

and 4

[Sustainable Development Goals 1 and 4 \(full dataset\)](#)

[Sustainable Development Goal 1](#)

[Sustainable Development Goal 4](#)

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.1.1 Achieving at least a minimum proficiency level in reading in Grade 2 or 3

4.1.1 Achieving at least a minimum proficiency level in reading at the end of primary

4.1.1 Achieving at least a minimum proficiency level in reading at the end of lower secondary

4.1.1 Achieving at least a minimum proficiency level in mathematics in Grade 2 or 3

4.1.1 Achieving at least a minimum proficiency level in mathematics at the end of primary

4.1.1 Achieving at least a minimum proficiency level in mathematics at the end of lower secondary

4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)

4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)

Sustainable Development Goals 1 and 4 ¹ : 4.1.1 Achieving at least a minimum proficiency level in reading at the end of primary

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Indicator	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, both sexes (%)						
Time	2014	2015	2016	2017	2018	2019	2020
Country							
Kenya	44.30

Data extracted on 08 Jul 2021 12:35 UTC (GMT) from UIS.Stat