Target 4.1: Free, equitable and quality primary and secondary education for all

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.1 will be monitored based on the global and thematic indicators listed below. Some indicators are being developed so placeholder indicators have been identified to the extent possible. The maps present all of the data currently available and will be regularly updated.

Global indicator

4.1.1 Proportion of children and young people: (a) in Grade 2 or 3: (b) at the end of primary education; and (c) at the end of lower secondary education who achieved at least a minimum proficiency level in (i) reading and (ii) mathematics.

Placeholder: Proportion of children/young people: (a) in Grade 2 or 3: (b) at the end of primary education; and (c) at the end of lower secondary education who achieved at least a minimum proficiency level in (i) reading and (ii) mathematics, by type of assessment (PISA, SACMEQ, TERCE, PILNA, PIRLS and TIMSS)
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.1 will be monitored based on the global and thematic indicators listed below. Some indicators are being developed so placeholder indicators have been identified to the extent possible. The maps present all of the data currently available and will be regularly updated.

Global indicator

4.1.1 Proportion of children and young people: (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education who achieved at least a minimum proficiency level in (i) reading and (ii) mathematics.

Placeholder: Proportion of children/young people (i) in Grade 2 or 3; (ii) at the end of primary education; and (iii) at the end of lower secondary education who achieved at least a minimum proficiency level in (a) reading and (b) mathematics. by type of assessment (PISA, SACMEQ, TERCE, PILNA, PIRLS and TIMSS).
<table>
<thead>
<tr>
<th>Proportion of children and young people who achieved minimum proficiency standards in mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of a nationally-representative learning assessment in mathematics</td>
</tr>
<tr>
<td>Administration of a nationally-representative learning assessment in reading</td>
</tr>
<tr>
<td>Gross intake ratio to the last grade</td>
</tr>
<tr>
<td>Completion rate</td>
</tr>
<tr>
<td>Rate of out-of-school children</td>
</tr>
<tr>
<td>Percentage of children over-age for grade</td>
</tr>
<tr>
<td>Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks</td>
</tr>
</tbody>
</table>
Primary completion rate
Lower secondary completion rate
Upper secondary completion rate

Both sexes  Female  Male
Gender parity index

- 90% or more  - 80% - <90%
- 70% - <80%  - 50% - <70%
- Less than 50%  - No data

2015
Target 4.1: Free, equitable and quality primary and secondary education for all

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.1 will be monitored based on the global and thematic indicators listed below. Some indicators are being developed so placeholder indicators have been identified to the extent possible. The maps present all of the data currently available and will be regularly updated.

Global indicator

4.1.1 Proportion of children and young people: (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education who achieved at least a minimum proficiency level in (i) reading and (ii) mathematics.

Placeholder: Proportion of children/young people (i) in Grade 2 or 3; (ii) at the end of primary education; and (iii) at the end of lower secondary education who achieved at least a minimum proficiency level in (a) reading and (b) mathematics, by type of assessment (PIASEC, SABER-EO, TERCE, PILNA, PIRLS and TIMSS).
**Global Goal #13: Bestrijd klimaatverandering**

De uitstoot van broeikasgassen per hoofd van de bevolking is in Nederland de laatste jaren gestaag afgenomen, naar 12,4 ton in 2015. Maar dit is nog altijd de hoogste waarde binnen de EU.

De broeikasgassenintensiteit van de economie (hoeveel CO2 gebruikt het land om één euro BNP te creëren?) is langzaam gedaald naar 0,30 kg in 2014. In vergelijking met andere EU-landen staat Nederland daarmee in de middenmoot.

**CO2 emissions (ton), per capita**

- Duitsland
- Nederland

**Selected SDG data**

**Land**
- Austrálie: 16,7
- Canada: 14,8
- Zuid-Korea: 12,9
- Hong Kong SAR: 12,8
- Nederland: 12,4
- Taiwan: 11,5
- Kazachstan: 10,5
- Rusland: 10,3
- België: 9,9
Global Goal #13: Bestrijd klimaattverandering en de gevolgen.

De uitstoot van broeikasgassen per hoofd van de bevolking in Nederland de laatste jaren gestaag afgenomen, naar 10,4 ton in 2015. Maar dit is nog altijd de hoogste waarde binnen de EU.

De broeikasgasintensiteit van de economie (hoeveel CO2 gebruikt het land om één euro BNP te creëren?) is langzaam gedaald naar 0,20 kg in 2014. In vergelijking met andere EU-landen staat Nederland daarmee in de middenmoot.

CO2 emissies (ton), per capita
Global Goal #13: Bestrijd klimaatverandering en de gevolgen.

De uitstoot van broeikasgassen per hoofd van de bevolking is in Nederland de laatste jaren gestaag afgenomen, naar 12,4 ton in 2015. Maar dit is nog altijd de hoogste waarde binnen de EU.
The population of services indicates there is a high density of residents. The 10th arrondissement scores lowest with 26.4% of the population older than 15 and not currently in school or university having a university diploma. This is still more than twice the national rate of 13.7%, in the center of Paris and the western arrondissements, at least half of the adult population has been to university.

Not everyone is educated at that level. In the northeastern arrondissements, up to a fifth of the population hasn’t got any diploma at all. These proportions are more or less the same for men and women, in all arrondissements.

In France, an individual public, a public sector, comes to aid those requiring help with the written word. Some classes have one on their payroll. The social service office in the 10th arrondissement works with volunteers, Mrs. Marion, journalist at the L’Express is one of them.

“Living in this neighborhood was very difficult. As a law lecturer it was a bit difficult to take on scheduled work. But since three months I have a regular job, making it easier. And well, let’s just say I learn more each month. I can manage then.”

A large share of the people coming to see us is of old age, both French and foreigner dwellers. In their youth, education was not yet obligatory. Younger persons also visit us. They can write and read, but went to be sure they got their diploma. As the social service is only open to French citizens, we cannot help the many persons staying here illegally. Mrs. Marion, journalist at the L’Express is one of them.

Most of what we do is helping people out with forms, health insurance, permits, applications for social housing, and demands for citizenship. These are obviously very important and quite tricky. If they fail, you can only retry after a number of years.”
The population of Paris, like that of other cities with a large services industry, has a very high average education level. The 10th arrondissement scores lowest, with 26.4% of the population older than 15 and not currently in school or university having a university diploma. This is still more than twice the national rate of 13.7%, in the center of Paris, and the western arrondissements, at least half of the adult population has been to university.

Not everyone is educated to that level, in the northeastern arrondissements, up to a fifth of the population hasn’t got any diploma at all. These proportions are more or less the same for men and women, in all arrondissements.

In France, an ‘ironique public’, a public writer, comes to aid for those requiring help with the written word; some classes have one on their payroll. The social services office in the 18th arrondissement works with volunteers, Mme Piron, journalist at the L’Express, is one of them.

“A live in this neighbourhood and was looking for ways to be engaged. As a free-lancer it was a bit difficult to take on scheduled work, but since three months I have got a regular job, making it easier. And well, it’s just twice hours per month, I can manage that.

A large share of the people coming to see us is of old age, of both French and foreign origin. In their youth, education was not yet obligatory. Younger persons also assist us. They can write and read, but want to be sure they got it right. As the social service is only open to French citizens, we cannot help the many persons staying here illegally. I wish we could though.

Most of what we do is helping people out with forms, health insurance, pension, applications for social housing, and demands for citizenship. These are obviously very important and quite tricky, if they fail you can only retry after a number of years.”
The population of Paris, like that of other cities with a large services industry, has a very high average education level. The 19th arrondissement scores lowest, with 29.5% of the population older than 15 (and not currently in school or university) having a university diploma. This is still more than twice the national rate of 13.7%. In the center of Paris and the western arrondissements, at least half of the adult population has been to university.

Not everyone is educated at that level. In the northeastern arrondissements, up to a fifth of the population hasn’t got any diploma at all. These proportions are more or less the same for men and women, in all arrondissements.
In France, an ‘écritain public’, a public writer, comes to aid for those requiring help with the written word. Some cities have one on their payroll. The social services office in the 18th arrondissement works with volunteers. Iris Péron, journalist at the L’Express, is one of them.

“I live in this neighbourhood and was looking for ways to be engaged. As a free-lancer it was a bit difficult to take on scheduled work, but since three months I have got a regular job, making it easier. And well, it’s just twelve hours per month, I can manage that.”

A large share of the people coming to see us is of old age, of both French and foreign background. In their youth, education was not yet obligatory. Younger persons also visit us. They can write and read, but want to be sure they got it right. As the social service is only open to French citizens, we cannot help the many persons staying here illegally. I wish we could though.

Most of what we do is helping people out with forms. Health insurance, pension, applications for social housing, And demands for citizenship. These are obviously very important and quite tricky. If they fail, you can only retry after a number of years.”

Data

INSEE Census data 2012