

Assessing the Impact of Primary Pedagogical Education on Pupils' Home-Based Practical Skills in Kigamboni District, Tanzania

Regina M. Maunde & Tatu M. Nyange

The Mwalimu Nyerere Memorial Academy, Tanzania

Article History

Received: 2024-12-27

Revised: 2025-05-15

Accepted: 2025-05-18

Published: 2025-05-24

Keywords

Education

Experiential learning

Kigamboni

Practical skills

How to cite:

Maunde, R. M., & Nyange, T. M. (2025). Assessing the Impact of Primary Pedagogical Education on Pupils' Home-Based Practical Skills in Kigamboni District, Tanzania. *Research Journal of Education, Teaching and Curriculum Studies*, 3(2), 24-32.

Abstract

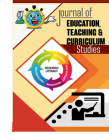
Acquiring practical skills through primary education is crucial for fostering personal development, self-reliance, and socio-economic progress. Despite policy efforts in Tanzania to reform curricula and integrate vocational and practical competencies, the implementation of such skills remains limited in effectiveness. This study examines the extent to which pupils in Kigamboni District, Dar es Salaam, apply school-acquired practical skills in their home environments. The study is grounded in the Humanist Learning Theory, which emphasises experiential learning and learner-centred development. This qualitative research employed content analysis of interviews conducted with 20 households selected from public schools in Kibada Ward. Findings revealed a significant disconnect between theoretical knowledge imparted in school and its practical application at home. Pupils demonstrated limited engagement in key areas such as hygiene, cookery, environmental care, and clay modeling, largely due to insufficient instructional resources, exam-oriented teaching, rigid gender roles, and inadequate parental support. While some pupils showed initiative in practising skills like embroidery through parental modeling, overall participation in household tasks remained inconsistent. Influenced by socio-economic factors and family dynamics, the home learning environment emerged as a critical factor in shaping pupils' ability to transfer learned competencies to real-life scenarios. The study underscores the need for a more inclusive and hands-on approach to practical skill instruction that aligns with curricular goals and pupils' lived experiences. By embracing humanistic principles, Tanzanian primary education can better prepare learners to meet the practical demands of their families and communities.

Copyright © 2025



Introduction

Emphasising practical skills among learners has become a significant concern for educationists. The role of education in developing practical skills among pupils is increasingly recognised as essential for personal development and socio-economic growth. Globally, there has been a substantial push towards integrating practical and vocational skills into primary education to ensure that students acquire academic knowledge and develop competencies they can apply in their daily lives (UNESCO, 2015). In



Africa, education systems have historically focused on theoretical knowledge, often overlooking the importance of practical skills that can empower children within their homes and communities. The challenges of aligning education with the practical needs of everyday life remain particularly relevant in many African nations. According to the African Union (2017), Africa's education and training systems should be oriented to meet the knowledge, competencies, skills, innovation, and creativity required to promote sustainable development at the national, sub-regional, and continental levels. While there has been progress in incorporating skills-based learning, many African countries still grapple with providing adequate resources and training for effective implementation.

Like many other African countries, Tanzania has reformed its education system to address the gap between academic learning and practical skills development. To cater to the needs of society and the world at large, Tanzania has been reforming its curriculum since gaining independence in 1961. The reforms focus on key areas such as content, teaching and learning methods, assessment and evaluation, and teaching and learning materials (TIE, 2013, 2019). The Education and Training Policy of 2014 has emphasised the need to provide students with relevant technical, vocational, and entrepreneurial skills (URT, 2014). These curriculum reforms aim to improve learning outcomes and create an education system relevant to Tanzanians (Komba & Shukia, 2023). The Tanzanian government has strongly emphasised quality environments designed to enhance both the learning process and pupils' outcomes (MoEC, 1995; MoEVT, 2014). For example, the Education for Self-Reliance of 1967 and the Education and Training Policies of 1995 and 2014 have been established. The Education and Training Policy (ETP) of 1995 insisted on preparing pupils with the foundations of self-creativity, self-advancement, and self-confidence, which would help them enter the work environment (MoEC, 1995; MoEVT, 2014). Moreover, basic education curricula for pre-primary, primary, and secondary education, as well as the curriculum for teacher education, were implemented in conjunction with practical skills (Lazaro, 2015; MoEC, 1967, 1995; MoEST, 2016; MoEVT, 2014). Additionally, Vision 2025 emphasises strategies such as demonstrating practical activities, developing practical projects for learners, and engaging in practical skills activities such as farming, building houses, masonry, and carpentry. Despite the recognition and importance of practical skills in schools through policy documents and government directives, challenges at the primary education level reveal that they do not sufficiently equip students with quality and practical competencies. There is a persistent outcry from society that the education provided in Tanzania fails to promote relevant skills necessary for individuals to cope with ever-emerging challenges in their environments (Komba & Shukia, 2023). Furthermore, limited research exists on how primary education impacts pupils' practical skills in their homes. Therefore, this study evaluates how pupils actively participate in practical-oriented activities at home.

In Tanzania, the primary education system is designed to provide foundational knowledge to children, preparing them for future academic and practical endeavours. However, there is increasing concern about the effectiveness of primary pedagogical education in imparting practical skills that pupils can apply in their daily lives at home. This issue is especially prominent in Kigamboni District, a semi-urban area in Dar es Salaam, where socio-economic factors, limited educational resources, and varying parental involvement shape children's academic outcomes. Despite the government's efforts to improve access to education, there is a significant gap in applying practical knowledge learned in the classroom to real-life scenarios, particularly in household tasks such as cooking, cleaning, and basic repair work (Ministry of Education and Vocational Training, 2020). The Tanzanian primary curriculum



incorporates practical elements, but its implementation remains challenging for both students and teachers.

Kigamboni, characterised by its diverse socio-economic profile, offers a distinctive context in which pupils, particularly those from lower-income families, are expected to engage significantly in household chores. However, many are inadequately prepared for these responsibilities due to insufficient practical training in schools (Roberts, Brown & Edwards, 2015; Tanzania Education Authority, 2021). While past studies have explored the overall quality of education in Tanzania, scant attention has been directed towards how primary pedagogical education influences the development of practical life skills in rural and peri-urban areas like Kigamboni. This study aims to evaluate the impact of primary education on pupils' capacity to apply these skills at home and to ascertain the extent to which school-based education meets the practical needs of families in Kigamboni.

This research is critical in addressing the alignment between Tanzania's primary education system and the real-life needs of pupils, particularly in the Kigamboni District. Tanzania's Education and Training Policy (1995) emphasises the importance of producing individuals with both theoretical and practical knowledge. However, the implementation of this policy has encountered challenges in ensuring that pupils acquire skills applicable to their daily lives, especially at home. The revised 2014 policy further stressed the need to integrate practical and technical skills. Nevertheless, gaps remain in the practical application of these skills at the household level (Ministry of Education and Vocational Training, 2014).

Kigamboni, a rapidly developing district in Dar es Salaam, is home to many families where pupils are expected to contribute significantly to domestic tasks. However, a disconnect persists between what is taught in schools and the practical skills pupils require to support their households, such as basic cooking, cleaning, and maintenance. Practical skills represent a critical issue, given that Tanzania's Education and Training Policy aims to promote self-reliant individuals and community development (Ministry of Education and Vocational Training, 2020). The research also aligns with the Sustainable Development Goals (SDGs), specifically Goal 4, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Costa et al., 2020). Additionally, it supports Africa's Agenda 2063, which envisions an integrated, prosperous, and peaceful Africa, with education playing a pivotal role in empowering future generations (African Union, 2015). The study focuses on the practical aspects of education and enhances the quality and relevance of primary education in Tanzania, particularly in semi-urban contexts like Kigamboni.

Primary education plays a crucial role in preparing pupils' practical skills. In Tanzania, the primary education curriculum comprises various subjects designed to foster academic and practical competencies among learners. Despite including vocational skills in the curriculum, the extent to which these lessons translate into practical competence among pupils remains uncertain. The effectiveness of primary education in equipping pupils with essential home practical skills continues to be a subject of interest and concern.

Various scholars emphasise the importance of practical skills in real-world situations such as home science, home economics, carpentry, and agriculture (Kangalawe & Machyo, 2019; Lupeja & Komba, 2021; Kezia, 2023). However, assessing how effectively learners use practical skills in homestead areas remains the responsibility of educational stakeholders. Komba and Shukia (2023) claim that there is no



mechanism to monitor learners' practice at home. Thus, this study aims to evaluate how well learners apply the practical skills they acquired in school.

Several scholars, including Kiwango and Mselle (2018), Mapigano (2018), and others like Brown and Smith (2021), as well as Chandra (2023), have underscored the significance of the home learning environment in fostering the development of practical skills. Kiwango and Mselle (2018) argue that a nurturing home environment, equipped with ample resources and active parental engagement, significantly enhances children's opportunities for skill acquisition and promotes their independence. Similarly, Mapigano (2018) emphasises that access to stimulating materials and interactive activities at home contributes to developing young learners' critical thinking and problem-solving abilities.

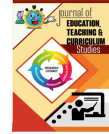
Furthermore, Brown and Smith (2021) expand on this idea by suggesting that emotional support within the home is pivotal to children's motivation to explore and learn new skills. Their research indicates that a sense of security and worth in children encourages risk-taking and embracing challenges, both essential for skill development. Chandra (2023) adds that cultural practices and family traditions can enrich the learning environment, providing children with unique opportunities to develop practical skills relevant to their community. This perspective supports Vygotsky's (1978) research, which underscores the role of social interaction and cultural context in cognitive development, suggesting that the home learning environment serves as a critical space for children to engage in meaningful learning experiences.

This body of research collectively highlights the vital role of the home learning environment as a foundational space for meaningful educational experiences. By cultivating a rich and supportive atmosphere at home, parents and caregivers can significantly equip children with the practical skills essential for their future success. However, assessing learners' engagement in practical skills within the home environment is limited. Thus, this study evaluates learners' pedagogical education in practical settings, particularly at home.

The study employed humanistic learning theory, emphasising individuals' inherent capacity for self-awareness and personal growth. According to Maslow (1943) and Rogers (1951), this theory centres on the idea that people possess an innate drive to realise their full potential and develop their unique talents. Unlike behaviourist approaches, humanistic theory prioritises understanding learning and behaviour from the learner's subjective perspective rather than an external observer's (Schunk, 2012). Moreover, it highlights the importance of self-actualisation and the development of virtues such as empathy, autonomy, and creativity, which are essential components in educational settings (Maslow, 1971).

Methodology

The study was conducted in the Kibada Ward, Kigamboni District of Tanzania. This district was purposefully selected due to its recent significant socio-economic transformation. Both primary and secondary data were collected. A qualitative research approach was employed to explore the practical learning experiences of pupils in public primary schools. This approach was suitable for understanding how practical skills are developed and assessed in households and schools. This methodology aligns with the constructivist paradigm, emphasising participants' experiences in real-life settings (Lincoln & Guba, 1985). Pretesting of tools for reliability took place in Kisarawe II Ward, near Kibada Ward in Kigamboni District, with ten respondents. Employing snowball and convenience sampling techniques,



the study included a sample size of 20 pupils from households whose children studied in classes six and seven at public primary schools, with selection based on data saturation criteria. Qualitative data were collected personally from pupils and seven Key Informants (KI). The purposive selection of KI included five parents from targeted households and two teachers working at primary schools. The information from the KI was used to provide additional insights about the study. Semi-structured interviews were conducted using a prepared interview guide and documented in a notebook. The qualitative data were analysed through content analysis, with information organised into categories or themes aligned with the study's objectives. An inductive approach allowed themes and categories to emerge organically through the researcher's thorough examination and continuous data comparison. Ethical approval was obtained, and informed consent was secured from all participants.

Results and Discussion

The following section presents results and discussions on how pupils learn and apply practical skills in primary and home school settings. Assessing practical competencies in primary education is essential for Tanzania to ensure educational outcomes align with national development objectives and international standards (United Republic of Tanzania, 2014). In Tanzania, primary education integrates practical skills into the curriculum, particularly through vocational subjects such as personal hygiene, environmental care in residential areas, cookery, clay modeling, crop production, livestock production, and financial services (MEP, 2018; TIE, 2020). This study focused on personal hygiene, embroidery, environmental care, clay modeling, and cookery practices.

Personal Hygiene Practices

Hygienic practices among primary school pupils impact their health, academic performance, and overall well-being. Personal hygiene education orients pupils in sanitary practices such as washing and ironing clothes, maintaining personal cleanliness (including body care, oral hygiene, menstruation hygiene care, hand washing, bed linen care, and proper use of toilets). The current study shows that pupils learn hygienic practices both in primary schools and at home. For instance, one of the pupils revealed that: "... I learned hygiene practices in the classroom, like brushing teeth, washing clothes, washing hands, and properly using the toilet... Also, my mother reminds me daily to clean my body and surroundings."

This study's findings aligned with those of Kapadia et al. (2022), who found that hygienic concepts are often taught by teachers in the classroom and that these habits can be further reinforced at home. According to humanist learning theory, effective learning occurs when learners are emotionally, socially, and cognitively supported within environments that nurture their personal growth and self-direction (Rogers, 1951; Maslow, 1971).

Findings indicate that women play a significant role in encouraging pupils to engage in hygienic activities. Unfortunately, women's involvement in economic activities limits their time to reinforce the sanitary practices learned at home. This emerging challenge of parents' restricted time in reinforcing practical skills negatively affects learners' commitment to hygienic practices, especially for those who require close supervision.

Embroidering Practices

The study shows that, in some ways, pupils are taught life skills such as embroidery at school in a theoretical manner. Embroidery is the art of creating decorative designs with hand or machine needlework. Although this art is not explicitly included in the Tanzanian primary school curriculum, it



is integrated within the vocational skills subject. For instance, the Standards Five and Six vocational skills syllabus covers topics related to embroidery. One of the pupils confirmed, *"I learned types of stitches such as cross stitch, whipstitch, backstitch ... but in practice, I do not know how to repair my clothes."*

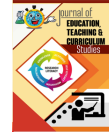
Findings imply that teaching and learning embroidery among pupils was predominantly based on theoretical orientations. Pupils end up knowing the concepts without being able to apply them practically. From a humanist learning perspective, this gap can be attributed to the lack of attention to learners' personal experiences, interests, and self-directed learning needs. Humanist learning theory, as emphasised by scholars like Carl Rogers and Abraham Maslow, stresses the importance of personal growth, experiential learning, and the development of self-efficacy (Rogers, 1969; Maslow, 1970). This theory asserts that learning is most effective when it is meaningful to the learner and aligned with their lived experiences.

Interestingly, the study found that when parents or relatives at home possess such skills, pupils learn them practically, thus complementing the theoretical knowledge they receive at school. *"I always look at my mother to see how she sews and stitches clothes and fabrics and tries to do it myself..."* said one of the pupils. The findings highlight the role of home learning environments and self-motivation in the learning process, which are key tenets of the humanist approach. Therefore, this study establishes that children's ability to practise what is taught at school is strongly influenced by the household environment, providing opportunities for experiential and learner-centred learning in line with humanist principles.

Environmental Care in Residential Areas

Primary school pupils in Tanzania learn about environmental care through theoretical and practical orientations. The curriculum integrates environmental care into subjects such as social studies, science, and vocational skills. Environmental care encompasses managing waste, maintaining clean surroundings, planting flowers, and controlling soil erosion. These practices are essential in both school and home environments. It is crucial for preserving and conserving the environment at both school and home. Findings from the study indicate that ecological care is primarily taught in schools; however, its practical application remains limited. For example, an interview with a parent highlighted that *".....usually my children do not fully participate in cleaning the surroundings around the home. My housemaid and other family members mainly do environmental care activities. My child has to do remedial studies and homework"* (Parent of pupil, block 20 Kibada Ward). Another parent's experience shows that: *"... My children learn different practical skills of environmental care, like cleaning the surroundings, planting trees, and waste management. Unfortunately, we live in a rental house with limited space. Therefore, my child lacks space to practice most environmental care activities"* (Parent of pupil, block 17 Kibada Ward).

These insights suggest that environmental learning depends not solely on formal instruction but also on the learner's context and environment. According to the humanist perspective, learners must find personal meaning and relevance in what they are taught to internalise and apply it meaningfully (Rogers, 1969; Maslow, 1970). When pupils lack the opportunity or environment to practise environmental skills – whether due to limited space, gender roles, or technological distraction – their ability to connect with and value such learning is diminished.



Likewise, findings from the pupils indicate that children are not interested in environmental care activities. Boys are busy playing football and watching cartoons, while girls carry out domestic tasks. For example, one of the female pupils reported: “..... after schooling, I do domestic chores such as cooking, washing clothes, taking care of my young brother, while my mom vends food at evening open markets (Girl Pupil, Ungindoni Primary School)”.

The findings suggest that the implementation of pupils' environmental skills is hindered by several challenges, including a home environment with limited space, gender inequalities, the inclusion of women in economic activities, and advanced communication technology, which encourages pupils to spend most of their time playing games and watching cartoons. Therefore, community development stakeholders must provide guidance and interventions to pupils, teachers, and the community on how to engage the younger generation in environmental care and conservation for the benefit of future generations.

Cookery Practice

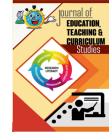
Cookery practice in Tanzanian primary schools is a significant aspect of the curriculum for vocational skills. This practice equips pupils with vital life skills, particularly in enhancing nutritional awareness, cooking techniques, and food hygiene. Cookery skills are primarily integrated into vocational subjects. The teaching approach to cookery practice includes hands-on activities, where pupils prepare and cook meals. Evidence from the pupils indicates that concepts regarding cooking practice are theoretically conveyed in primary schools. One of the pupils said: “.....I learned how to cook basic Tanzanian dishes like ugali and rice. However, I never practised because cooking was the role of my mother and sisters.....”

One of the teachers reported that: “it is difficult to teach cookery practice practically because the number of pupils in the classroom is high. Also, resources are limited in designing alternative means of enhancing cooking skills” (Teacher, Kibada Primary School). From a humanist learning theory perspective, these challenges hinder the realisation of a learner-centred, experiential education model that nurtures the whole child. According to humanist theorists like Carl Rogers and Abraham Maslow, effective learning occurs when learners are actively involved, emotionally engaged, and find personal relevance in what they learn.

The study further suggests that while cookery education is ideally supported by both home and school environments, gender inequality hinders boys' participation in cooking activities within the home. Girls and mothers play crucial roles in cooking, particularly in low-income families, whereas in middle-income families, cooking is predominantly undertaken by housemaids. In schools, the learning environment is not conducive to motivating pupils' engagement in cooking skills. Humanist learning theory emphasises the importance of autonomy, self-efficacy, and experiential learning principles (Rogers, 1969; Maslow, 1970), which are undermined when pupils cannot actively participate in cooking practices or when societal structures restrict their participation based on gender. Therefore, community development stakeholders need to cultivate inclusive and supportive learning environments that acknowledge pupils' individual needs, cultural contexts, and personal experiences.

Clay Modeling

Clay modeling is a practical skill commonly taught in primary education to enhance children's creativity and problem-solving abilities. This practice is integrated into the primary school curriculum as part of arts and crafts lessons. For instance, pupils in standard six learned basic concepts for making pots using clay soil. One of the class six pupils reported that they only learned clay modeling from our



teacher during the classroom session. Additionally, one of the Key informants said: “We insist our pupils work hard on the topics that will be assessed in the final examination (Teacher...). We consider the subject’s weight when setting the final examination.” Despite the subject’s hands-on nature, findings indicate that the practical engagement of pupils in clay modeling is minimal. The teachers’ training approach is exam-oriented, with the assessment of practical aspects being inadequate. These findings reflect a disconnect between the intended experiential learning goals of the curriculum and the actual classroom practices. They align with humanist theory, emphasising authentic learning experiences that allow learners to connect with their environment, engage their senses, and explore their creative potential (Rogers, 1969; Maslow, 1970). Hence, schools must adopt more humanistic approaches to teaching practical subjects like clay modeling. This approach includes creating supportive environments where creativity is encouraged, assessments are not the sole driver of curriculum implementation, and learners are provided with genuine opportunities to engage with materials and express themselves artistically.

Conclusions

The study reveals a significant lack of interconnectedness between the theoretical teaching and practical application of skills in Tanzanian primary schools. Despite their integration into the curriculum, practical skills are often taught in ways that restrict learners’ active participation due to resource shortages, exam-driven instruction, rigid gender roles, and limited support at home. Drawing from humanist learning theory, which emphasises experiential, learner-centred, and holistic development, it becomes apparent that many pupils are not provided with the meaningful, hands-on learning experiences necessary for personal growth and skill mastery. The findings call for a shift among education stakeholders towards more inclusive and engaging teaching practices, considering pupils’ individual needs and lived experiences. Policymakers should increase investment in teaching resources, reform curriculum guidelines to emphasise competency-based assessment, and incentivise experiential learning aligned with humanistic principles. Moreover, educators are encouraged to adopt learner-centred and hands-on teaching methods, collaborate with local experts, and continuously reflect on and improve their practices. At the community level, parents and guardians should support learning through everyday tasks, challenge gender stereotypes by offering equal opportunities for girls and boys to engage in practical activities, and actively participate in school initiatives.

References

- African Union. (2015). *Agenda 2063: The Africa we want*. African Union.
- African Union. (2017). *Continental education strategy for Africa 2016–2025*. African Union.
- Brown, A., & Smith, J. (2021). The impact of emotional support on children’s learning outcomes. *Journal of Child Psychology*, 45(2), 150–165. <https://doi.org/10.1038/h0064346>
- Chandra, R. (2023). Cultural practices and their role in skill development among young learners. *International Journal of Education and Development*, 30(3), 234–250.
- Costa, J. R. D., Costa, P., Hammes, V. S., & Aquino, A. M. D. (2020). Quality education: Contributions of Embrapa. <https://www.alice.cnptia.embrapa.br/alice/handle/doc/1130467>
- Kangalawe, C. R., Machyo, M. C., & Nduku, S. D. E. (2019). Assessment of practical skill in implementing competence-based curriculum in Temeke District, Tanzania secondary schools. *Journal of Education*, 2(2), 71–83.



- Kezia, J. M. (2023). Assessment of implementing practical skills in the secondary school curriculum to realise Vision 2025 in Kilimanjaro, Tanzania. *International Journal of Curriculum and Instruction*, 15(3), 1622–1647.
- Kiwango, E., & Mselle, L. (2018). The home learning environment and its influence on practical skills development. *African Journal of Educational Studies*, 12(1), 45–60.
- Kiwango, T. A., Mselle, L. J., & Mtahabwa, L. M. (2018). Technology applications in out-of-school time and performance in home assignments among primary school learners in Meru District, Tanzania. *International Journal of Educational Policy Research and Review*, 5(2), 20–23.
- Komba, A., & Shukia, R. (2023). *An analysis of the basic education curriculum in Tanzania: The integration, scope, and sequence of 21st-century skills* (RISE Working Paper Series No. 23/129). https://doi.org/10.35489/BSG-RISE-WP_2023/129
- Lincoln, Y. S., & Guba, E.G. (1985). *Naturalistic inquiry*. Sage.
- Lupeja, T., & Komba, S. (2021). Implementation of competence-based curriculum in the context of the colonial system in Tanzania. *International Journal of Research Studies in Education*, 10(5), 33–43.
- Mapigano, J. (2018). Access to resources and their connection to critical thinking in early childhood education. *Journal of Early Childhood Research*, 15(4), 300–315. <https://doi.org/14.1537/h0054346>
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
- Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). Harper & Row.
- Maslow, A. H. (1971). *The farther reaches of human nature*. Viking Press.
- Ministry of Education and Vocational Training. (2014). *Education and training policy*. Government Printer.
- Ministry of Education and Vocational Training. (2020). *Tanzania education policy report*. Government Printer.
- Ministry of Education and Vocational Training. (2020). *Vocational skills pupils' book standard seven*. Tanzania Institute of Education.
- Roberts, D. M., Brown, A. M. B., & Edwards, L. (2015). Participatory action research in two primary schools in a rural Tanzanian village: An exploration of factors to cultivate changes in teaching and learning. *Educational Action Research*, 23(3), 366–382.
- Rogers, C. R. (1951). *Client-centred therapy: Its current practice, implications, and theory*. Houghton Mifflin
- Rogers, C. R. (1969). *Freedom to learn*. Merrill.
- Tanzania Education Authority. (2021). *Assessment of primary education in Tanzania*. TEA.
- Tanzania Institute of Education. (2019). *Syllabus for vocational skills for primary schools education: Standard V–VII*. Ministry of Education, Science and Technology.
- UNESCO. (2015). *Education for sustainable development: A roadmap*. UNESCO.
- United Republic of Tanzania (URT). (2014). *Education and training policy*. Ministry of Education and Vocational Training.