



The School Ranking Policy (SRP) is one of the “Big Results Now in Education Programme (BRNEd) in Tanzania”. The SRP is one of nine strategies to improve education quality under BRNEd and is concerned with community awareness and engagement, as well as improved transparency and accountability.

## Clients:

Cambridge Education  
Integrity Research

## Services:

Design of electronic  
research tools  
Data collection &  
management of  
fieldwork  
Transcription  
Fieldwork report

Together with its partner, Integrity Research, DPC was contracted by Cambridge Education to assess the knowledge and awareness of the School Ranking Policy (SRP) to date. The SRP was considered to be one of the P4R/BRNEd initiatives most likely to impact upon improved learning outcomes in the short term. The purpose of this study was to explore the dynamics and start to test this hypothesis.

In 2014, the Government of Tanzania (GoT) introduced the SRP based on students’ scores in the Primary School Leaving Examination (PSLE) and the Certificate of Secondary Education Examination (CSEE), as organized by the National Examination Council of Tanzania (NECTA). The objective was to reach pass rates of over 80% in both the PSLE and CSEE by 2015. Schools could win cash or non-cash rewards under different categories, such as the best overall pass rate or the most improved pass rate. Depending on how their students performed or how well they have improved in the PSLE and CSEE, schools were divided into 10 bands. Band groups were further simplified through a colour code.

Based on a complex research plan, DPC collected qualitative data from parents, students, teachers and head teachers at 78 schools in three regions and 10 districts belonging to the three colour-coded band groups of SRP. In addition, contextual data was collected from the communities at ward, district and regional levels.