

# Changes in Gender Differences in Reading Scores (2000 – 2007)

	2000			2007		
	Girls mean	Boys mean	Difference	Girls mean	Boys mean	Difference
Botswana	534	507	+27	549	520	+29
Kenya	547	546	+1	542	544	-2
Lesotho	455	447	+8	471	464	+7
Malawi	426	432	-6	428	438	-10
Mauritius	551	523	+28	589	559	+30
Mozambique	514	518	-4	473	478	-5
Namibia	451	446	+5	504	490	+14
Seychelles	614	550	+64	607	544	+63
South Africa	505	478	+27	506	484	+22
Swaziland	534	525	+9	554	545	+9
Tanzania	538	554	-16	570	586	-16
Uganda	486	480	+6	476	482	-6
Zambia	441	440	+1	432	437	-5
Zanzibar	477	479	-2	540	526	+14



Southern and Eastern Africa Consortium for Monitoring Educational Quality



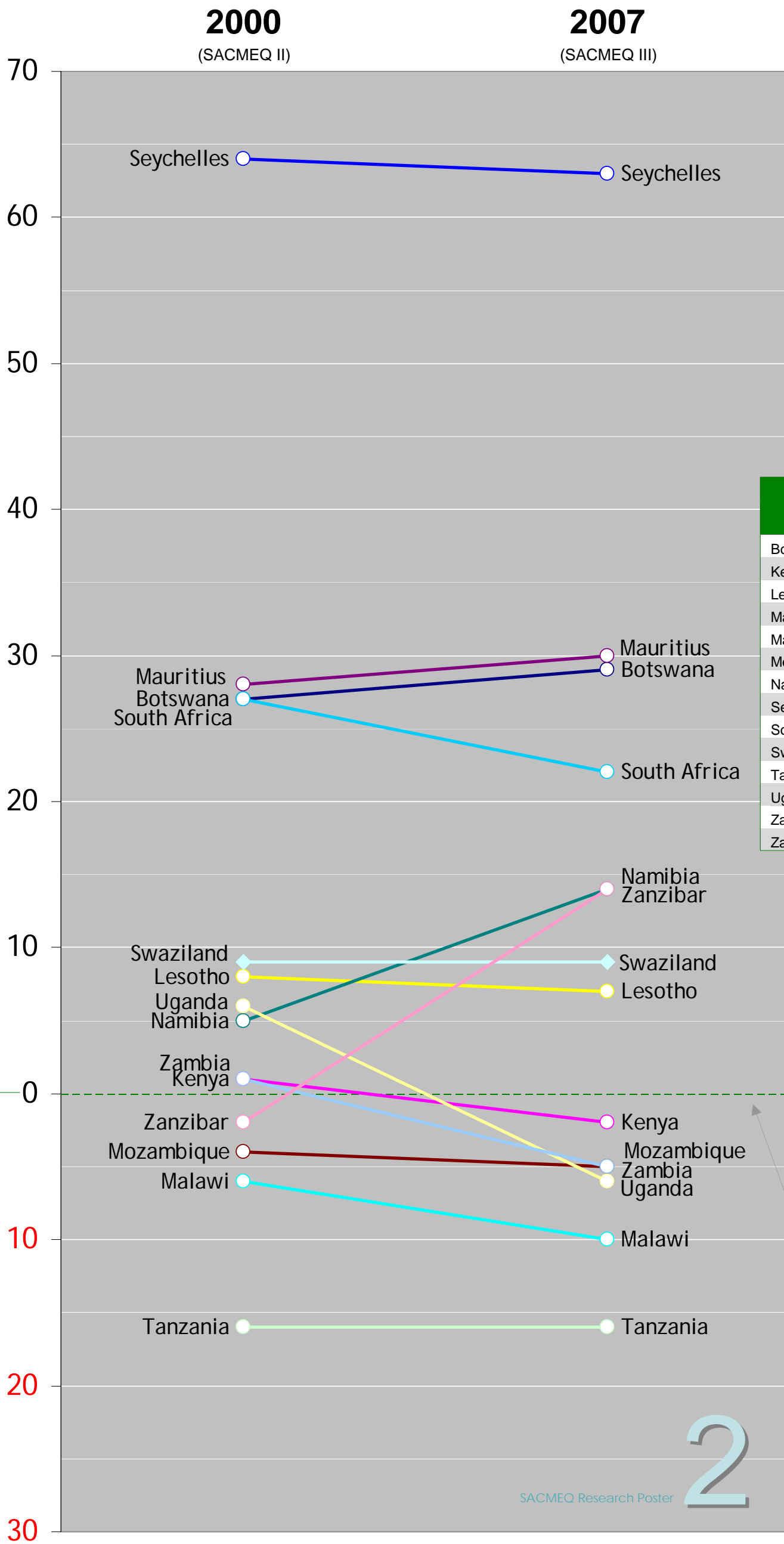
## Gender Equity

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The reading scores were derived from a reading test that was based on careful analyses of official curricula in all the 15 SACMEQ school systems. During the SACMEQ II Project (2000), the test was analyzed and scored using Rasch methods. The test scores were then transformed so that pupils from all the school systems were placed on one common scale with a mean score of 500 and a standard deviation of 100. During the SACMEQ III Project (2007), the test scores from both studies (i.e. SACMEQ II and SACMEQ III) were equated using Rasch methods. Thus, valid comparisons can be made across the 15 school systems, between the 2000 study and the 2007 study, and between girls and boys.

