

## Statistics for the SDGs - global indicators



<b>Name of the indicator</b>	<b>4.2.2 Participation rate in organized learning (one year before the official primary entry age)</b>
<b>Sustainable Development Goal</b>	Goal 4. Quality education
<b>Target</b>	4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
<b>Definition</b>	Percentage of children aged 6 years old participating in organized learning.
<b>Unit</b>	percent [%]
<b>Available dimensions</b>	total, sex
<b>Methodological explanations</b>	<p>According to the changes in the provisions of the Education System Act, 5 to 6 year old children (for school years from 2011/12 to 2015/16) and 6 year old children (for school years 2009/10, 2010/11 and 2016/17) were taken into account.</p> <p>Calculations include all 5 and 6 year old children in pre-primary education (kindergartens, pre-school, pre-primary, pre-primary), and 6-year-olds in primary schools.</p> <p>Calculations do not include children:</p> <ul style="list-style-type: none"> <li>• at the age of 7 and more in pre-school education institutions;</li> <li>• in revalidation and upbringing centers and other forms of pre-school / early-school education;</li> <li>• meeting the obligation to prepare pre-school and school duty outside of Poland.</li> </ul> <p>Population was developed on the basis of:</p> <ul style="list-style-type: none"> <li>• balances of population living in the commune based on the data of the National Population and Housing Census 2011 (for data from 2010) for previous years (2003-2009) based on the data of the 2002 National Population and Housing Census,</li> <li>• registers of the Ministry of the Interior - internal and foreign migrations for permanent residence (since 2006 data are collected from the PESEL register - Universal Electronic System of Population Records),</li> </ul>
<b>Data source</b>	Statistics Poland
<b>Data availability</b>	Annually, since 2010
<b>Notes</b>	

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