

## Statistics for the SDGs - indicators for regional priorities



<b>Name of the indicator</b>	<b>1.F.1 Percentage of adults participating in education or training (aged 25–64)</b>
<b>Sustainable Development Goal</b>	Goal 1. No poverty
<b>Priority</b>	Integration and support for persons with disabilities
<b>Definition</b>	Share of the number of persons aged 25-64 participating in education or training (in the period of four weeks before the survey); in the total number of population in the same age group.
<b>Unit</b>	percent
<b>Available dimensions</b>	total
<b>Methodological explanations</b>	<p>Data (annual average) were compiled on the basis of the results of the sample survey: Labour Force Survey (LFS) conducted on a quarterly basis, using the method of continuous observation (movable survey week), allowing to illustrate the situation on the labour market during the entire quarter. The survey covers persons aged 15-89, who are members of households in dwellings selected on a random basis. The scope of the survey does not include household members staying (the total actual and planned stay is taken into account) 12 months or more abroad and in collective households (such as: employee hotels, student dormitories, boarding houses, social care centres etc.) and the homeless.</p> <p>In the context of economic activity - work is the main criterion in dividing the population, i.e. performing, holding or seeking work. According to the international standards, the three main categories are distinguished: employed, unemployed and economically inactive persons. The employed, unemployed are the economically active population.</p> <p>The indicator includes training of adults at schools for adults as well as getting and improving general knowledge, professional skills and competences outside school (in the four weeks preceding the survey) by persons who completed compulsory education.</p> <p>The adult education includes the following forms:</p> <ul style="list-style-type: none"> <li>• formal education - defined as institutionally organized learning activities through educational programmes and trainings leading to vocational qualifications;</li> <li>• non-formal education - defined as institutionally organized learning activities, however, outside educational programmes and trainings leading to vocational qualifications;</li> <li>• informal education - defined as not institutionally organized intentional or unintentional learning activities.</li> </ul>
<b>Data source</b>	Statistics Poland
<b>Data availability</b>	Annual data, since 2010
<b>Notes</b>	
<b>Data updated on</b>	
<b>Metadata updated on</b>	