

SUMMARY

An educated population and qualified and trained labour force are becoming increasingly important factors of development, while an individual's qualifications are an important factor of their position in the labour market. This paper presents the issues of evaluating and projecting flows and stocks in youth and adult education and the population's education structure. Certain methods had to be devised to enable us to evaluate the current status on one hand and make projections under different assumptions on the other. The paper summarises some of the author's previously published articles dealing with the same issues, and presents new assessments and projections underpinned by the latest figures and assumptions. It presents forecasts of youth education, estimates and projections of the education structure of young people ending their formal education, projections of formal adult education made on the basis of two goals proposed in the National Programme of Adult Education, it evaluates projections of youth and adult education in view of future trends in demand for the education structure of the labour force, and gives projections of the population's education structure made on the basis of the proposed education projections.

In 1991, when the last census was conducted, Slovenia's education structure was relatively poor, with the average duration of schooling being 9.7 years. The latest data provided by the labour force survey show that the qualification of Slovenia's population is improving. This has primarily been due to the higher enrolment levels of young people in secondary and tertiary education programmes as a result of the high youth unemployment of the nineties, while formal adult education shrank in the same period. The education structure of people in employment is equally poor. The number of workers ending secondary vocational or lower education is too high and the number of workers obtaining a university degree is too low. Currently, the number of vacancies requiring only lower education is fewer than the number of school leavers, and this trend is likely to continue in the future. The schooling system will probably produce a surplus of students ending their secondary vocational education as well. If the education structure maintains its current trends, there may be some surpluses of people having obtained a university degree. As a result, the main task of adult education in the future will be to enable young adults to finish at least upper secondary education, while its efforts should be focused on resolving structural imbalances in the area of qualifications. The state should conduct an economic policy that stimulates the increased and faster employment of tertiary education graduates.