribute approximately 25% to revenue, include sales of standalone AT&T computers and the development and manufacturing of black boxes.

Accord™, introduced in October 1984, is GIST's computer-based training authoring and delivery system for UNIX environments.



- Accord consists of four components:
  - Authoring aids allow development of computer-based courseware.
  - Computer Management Instruction provides on-line course and lesson administration.
  - The TUTOR Language Processor includes TUTOR, a high-level language developed specifically for computer-based training, and the Runtime Executor.
  - The Training Management Utility Package includes modules for student management, resource management, course scheduling, and data base management.
- Accord operates on AT&T and compatible computers running MS-DOS, UNIX System V, or UNIX Berkeley 4.2 version operation systems. GIST sells the software separately or bundled with AT&T hardware.
- Software only is priced at \$10,500. The price for turnkey systems ranges from \$19,000 to \$200,000, depending on the hardware configuration.
- Currently, there are approximately 300 software-only installations and 600 turnkey system installations.

The Training Icon Environment (TIE) is GIST's new MS-DOS-based system that allows courseware designers to create, deliver, and maintain interactive computer-based training applications, without programming assistance.

- The software supports any graphics package that works with Microsoft Windows. TIE is upwardly compatible with Accord and provides an interface to the Accord authoring system when specialized programming is required.
- Through December 1, 1989, TIE software is available for \$1,500. A turnkey 80386 authoring workstation with VGA graphics is available for \$5,500.

The Training Management System (TMS) is a turnkey training management system. TMS organizes and manages training scheduling, including information on instructors, training room facilities, training equipment, and students. TMS is available on 32-bit microcomputers or supermicrocomputer hosts.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy auditing of the accounts.

In the second section, the author outlines the various methods used to collect and analyze data. This includes both primary and secondary research techniques. The goal is to gather comprehensive information that can be used to identify trends and make informed decisions.

The third part of the document focuses on the results of the data analysis. It presents several key findings that have emerged from the research. These findings are supported by statistical data and are presented in a clear and concise manner.

Finally, the document concludes with a series of recommendations based on the research findings. These recommendations are designed to help the organization improve its operations and achieve its long-term goals. The author also provides a list of references for further reading on related topics.

GIST currently offers eight workshops for courseware development professionals.

- Workshops are usually hands-on exercises supported by student workbooks, software product manuals, and an on-site instructor. Workshops range from two days to a week in length.
- Workshops are available at GIST's training facility or at the customer company site. For on-site workshops, training costs are \$600 per day plus \$60 per student per day, and travel, lodging, and per diem expenses. For scheduled workshops at GIST, training costs are \$600 per student per week. Class size is limited to ten students.

GIST provides additional services associated with Accord, including systems integration and software maintenance. Hardware maintenance contracts are available through GIST, although AT&T provides the actual hardware maintenance.

**Industry Markets**

In 1988, GIST derived approximately 80% of its revenue from the federal government and 20% from various other industries.

**Geographic Markets**

One hundred percent of GIST's 1988 revenue was derived from the U.S.

**Computer Hardware**

GIST has the following computers installed for research and development and customer support:

- 70 AT&T microcomputers
- 3 AT&T 3Bs







## Appendix: Data Base

EXHIBIT A-1

### Education and Training Cross-Industry Sector User Expenditure Forecast by Delivery Mode, 1988-1994 (\$ Millions)

Sector by Delivery Mode	1988*	Growth 88-89 (%)	1989	1990	1991	1992	1993	1994	CAGR 89-94 (%)
Total Education & Training Cross-Industry Sector	380	14	435	472	514	563	620	686	10
Processing Services	90	3	93	95	96	98	100	102	2
- Transaction Processing Services	90	3	93	95	96	98	100	102	2
Applications Software Products	140	30	182	210	244	284	332	388	16
- Mainframe	30	22	37	39	42	45	48	51	7
- Minicomputer	20	17	23	25	27	29	32	34	8
- PC/Workstation	90	35	121	146	175	210	252	302	20
Turnkey Systems	150	7	160	165	175	180	190	195	4
Industry-Specific Professional Services*	1,819	18	2,146	2,447	2,789	3,180	3,625	4,133	14

\* Education and training professional services data are not included as part of the total for the Education and Training segment. Instead, they are included as part of the professional services delivery mode, which is broken out by vertical markets.

Note: Numbers do not add due to rounding.

the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion. This increase is due to the fact that the number of children under 15 years of age has increased in every country in the world, and the increase is particularly large in developing countries.

The increase in the number of children under 15 years of age has led to a corresponding increase in the number of children who are in need of education. In 1990, there were 1.1 billion children under 15 years of age in the world, and 1.1 billion children were in need of education. In 2000, there were 1.5 billion children under 15 years of age in the world, and 1.5 billion children were in need of education.

The increase in the number of children in need of education has led to a corresponding increase in the number of children who are out of school. In 1990, there were 1.1 billion children in need of education, and 1.1 billion children were out of school. In 2000, there were 1.5 billion children in need of education, and 1.5 billion children were out of school.

The increase in the number of children out of school has led to a corresponding increase in the number of children who are illiterate. In 1990, there were 1.1 billion children out of school, and 1.1 billion children were illiterate. In 2000, there were 1.5 billion children out of school, and 1.5 billion children were illiterate.

The increase in the number of children who are illiterate has led to a corresponding increase in the number of children who are unemployed. In 1990, there were 1.1 billion children who were illiterate, and 1.1 billion children were unemployed. In 2000, there were 1.5 billion children who were illiterate, and 1.5 billion children were unemployed.

The increase in the number of children who are unemployed has led to a corresponding increase in the number of children who are poor. In 1990, there were 1.1 billion children who were unemployed, and 1.1 billion children were poor. In 2000, there were 1.5 billion children who were unemployed, and 1.5 billion children were poor.

The increase in the number of children who are poor has led to a corresponding increase in the number of children who are hungry. In 1990, there were 1.1 billion children who were poor, and 1.1 billion children were hungry. In 2000, there were 1.5 billion children who were poor, and 1.5 billion children were hungry.

The increase in the number of children who are hungry has led to a corresponding increase in the number of children who are dying. In 1990, there were 1.1 billion children who were hungry, and 1.1 billion children were dying. In 2000, there were 1.5 billion children who were hungry, and 1.5 billion children were dying.

The increase in the number of children who are dying has led to a corresponding increase in the number of children who are orphaned. In 1990, there were 1.1 billion children who were dying, and 1.1 billion children were orphaned. In 2000, there were 1.5 billion children who were dying, and 1.5 billion children were orphaned.

## EXHIBIT A-2

**Education and Training Cross-Industry Sector  
Data Base Reconciliation of Market Forecast by Delivery Mode  
(\$ Millions)**

Delivery Mode	1988 Market		1993 Market			1988-1993 CAGR per data 1988 Rpt. (Percent)	1989-1994 CAGR per data 1989 Rpt. (Percent)
	1988 Report (Forecast) (\$M)	1989 Report (Actual) (\$M)	1988 Report (Forecast) (\$M)	1989 Report (Forecast) (\$M)	Variance as Percent of 1988 Report		
Total Education and Training Sector	381	380	733	620	(15)	14	10
Processing Services	91	90	110	100	(9)	4	2
- Transaction Processing Services	91	90	110	100	(9)	4	2
Applications Software Products	142	140	439	332	(24)	25	19
- Mainframe	33	30	68	48	(29)	16	10
- Minicomputer	21	20	35	32	(9)	11	10
- PC/Workstation	88	90	336	252	(25)	31	23
Turnkey Systems	149	150	184	190	+3	4	5

Note: Numbers do not add due to rounding.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion (United Nations 1998).

There are a number of reasons why the number of children in the world is increasing. One of the main reasons is that the number of children who are surviving to adulthood is increasing. This is due to a number of factors, including improved medical care, better nutrition, and a decrease in child mortality.

Another reason why the number of children in the world is increasing is that the number of children who are being born is increasing. This is due to a number of factors, including a decrease in the age at which women are having children, and an increase in the number of children who are being born to women who are already having children.

There are a number of challenges that are associated with the increasing number of children in the world. One of the main challenges is that there is a need for more resources to care for these children. This includes more schools, more teachers, and more social services.

Another challenge is that there is a need for more resources to care for the children who are most in need. This includes children who are living in poverty, children who are disabled, and children who are at risk of abuse and neglect.

There are a number of ways that we can address these challenges. One way is to increase the number of resources that are available to care for children. This can be done by increasing government spending on education and social services, and by encouraging private investment in these areas.

Another way to address these challenges is to improve the quality of the care that is provided to children. This can be done by increasing the number of trained teachers and social workers, and by providing more support for parents and caregivers.

There are a number of other ways that we can address these challenges. For example, we can work to reduce poverty, and we can work to improve the health and nutrition of children. These are all important steps that we need to take if we want to ensure that all children in the world have the opportunity to live a healthy and happy life.

The increasing number of children in the world is a challenge that we need to address. It is a challenge that requires the attention and resources of the entire world. We need to work together to ensure that all children in the world have the opportunity to live a healthy and happy life.

There are a number of ways that we can address these challenges. One way is to increase the number of resources that are available to care for children. This can be done by increasing government spending on education and social services, and by encouraging private investment in these areas.

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# About INPUT

INPUT provides planning information, analysis, and recommendations to managers and executives in the information processing industries. Through market research, technology forecasting, and competitive analysis, INPUT supports client management in making informed decisions.

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the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.3 billion. The number of people aged 65 and over has increased from 200 million to 300 million. The number of people aged 15-64 years has increased from 2.5 billion to 3.5 billion.

There are a number of reasons for the increase in the number of people in the world. One of the main reasons is the increase in life expectancy. People are living longer and longer, and this is increasing the number of people in the world.

Another reason for the increase in the number of people in the world is the increase in the number of people who are having children. The number of people who are having children has increased from 1.5 billion in 1990 to 2.5 billion in 2000.

The increase in the number of people in the world is a result of a combination of factors. The increase in life expectancy and the increase in the number of people who are having children are the two main factors.

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