



Sustaining Chinese Language Curriculum Reform in Tanzania: A Documentary Analysis of Policy Alignment, Teacher Support, Localisation, and Institutional Coordination

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ABSTRACT

Chinese language education in Tanzania has moved from a small secondary-school initiative into a formal curriculum area extending from Standard III through ordinary and advanced secondary education to teacher education. This paper examines the documented conditions required to sustain that reform, focusing on policy alignment, teacher support, curriculum localisation and institutional coordination. A qualitative documentary analysis was conducted using 38 official and institutionally generated documents, including national policies and plans, general curricula, Chinese language syllabi, locally developed textbooks, cooperation and implementation records, examination formats and item-response reports. Peer-reviewed literature was used to interpret the documentary patterns. The Context, Input, Process and Product model guided coding and synthesis. The documents indicate that Tanzania has established a substantial policy and curriculum architecture for Chinese language education, including vertical curriculum expansion, local textbook production, teacher-education provisions and national assessment arrangements. They also reveal unresolved risks: the local teacher-preparation pathway is not yet fully operational, complete learner and teacher resource packages remain uneven, inter-agency coordination is episodic and assessment evidence is not demonstrably embedded in a routine curriculum-improvement cycle. Because the study analyses policy intentions and recorded arrangements rather than classroom enactment, its conclusions are framed cautiously. The paper proposes an indicative roadmap centred on local capacity, resource completion, coordinated monitoring and stronger use of assessment evidence. Long-term sustainability will depend on converting project-supported developments into routine, nationally owned curriculum-management processes.

Keywords: Chinese language education; curriculum sustainability; localisation; teacher support; institutional coordination

INTRODUCTION

Background and Context

Chinese language education has become one of the more visible areas of China–Africa educational cooperation. Across the continent, programmes that began in universities and cultural institutes are increasingly interacting with national school systems, teacher-education structures, curricula, and examinations. This shift matters because a language programme that enters formal schooling can no longer rely only on enthusiasm, scholarships,

or visiting teachers. It must be supported by the ordinary machinery of an education system: policy, curriculum design, teacher preparation, materials, assessment, financing, supervision, and school-level implementation.

Tanzania offers an important case of this transition. The 2015 Chinese Language Syllabus for Ordinary Secondary Education linked the subject to the Education and Training Policy of 2014 and to the role of foreign languages in national, regional, and international communication (Tanzania Institute of Education [TIE], 2015). The syllabus aimed to develop comprehension, communication, vocabulary use, listening, speaking, reading, and writing. Chinese was therefore introduced as a formal language subject rather than as cultural enrichment alone.

The school programme was subsequently supported through cooperation involving the Ministry of Education, Science and Technology (MoEST), the President's Office–Regional Administration and Local Government (PO-RALG), and Hanban, now known as the Center for Language Education and Cooperation. The memorandum of understanding provided for coordination, deployment of Chinese teachers and volunteers, curriculum and textbook development, support to selected government schools, and training pathways for Tanzanian teachers (MoEST & PO-RALG, 2020). An implementation report indicates that the programme began in six schools in Dar es Salaam, Dodoma, and Morogoro in 2016 and had expanded to 18 schools by the end of 2022 (MoEST, 2023j). This expansion changed the central question from whether Chinese could be introduced to whether it could be sustained as part of the national system.

The 2023 curriculum reform broadened the institutional space for Chinese language education. Chinese language syllabi are now available for Standards III–VI, Forms I–IV, Forms V–VI, and the Diploma in Primary Teacher Education (MoEST, 2023f, 2023g, 2023h, 2023i). These documents sit within revised national curricula for primary, ordinary secondary, advanced secondary, and teacher education (MoEST, 2023b, 2023c, 2023d, 2023e). Taken together, they indicate an attempt to create a connected pathway from early language exposure to advanced study and teacher preparation.

Local materials development has accompanied this curriculum expansion. TIE has produced Chinese language textbooks for Standard III, Standard IV, Form One and Form Two (TIE, 2023a, 2023b, 2024a, 2024b). The books use Tanzanian classroom scenes, local names and contexts and, particularly at primary level, bilingual presentation. Such features are more than cosmetic. They reduce cultural distance, make examples easier to understand and signal that Chinese language education is being adapted to Tanzanian learners rather than simply transferred from another system.

National assessment arrangements also show growing institutionalisation. Chinese appears in assessment and examination formats at several levels, while students' and candidates' item-response reports provide feedback on performance in comprehension, vocabulary, grammar, characters, sentence construction, and writing (National Examinations Council of Tanzania [NECTA], 2022a, 2022b, 2025a, 2025b, 2025c). These developments confirm that Chinese has entered the formal cycle of curriculum, teaching, assessment, and feedback. The deeper sustainability question, however, is whether the various components are sufficiently connected and supported over time.

Curriculum sustainability is not secured by policy approval or the publication of syllabi alone. It depends on the capacity to maintain teachers, materials, instructional support, assessment processes, financing, and institutional ownership. This is especially important for a specialised foreign language that requires proficiency development, audio-visual exposure, continuing professional support, and coordination across several institutions. Wider evidence from Tanzania also shows that teacher distribution, instructional materials, financing, governance, and digital infrastructure remain broader system challenges (World Bank, 2023). Chinese language education therefore needs to be understood within the strengths and constraints of the education system in which it is located.

Problem Statement

Tanzania has created a stronger policy and curriculum foundation for Chinese language education than existed a decade ago. Yet the reform has expanded across education levels faster than some of the supporting systems

needed to sustain it. The existence of syllabi across primary, secondary, advanced secondary, and teacher education raises questions about the availability of trained local teachers, the completeness and distribution of learning resources, the continuity of professional support, the use of assessment feedback, and the coordination of institutions responsible for implementation. Without deliberate attention to these conditions, curriculum expansion may remain uneven, dependent on short-term external support, or stronger in policy documents than in everyday classroom practice.

Existing Tanzanian studies have examined language policy, learner motivation, teacher development, assessment, and the wider growth of Chinese language education (Kambaya & Xiao, 2024; Likoko & Wu, 2025; Lyanga, 2021; Mbalu & Ikowelo, 2026; Xiao, 2025). However, fewer studies bring policy, curriculum, teacher support, materials localisation, assessment structures, and institutional coordination together as parts of one sustainability problem. This paper addresses that gap through an integrated documentary analysis.

Purpose and Research Questions

The purpose of the study was to examine how Chinese language curriculum reform in Tanzania can be sustained through policy alignment, teacher support, curriculum localisation, and institutional coordination.

The study was guided by the following questions:

1. How is Chinese language education aligned with Tanzania's current education policy and curriculum reform agenda?
2. What teacher-support and resource conditions are required for sustainable implementation?
3. How far do curriculum localisation and national assessment arrangements support institutionalisation of the subject?
4. What institutional coordination and monitoring mechanisms are needed to sustain the reform over time?

Analytical Framework

The paper is guided by the Context, Input, Process and Product (CIPP) evaluation model. The model treats evaluation as a source of information for decision-making and programme improvement rather than as a final judgement alone (Stufflebeam & Zhang, 2017). This orientation is appropriate for Chinese language curriculum reform in Tanzania because the reform is still developing. The task is not simply to decide whether it has succeeded, but to understand what has been established, where implementation remains fragile, and what should be strengthened next.

Context refers to the policy environment, historical need, opportunities, and problems that justify a programme. **Input** considers the resources, strategies, personnel, and institutional arrangements available for implementation. **Process** focuses on how plans are carried out, monitored, and adjusted. **Product** considers achievements, gaps, and longer-term consequences. In this study, the model is used as an analytical lens rather than as a formal impact evaluation.

CIPP is complemented here by perspectives on educational change, policy enactment and scaling. Fullan (2016) emphasises that durable reform requires changes in relationships, capacity and institutional practice rather than the adoption of new policy texts alone. Hargreaves and Fink (2006) similarly argue that educational change is sustainable when it can be maintained over time without exhausting people or resources and when ownership is developed beyond a small group of initiators. Policy-implementation and policy-enactment research further cautions that national policies are interpreted and translated within institutions operating under different material, organisational and professional conditions (Ball et al., 2012; Honig, 2006). Scaling therefore involves depth, sustainability, spread and a gradual shift of ownership towards local institutions, not simply an increase in the number of schools or curriculum levels (Coburn, 2003). These perspectives sharpen the use of CIPP by directing attention to whether Chinese language reform is becoming embedded in routine national and institutional practices rather than remaining primarily a formal policy architecture.

Figure 1. Conceptual model of curriculum sustainability in the study

The model treats sustainability as the interaction of aligned policy, local capacity, contextualised materials and routine coordination rather than as the presence of any single curriculum document.

Policy alignment	Teacher support	Curriculum localisation	Institutional coordination	Curriculum sustainability
National policy, curricula and assessment structures	Teacher preparation, deployment and professional support	Textbooks, language ecology and learner relevance	MoEST, PO-RALG, TIE, NECTA and partner roles	Routine national ownership, monitoring and improvement
Input condition	Input condition	Process condition	Governance condition	Expected outcome

Table 1. Application of the CIPP model in the study

CIPP dimension	Focus of documentary analysis
Context	Policy reform, China–Tanzania cooperation, curriculum expansion, and the rationale for Chinese language education.
Input	Teacher-preparation provisions, textbooks, teacher guides, digital resources, assessment arrangements, and institutional support.
Process	Implementation roles, professional support, coordination, monitoring, assessment feedback, and curriculum review mechanisms.
Product	Evidence of institutionalisation, local ownership, curriculum continuity, remaining sustainability gaps, and priorities for improvement.

The framework helps avoid treating syllabi, teachers, textbooks, and examinations as separate topics. Their value lies in how they work together. A well-designed syllabus cannot produce sustained learning without teachers and resources; teacher training has limited effect without deployment and professional support; and assessment feedback has little value if it is not used to improve teaching, materials, and curriculum decisions.

METHODOLOGY

Research Design

The study used a qualitative documentary analysis design. Documentary analysis is appropriate for policy-oriented education research because documents embody policy intentions, institutional mandates, curriculum expectations, implementation arrangements, and evidence of change over time (Bowen, 2009; Merriam & Tisdell, 2016). The design was selected because the purpose was not to measure learner achievement or report participants' perceptions, but to examine the coherence and sustainability of an emerging curriculum area through the official and scholarly record.

Documents and Selection Criteria

Documents were selected purposively. The primary corpus comprised 38 official and institutionally generated documents: seven national policy, planning and general curriculum documents; six Chinese language curricula and syllabi; four locally developed textbooks; three implementation and coordination records; and eighteen assessment formats and item-response analysis reports. Ten peer-reviewed and methodological sources were used to interpret the documentary patterns but were not counted as primary corpus documents. Inclusion required direct relevance to at least one study question and identifiable institutional authorship, date and curriculum or implementation function. Priority was given to authoritative documents from MoEST, PO-RALG, TIE and

NECTA, while the literature was used to provide independent and comparative interpretation. Appendix A lists every primary document, its date, issuing body, access status and analytical role.

School-level implementation reports were not included because a complete and comparable series was not available across participating schools; using a small, selectively available set could have produced an unbalanced picture of implementation. Inspection reports, classroom records, promotional materials, undated webpages and documents whose provenance could not be verified were also excluded. The study was therefore designed to examine national policy intentions, formally documented arrangements and recorded system developments, rather than to claim comprehensive evidence about classroom enactment.

Table 2. Main categories of documents analysed

Document category	Examples	Analytical purpose
National policy and planning	Education and Training Policy, implementation strategy, Education Sector Development Plan, and general curricula.	To establish policy alignment, reform priorities, financing, monitoring, and institutional responsibilities.
Chinese language curricula and syllabi	2015 and 2023 ordinary secondary syllabi; 2020 and 2023 advanced secondary syllabi; 2023 primary and teacher-education syllabi.	To trace curriculum expansion, competences, roles, resources, assessment guidance, and continuity across levels.
Teaching and learning materials	TIE textbooks for Standard III, Standard IV, Form One, and Form Two.	To examine localisation, learner relevance, bilingual presentation, sequencing, and resource coverage.
Implementation documents	MoU, MoU implementation report, and Chinese coordinators' meeting records.	To examine cooperation arrangements, teacher support, programme management, and coordination issues.
Assessment documents	NECTA formats and item-response reports at primary and secondary levels.	To identify institutionalisation of assessment and the use of examination feedback within curriculum management.
Academic literature	Studies on Chinese language policy, teacher development, assessment, institutionalisation, and localisation in Tanzania and Africa.	To interpret documentary patterns and compare them with related research.

Data Analysis

The analysis proceeded in five stages. First, the documents were read and screened for evidence related to policy alignment, teacher support, curriculum materials, localisation, assessment, institutional roles, monitoring and sustainability. Second, the first author developed an initial codebook combining deductive CIPP categories with inductive subcodes emerging from the documents. Third, relevant extracts were coded and entered in a document-by-theme matrix that recorded the source, page or section, descriptive code, CIPP dimension and interpretive theme. Fourth, the co-authors reviewed the codebook, representative extracts and thematic summaries. Differences in interpretation were discussed until a shared reading was reached; where the documents did not permit resolution, the claim was narrowed or reported as an uncertainty. Fifth, evidence was compared across document types and synthesised into the findings and roadmap. Appendix B provides examples of the coding trail.

The analysis was interpretive rather than statistical. Documentary coverage was judged sufficient when all predefined evidence domains were represented, recurring themes were supported by more than one document type or issuing institution, and screening of the final documents produced no additional CIPP-level themes. This

criterion is described as documentary sufficiency rather than interview-style data saturation. Where documents differed, the difference was treated as evidence of policy change, contrasting institutional perspectives or incomplete implementation rather than automatically as error. Claims about enacted classroom practice were avoided unless supported by documents specifically recording implementation.

Trustworthiness, Ethics and Limitations

Trustworthiness was strengthened through source and institutional triangulation. Policy documents were compared with curricula, syllabi, textbooks, implementation records, assessment documents and independent studies. Documents from MoEST, PO-RALG, TIE and NECTA were examined together so that no single institutional account determined the interpretation. The document matrix, explicit codebook and sample coding trail improved dependability and made the movement from evidence to theme more visible.

The study used publicly available documents together with authorised institutionally generated implementation and coordination records. Public policy, curriculum, syllabus, textbook and assessment documents were obtained from official repositories or published copies. The implementation report and coordinators' meeting record were accessed through the first author's professional role at TIE. This insider position provided contextual knowledge and legitimate access, but it also created a risk of institutional over-identification. Interpretations were therefore checked against documents from other agencies and against independent scholarship, and no claim was accepted solely because it appeared in a TIE document. Formal ethical approval for human-participant research was not required because the study involved no interviews, surveys or identifiable personal data; document access and use followed institutional and academic requirements.

The absence of teacher, learner, school-leader, inspectorate and Chinese-partner voices is a structural limitation. Official documents are strongest for showing policy intentions, formal mandates and recorded arrangements, but they may also present idealised versions of implementation and understate constraints encountered in schools. They may omit informal negotiation, unequal classroom conditions, resource shortages and local adaptations that are visible only through fieldwork. The corpus also contained no complete national series of inspection or school-level evaluation reports that could provide systematic contradictory evidence. Consequently, statements about sustainability refer to the coherence and risks visible in the documentary record; they should not be interpreted as proof that policies are enacted uniformly or that teachers and learners experience the reform as intended. Field-based research is needed to test these documentary conclusions.

FINDINGS AND DISCUSSION

Context: From a Pilot Initiative to a System-Wide Curriculum Reform

The documentary record indicates a clear movement from subject introduction towards formal institutionalisation. The 2015 ordinary secondary syllabus established Chinese as a recognised foreign-language subject linked to national communication and integration goals (TIE, 2015). The bilateral MoU then documented an intended implementation mechanism involving coordination, teacher support, selected schools, curriculum development and training (MoEST & PO-RALG, 2020). The implementation report records expansion from six schools in 2016 to 18 schools by the end of 2022 (MoEST, 2023j), although the report does not establish uniform quality of implementation across those schools.

The 2023 reform represents a second and more ambitious phase. Chinese now appears in primary, ordinary secondary, advanced secondary and teacher-education syllabi. This vertical expansion is significant because it provides the beginnings of a national learning pathway. It also places Chinese within the same competence-based reform architecture that governs other subjects. The wider curricula specify general competences, assessment principles, teaching time, implementation resources and institutional responsibilities (MoEST, 2023b, 2023c, 2023d, 2023e). The Education and Training Policy 2014, 2023 Edition and the Education Sector Development Plan 2025/26–2029/30 further place curriculum quality, human resources, learning materials, digital provision, monitoring and institutional accountability within the national reform agenda (MoEST, 2023a, 2025).

This progress should not be interpreted as automatic sustainability. Expansion across levels increases the number of institutional connections that must work reliably. Primary provision needs appropriately prepared teachers and age-appropriate materials; secondary provision needs continuity, progression, and assessment; teacher education requires qualified tutors and practicum arrangements; and the transition between levels requires coherent expectations. The Ugandan experience similarly suggests that local teachers, national syllabi, and examination arrangements are central pillars of institutionalisation (Li & Zhong, 2025).

This pattern is likely to resonate beyond Tanzania. Chinese language education in several African education systems has expanded through a combination of national policy interest, university or Confucius Institute support, scholarships, visiting teachers and gradual movement into school curricula. Tanzania's experience suggests that continental comparisons should look beyond whether Chinese is offered and examine how teacher pipelines, local materials, assessment feedback and national ownership are organised. The present study does not provide a full regional comparison, but it positions Tanzania as one case for wider African research on the sustainability of foreign-language curriculum reform.

The context finding is therefore two-sided. The documents show that Tanzania has moved beyond an isolated pilot and has built a formal curriculum foundation. They do not, however, demonstrate that the enlarged system is implemented consistently. The scale and complexity recorded in policy now require stronger national capacity, coordination and monitoring, while continued dependence on project cycles or external personnel remains a documented sustainability risk.

Input: Teacher Support, Localised Materials and Digital Resources

The documents position teacher capacity as a central input. The MoU provides for Chinese teachers, volunteers and training opportunities for Tanzanian teachers (MoEST & PO-RALG, 2020). The 2023 teacher-education syllabus also creates a formal policy basis for preparing local primary-level teachers (MoEST, 2023i). These provisions indicate an intention to strengthen local capacity, but the documents do not by themselves demonstrate that a stable pipeline of trained, deployed and supported teachers is already operating.

A syllabus, however, does not itself produce teachers. Sustainable implementation requires approved training institutions, qualified tutors, student recruitment, language-proficiency development, teaching practice, certification, deployment, and continuing professional development. Lyanga (2021) argues that effective teacher professional development in Tanzania requires stronger planning, financing, and material support. Xiao (2025) similarly identifies local teacher development and sustained professional support as central challenges for Chinese language education in Tanzania. The teacher-education syllabus should therefore be viewed as the beginning of a pipeline, not evidence that the pipeline is already fully operational.

Materials development is one of the clearest documented localisation efforts. The Standard III and Standard IV books use Kiswahili alongside Chinese and organise learning around familiar Tanzanian settings such as school, home, family, friendship, time and daily communication. The Standard IV book includes units on school and language, the home, family, introducing friends, telling time, listening for information, following directions and communication in different contexts. At secondary level, the Form Two textbook contains chapters covering tones and characters, writing new words, expressing location and time, listening, reading comprehension and communication (TIE, 2023a, 2023b, 2024a, 2024b). These features appear designed to improve contextual relevance, but the documentary corpus does not establish their distribution, classroom uptake or perceived usefulness among teachers and learners.

There are nevertheless coverage and support gaps. Curriculum expansion creates demand for complete learner and teacher packages across all levels, including students' books, teachers' guides, audio files, assessment exemplars, graded readers, character-writing support, and accessible digital resources. Chinese is a language in which pronunciation, tones, listening exposure, and character formation benefit greatly from multimedia support. A textbook-only model is therefore unlikely to be sufficient. Digital materials should be designed as part of the national resource package, with offline options for schools that have limited connectivity.

The input finding is therefore cautiously positive. Tanzania has established important foundations through teacher-education provisions and locally produced books, but the documents also point to unfinished work in training, distribution, digital support and continuing professional development. Localisation should remain a continuing process of revision informed by learner needs, teacher feedback and assessment evidence, not a one-time publication exercise.

Process: Implementation, Coordination and the Use of Assessment Feedback

The formal arrangements assign responsibilities across several institutions. MoEST provides policy leadership and approval; PO-RALG oversees school administration and local delivery; TIE develops curricula, syllabi and materials; NECTA develops assessment formats and performance reports; teacher-education institutions are expected to prepare teachers; and Chinese partner organisations provide forms of technical and educational support. The documents define these roles, but they provide limited evidence about how consistently the institutions coordinate in practice.

The 2020 coordinators' meeting record is particularly revealing because it documents discussion of advanced-secondary subject combinations, the preparation and availability of textbooks, the Form V–VI syllabus, the training of local teachers and the overall management of the programme (PO-RALG, 2020). These are not isolated technical matters. They show that curriculum continuity depends on decisions that cross institutional boundaries. A syllabus may be ready before teachers are available; an examination may be introduced before materials are complete; or a school may offer Chinese without a clear progression route. Regular inter-agency planning is therefore part of curriculum implementation, not an optional administrative activity.

NECTA reports create a potential curriculum-feedback mechanism. The 2024 CSEE report, for example, analyses 11 questions across comprehension, patterns and vocabulary, and composition, and identifies recurring weaknesses in grammatical rules, vocabulary and interpretation of question requirements (NECTA, 2025b). The 2024 Form Two report similarly examines language use, pinyin-character conversion, sentence arrangement and written expression, while advanced-secondary reports examine short-answer, passage-based and extended-writing tasks (NECTA, 2025a, 2025c). The existence of these reports does not prove that the findings are used systematically. The sustainability question is whether assessment evidence is routinely linked to teacher support, materials revision, syllabus guidance and school improvement.

A sustainable process would create a regular cycle in which NECTA evidence is reviewed jointly by TIE, teacher educators, supervisors, and teachers. Repeated learner difficulties could inform professional-development priorities and revisions to examples or exercises in textbooks. Strong performance areas could help identify effective practices. Such a cycle would turn assessment from an endpoint into a source of curriculum intelligence.

Monitoring also needs to extend beyond examination results. Relevant indicators include schools offering Chinese, enrolment and continuation across levels, numbers and locations of qualified teachers, textbook availability, professional-development participation, instructional time, and progression into advanced secondary and teacher education. The Education and Training Policy implementation strategy and the Education Sector Development Plan provide a wider national basis for results monitoring, but Chinese language education requires a small set of subject-specific indicators if emerging problems are to be identified early.

Product: Institutionalisation, Local Ownership and Remaining Sustainability Gaps

The clearest documentary product is formal institutionalisation. Chinese language education is represented in cooperation agreements, general curricula, subject syllabi, textbooks, teacher education and national assessment. This gives the subject a stronger policy architecture than a programme confined to extracurricular activities, but formal representation should not be equated with uniform or effective implementation.

A second documentary pattern is an increasing policy orientation towards local ownership. Curricula and materials are produced within Tanzanian institutions, the subject is linked to national policy goals and teacher-education documents envisage local workforce development. Related research also identifies stronger policy recognition of Chinese language education in Tanzania (Kambaya & Xiao, 2024; Likoko & Wu, 2025). These

developments indicate the direction of policy design, but the corpus does not establish how ownership is experienced, financed or negotiated in practice by Tanzanian and Chinese partners.

A third documentary pattern is the design of curriculum continuity. Syllabi from primary to advanced secondary create the possibility of progression, but continuity remains more visible in formal documents than in verified system-wide practice. It would require sustained teachers, materials, timetables, learner progression and professional support across levels.

Four sustainability gaps are central to the next stage of reform: building a stable local teacher pipeline; completing learner and teacher resource packages, including audio and digital support; turning episodic coordination into a routine data-informed mechanism; and linking monitoring to evidence on participation, progression, resources and learning. These gaps are synthesised in Table 3 and translated into implementation actions in Section 5.

Overall, the documents describe promising but incomplete institutionalisation. Tanzania has built much of the formal architecture of a national Chinese language curriculum; whether that architecture functions consistently and equitably remains an empirical question.

Table 3. Summary of CIPP findings and sustainability implications

Dimension	Main achievement	Main sustainability gap	Priority response
Context	Chinese has moved from a secondary-school pilot to curricula spanning primary, secondary, advanced secondary, and teacher education.	Expansion across levels increases implementation complexity and dependence on coordinated national ownership.	Embed Chinese within routine national planning, budgeting, and monitoring rather than project cycles.
Input	Local syllabi, textbooks, teacher-education provisions, and assessment arrangements have been developed.	Teacher pipeline, complete resource packages, audio/digital support, and tutor capacity remain uneven.	Operationalise local teacher preparation and complete subject-specific resource packages.
Process	Multiple institutions have defined roles and NECTA produces assessment feedback.	Coordination is episodic and feedback is not yet consistently linked to materials, training, and curriculum review.	Create a standing inter-agency coordination and curriculum-feedback mechanism.
Product	Formal institutionalisation and local ownership are increasingly visible.	Curriculum continuity is stronger in documents than in stable, system-wide implementation.	Monitor progression, teacher availability, resources, professional support, and implementation quality across levels.

Implementation Conditions and Roadmap

The documentary evidence supports a phased approach, but the proposed sequence is conditional rather than predictive. Its feasibility depends on political approval, budget availability, staff capacity, procurement procedures, coordination between central and local-government institutions and the continuity of external partnerships.

Potential Implementation Barriers

Several barriers could slow or reshape the roadmap. First, Chinese language education competes with other national priorities for teachers, curriculum-development funds and digital infrastructure. Second, responsibilities are distributed between MoEST, PO-RALG, TIE, NECTA and training institutions, creating risks of delayed

decisions, duplicated activity or gaps in accountability. Third, operationalising teacher education requires qualified tutors, practicum schools, recruitment targets and funded deployment posts, not only an approved syllabus. Fourth, textbook, audio and digital-resource production depends on procurement, quality assurance, distribution and maintenance capacity. Fifth, partnership funding may be vulnerable to diplomatic, organisational or budget changes. For these reasons, each action in the roadmap should be accompanied by a responsible budget line, a lead institution, minimum staffing requirements, realistic procurement timelines and an agreed monitoring indicator. The roadmap should therefore be reviewed annually and adjusted against available resources, institutional commitments and evidence from implementation.

Indicative Phased Roadmap

Table 4. Indicative implementation roadmap

Priority action	Lead and supporting institutions	Indicative timeline	Monitoring indicators
Establish a standing Chinese Language Curriculum Coordination Group with clear terms of reference.	MoEST; PO-RALG, TIE, NECTA, teacher-education institutions, universities, and Chinese partners.	Within 6 months.	Group established; annual work plan; at least two coordination meetings per year; action log reviewed.
Map the implementation baseline across all education levels.	PO-RALG and MoEST; TIE and schools.	Within 6–12 months.	Number of schools, learners, teachers, textbooks, timetabled periods, and progression routes documented.
Operationalise the local teacher-preparation pathway, including tutor preparation and practicum arrangements.	MoEST and teacher-education institutions; TIE, universities, and partners.	1–3 years.	Institutions offering the programme; trained tutors; enrolled and graduating trainees; practicum schools; graduate deployment.
Complete and periodically update localised learner and teacher resource packages.	TIE; teachers, universities, NECTA, and partners.	1–3 years, then continuous review.	Textbooks and teachers' guides available by level; audio/digital resources released; distribution coverage; user feedback incorporated.
Create a structured professional-support model using clusters and digital communities of practice.	TIE and PO-RALG; school leaders, teacher educators, and universities.	Pilot within 1 year; scale in 2–3 years.	Participation rates; coaching sessions; shared lesson resources; teacher feedback; follow-up evidence.
Institutionalise the use of assessment feedback for curriculum and materials improvement.	NECTA and TIE; MoEST, teacher educators, and teachers.	Annual cycle.	Joint review conducted; recurring learner difficulties identified; actions reflected in training, materials, or syllabus guidance.
Integrate subject-specific indicators into education monitoring and planning.	MoEST and PO-RALG; TIE and NECTA.	Within 1–2 years.	Indicators reported annually; teacher and resource gaps identified; corrective actions documented.
Review partnership arrangements to strengthen national ownership and sustainability.	MoEST; PO-RALG, Ministry responsible for foreign affairs, institutions, and Chinese partners.	Every 3 years.	Government priorities reflected in agreements; local capacity targets; co-financing and transition arrangements documented.

The timelines in Table 4 are aspirational planning horizons rather than forecasts. They indicate a reasonable sequence for discussion and budgeting, but each action requires formal approval, assigned funding and



negotiated institutional responsibility. Beginning with coordination and baseline evidence is important because later decisions on teacher preparation, materials and school expansion depend on a reliable picture of current conditions.

CONCLUSION

This paper examined the sustainability of Chinese language curriculum reform in Tanzania through a documentary analysis of policy, curriculum, materials, implementation and assessment records. The evidence shows substantial institutional progress: Chinese now appears across primary, ordinary secondary, advanced secondary and teacher education, supported by localised materials, assessment arrangements and intergovernmental partnerships.

The central conclusion is that the documentary architecture has reached a stage at which further policy expansion alone is unlikely to secure sustainability. The records point instead to the need to connect teacher preparation, professional support, localised resources, assessment evidence and institutional monitoring. Because the study does not observe classroom enactment, these conclusions identify policy and management priorities rather than verified effects on teaching and learning.

Chinese language education is most likely to endure when it is treated neither as a temporary cooperation project nor as a self-sustaining curriculum document, but as a managed part of Tanzania's education system. External cooperation can continue to play a valuable role, but long-term viability will depend on local capacity, national ownership, coherent planning, and continuous improvement.

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Declaration of Interest

The authors declare no conflict of interest.

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Data Availability

The study is based on publicly available policy, curriculum, syllabus, textbook and assessment documents, together with authorised institutional implementation and coordination records. Public sources may be obtained from the issuing institutions. Restricted administrative records are not publicly archived but may be considered for scholarly verification subject to permission from the relevant Tanzanian education authorities.

Appendix A. Document Corpus

The primary corpus comprised 38 official and institutionally generated documents. The access dates below refer to the period in which the copies were assembled or rechecked for this analysis. Public documents were obtained from official publications or institutional repositories; internal records were accessed as authorised institutional copies.

ID	Author/body	Year	Document	Access status	Access/check date	CIPP use
A1	MoEST	2023	Education and Training Policy 2014, 2023 Edition	Public official copy	May-June 2026	Context/Process



A2	MoEST	2023	Implementation Strategy for the Education and Training Policy 2014, 2023 Edition, 2023-2032	Public official copy	May-June 2026	Context/Process
A3	MoEST	2025	Education Sector Development Plan 2025/26-2029/30	Public official copy	May-June 2026	Context/Process
A4	MoEST/ TIE	2023	Curriculum for Primary Education, Standards I-VI	Public official copy	May-June 2026	Context/Input
A5	MoEST/ TIE	2023	Curriculum for Ordinary Secondary Education, Form I-IV	Public official copy	May-June 2026	Context/Input
A6	MoEST/ TIE	2023	Curriculum for Advanced Secondary Education, Form V-VI	Public official copy	May-June 2026	Context/Input
A7	MoEST/ TIE	2023	Curriculum for Diploma in Primary Teacher Education	Public official copy	May-June 2026	Context/Input
A8	TIE	2015	Chinese Language Syllabus for Ordinary Secondary Education, Form I-IV	Published official copy	May-June 2026	Context/Input
A9	TIE	2020	Chinese Language Syllabus for Advanced Level Secondary Education, Form V-VI	Published official copy	May-June 2026	Context/Input
A10	MoEST/ TIE	2023	Chinese Language Syllabus for Primary Education, Standards III-VI	Public official copy	May-June 2026	Context/Input
A11	MoEST/ TIE	2023	Chinese Language Syllabus for Ordinary Secondary Education, Form I-IV	Public official copy	May-June 2026	Context/Input
A12	MoEST/ TIE	2023	Chinese Language Syllabus for Advanced Secondary Education, Form V-VI	Public official copy	May-June 2026	Context/Input
A13	MoEST/ TIE	2023	Chinese Teaching and Learning Methods Syllabus for Diploma in Primary Teacher Education	Public official copy	May-June 2026	Input
A14	TIE	2023	Kichina: Kitabu cha Mwanafunzi, Darasa la Tatu	Published textbook	May-June 2026	Input/Product
A15	TIE	2024	Kichina: Kitabu cha Mwanafunzi, Darasa la Nne	Published textbook	May-June 2026	Input/Product
A16	TIE	2023	Chinese for Secondary Schools Student's Book: Form One	Published textbook	May-June 2026	Input/Product
A17	TIE	2024	Chinese for Secondary Schools Student's Book: Form Two	Published textbook	May-June 2026	Input/Product
A18	MoEST & PO-RALG	2020	Memorandum of Understanding for Chinese Language Teaching in Tanzania and Promotion of Bilateral Educational Exchange and Cooperation	Authorised official copy	May-June 2026	Context/Process



A19	MoEST	2023	MoU Implementation Report on Chinese Language Teaching in Secondary Schools	Authorised institutional copy	May-June 2026	Process/Product
A20	PO-RALG	2020	Minutes of the Chinese Language Coordinators' Meeting	Authorised institutional copy	May-June 2026	Process
A21	NECTA	2022	Certificate of Secondary Education Examination Formats	Public official copy	May-June 2026	Input/Process
A22	NECTA	2022	126 Chinese Language Format for Advanced Certificate of Secondary Education Examination	Public official copy	May-June 2026	Input/Process
A23	NECTA	2025	Standard Four National Assessment Formats	Public official copy	May-June 2026	Input/Process
A24	NECTA	2019	Form Two Chinese Language Students' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A25	NECTA	2020	Form Two Chinese Language Students' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A26	NECTA	2021	Form Two Chinese Language Students' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A27	NECTA	2022	Form Two Chinese Language Students' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A28	NECTA	2023	Form Two Chinese Language Students' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A29	NECTA	2024	Form Two Chinese Language Students' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A30	NECTA	2019	CSEE Chinese Language Candidates' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A31	NECTA	2020	CSEE Chinese Language Candidates' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A32	NECTA	2021	CSEE Chinese Language Candidates' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A33	NECTA	2022	CSEE Chinese Language Candidates' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A34	NECTA	2023	CSEE Chinese Language Candidates' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product

A35	NECTA	2024	CSEE Chinese Language Candidates' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A36	NECTA	2023	ACSEE Chinese Language Candidates' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A37	NECTA	2024	ACSEE Chinese Language Candidates' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product
A38	NECTA	2025	ACSEE Chinese Language Candidates' Item Response Analysis Report	Public report copy	May-June 2026	Process/Product

Appendix B. Examples of the Coding Audit Trail

The table illustrates how documentary extracts were moved from descriptive coding to CIPP classification and interpretive themes. Source locations were recorded in the document-by-theme matrix retained by the authors.

Documentary evidence	Initial code	CIPP category	Interpretive theme	Decision rule/qualification
Chinese expanded from six schools in 2016 to 18 by the end of 2022 (MoEST implementation report).	Programme expansion	Context/Product	Formal expansion with unresolved implementation-quality questions	Retained as evidence of recorded scale; claim qualified because the report does not establish uniform quality.
Teacher-education syllabus introduces Chinese teaching methods for the Diploma in Primary Teacher Education.	Local teacher-preparation provision	Input	Emerging national workforce pathway	Coded as policy provision, not proof that training, graduation and deployment are fully operational.
Coordinators' meeting discusses textbooks, Form V-VI syllabus, subject combinations and local teacher training.	Cross-institutional implementation issues	Process	Need for routine coordination	Compared with mandates in curricula and MoU; interpreted as evidence of coordination needs rather than institutional failure.
NECTA reports identify recurring difficulties in vocabulary, grammar, character writing and extended responses.	Assessment evidence available	Process/Product	Potential curriculum-feedback mechanism	Claim limited to availability of evidence; systematic use for teacher support or materials revision was not assumed.

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