



Challenges In The Integration Of Vocational Training Into Public Primary Education: A Comparative Analysis Of India's National Education Policy 2020 And Tanzania's 2014 Education And Training Policy

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Abstract- Vocational training within basic education has become strategic for developed and developing countries, particularly in providing pupils with meaningful, marketable life skills. In the twenty-first global economy, the advantages of providing vocational education from a young age to encourage innovation, entrepreneurship and solutions to practical problems are becoming more widely recognised, as is the role it plays in helping combat unemployment. This is a critical study of the challenges of vocational training in the Tanzanian and Indian national primary education systems, focusing on the gap between policy and practice. There are, however, a few important impediments to the successful adoption in both scenarios. These include teaching loads, rigid academic timetables, unqualified teachers with no vocational background and weak infrastructure and attitudes towards non-academic career options. Funding constraints in Tanzania and the decentralised governance system in India also complicate the institutionalisation of VET. This study is conducted in a comparative qualitative approach that utilises secondary data from UNESCO documents, publications produced by the education ministry and academic research, policy document analysis and literature evaluation. Both countries' vocational education appears to have potential but is often merely talk, with structural shortcomings. The paper concludes that successful integration requires additional funding, curriculum redesign, improved teacher training, and a greater community awareness. Further, cross-country learning offers techniques and best practices for local-level curriculum design. Overall, by offering workable, context-sensitive alternatives, this study adds to the worldwide conversation on skills-based education..

Keywords- Tanzania, India, Public Primary Schools, Policy in Practice, Vocational Training

I. Introduction

Most education systems across the world are beginning to appreciate this role as they strive to equip students not only to achieve academic success but also to develop practical skills that enhance productivity and employability. The United Nations Educational, Scientific, and Cultural Organisation (UNESCO, 2022) restructures primary education as one of the instruments for achieving sustainable development



and reducing youth unemployment. This is even more important in developing countries such as Tanzania and India, where underemployment, unemployment and informal economic activity are rife across most labour markets. Vocational education in the primary government schools can help make children self-sufficient through knowledge and skills in carpentry, agriculture, tailoring and simple entrepreneurship. This aligns with the overall objectives of education, which are to equip students to serve the local communities and the national economy. Nevertheless, there are a number of difficulties in integrating vocational training into the current educational systems, and particularly at the primary level. This paper examines the opportunities and challenges faced by Tanzania and India, two nations that have integrated vocational elements into their national education systems. The five areas of policy design, teacher readiness, infrastructure readiness, curricular integration, and social attitudes are the focus of the analysis's practicality. The ultimate objective would be to identify the parallels and discrepancies in the difficulties faced and to offer evidence-based suggestions that may be practically implemented to improve implementation.

Significance of the study

The study is important both theoretically and practically as it examines the challenges of integrating vocational training in public primary education in the light of the National Education Policy (2020) of India and the Education and Training Policy (2014) of Tanzania. The findings are expected to help contribute to the development of educational policies and the development and adoption of skills education in developing countries.

1. Significance to Policymakers

The study provides policy relevance for education policymakers in India and Tanzania by identifying the key challenges in the effective implementation of vocational education in primary schools. The results could guide governments in assessing and refining current policies, enhancing policy implementation, and ensuring sufficient resources are provided for vocational education programs. The comparative perspective also helps policymakers learn from experiences in other countries and enables them to incorporate best practices in enhancing policy effectiveness.

2. Importance to Curriculum Developers

This research is helpful to curriculum planners and developers interested in learning about the challenges of integrating vocational skills into the Primary curricula. Findings can inform more comprehensive and flexible curricula that integrate knowledge and skills, providing competencies that are relevant to of today's society and labour market.

3. Importance for Teacher Education Institutions

The study emphasises the need for teacher preparedness for the successful implementation of vocational training programmes. The results are useful for teacher preparation and professional development institutions to improve pre-service and in-service teacher training programs, enabling teachers are able to teach vocational education with pedagogical and technical skills.



4. The importance of this study to the school administrators and teachers.

The results will support School leaders and teachers in gaining a better understanding of the institutional and practical challenges of implementing vocational training. The research study could suggest that schools think outside the box about how to utilise available resources, connect with the local community and industry and create a positive learning environment and opportunities for hands-on experience for pupils.

5. Significance to Learners

The study indirectly contributes to strengthening learners' practical, entrepreneurial and employability skills from an early age and the promotion of effective integration of vocational training. These skills can help develop self-reliance, creativity, problem-solving and preparation for future learning and working, thus promoting lifelong learning and socio-economic development.

6. The importance of the item to the researcher or scholar

The study contributes to the body of knowledge on vocational education and curriculum reform in two ways: first, it compares two educational contexts; second, it adds a comparative element to the existing research. It pinpoints research gaps and provides a basis for future research on the integration of vocational education, the implementation of policies, skills-based education, and comparative education in developing countries.

7. Significance to International Development Partners

The results could be useful for organisations like UNESCO, UNICEF, the World Bank and other development organisations as they develop programmes and interventions for improving vocational and skills-based education. The study has identified evidence for prioritising funding, providing technical assistance, and implementing education reform to enable sustainable development, particularly in the areas of quality education and decent work.

8. The Significance of the Paper in the field of Comparative Education and Educational Reform in the world.

The study contributes to comparative education by examining how two countries with different socio-economic and educational backgrounds deal with the integration of vocational training into primary education. This analysis and cross-country comparison also reveals learning barriers, contextual disparities and transferable learning principles that could contribute to educational reform in other developing countries aiming to build the capacity of basic education systems to deliver quality vocational and skills-based learning.

The study, overall, adds value to the progress of skills-based education by providing evidence on factors influencing the integration of vocational education in public primary education in India and Tanzania. The results are expected to serve as a basis for informed decision-making, enable better policy implementation, support the design of better curricula, enhance teachers' capacity, and facilitate the development of skills that enable socio-economic development in the 21st century.



Objective of the Study

The main objectives of this study are:

- To look at the vocational training schemes available under NEP 2020 and ETP 2014.
- To understand the problems encountered in the integration of vocational training in public primary education in India and Tanzania.
- To share lessons learned and implementation challenges in the two countries and to make comparisons.
- To find out what good practices are and recommend measures to enhance vocational training integration in public primary education.

OPERATIONAL DEFINITION OF KEY TERMS

For the purpose of this study, the following key terms are operationally defined as follows:

- **Vocational Training**
Vocational training – planned educational activities designed to enable pupils to acquire skills, knowledge and skills that are relevant to life and work. Vocational training in this study refers to practical experiences in school, including agricultural activities, crafts, technology-based activities, entrepreneurship and any other skill-based training programme integrated into the primary education curriculum.
- **Integration**
Integration involves embedding the components of vocational education into the primary education curriculum, pedagogy, learning experiences, and school programmes. With regard to integration, this study refers to the extent to which vocational training is integrated into the policies, curricula, methods, and assessments of public primary schools in India and Tanzania.
- **Public Primary Education**
Public Primary Education is the first stage of formal education funded and offered by the public sector to children in the primary school age range. In this study, the term "primary schools" refers to government-owned and government-managed schools operating within the Indian and Tanzanian educational systems, respectively.
- **National Education Policy (NEP) 2020**
The National Education Policy 2020 is a comprehensive education policy launched in 2020 to reform the education system by emphasising holistic, multidisciplinary and skill-based education. For the purpose of this study, NEP 2020 specifically identifies policy interventions that promote the integration of vocational education and skill-building at the foundation and elementary education levels.
- **Education and Training Policy (ETP) 2014**
The Tanzania National Education Policy Framework (Education and Training Policy 2014) is a policy framework for enhancing access, quality, equity, and the



relevance of education and training in the country. In this research, ETP 2014 specifically focuses on the competency-based learning, skills development, and vocational orientation policy directives in primary education.

- **Policy Implementation**
Policy implementation is the process by which policy intentions, objectives, and guidelines are put into practice within the school. In this study, policy implementation refers to the deployment of resources, curriculum implementation, teacher training, school facilities, vocational training monitoring systems, and practices related to vocational training in primary schools.
- **Curriculum**
The Curriculum is the intended learning experiences, educational content, teaching activities and evaluation practices planned to achieve the learning goals. In this study, curriculum means the primary school curriculum, and its vocational and skill development aspects in India and Tanzania.
- **Curriculum Overload**
Curriculum overload is the condition where there is too much curriculum, too many subjects or too many learning activities in the curriculum that cannot be completed within the allotted time and available resources. The concept of curriculum overload in this study refers to the volume of the existing curriculum in public primary schools that hinders the effective integration of vocational training activities.
- **Teacher Preparedness**
Teacher preparedness is defined as the knowledge, skills, competencies and professional training of the teachers in delivering vocational education. It covers the vocational expertise and pedagogical skills of teachers, as well as their access to professional development opportunities and confidence in implementing vocational training programmes in this study.
- **Infrastructure**
Infrastructure is physical facilities, equipment, tools, workshops, laboratories, learning materials and other resources needed for the effective delivery of vocational education. Infrastructure is the availability and quality of infrastructure in public primary schools in India and Tanzania.
- **Skills-Based Education**
Skills-based education is a learning method that focuses on developing and using skills in an academic field, such as practical, cognitive, social, entrepreneurial, and technical skills. The term skills-based education in this study is education experiences that are given to pupils to make them capable in participating in society, further study and future work.
- **Comparative Analysis**
Comparative analysis is the systematic comparison of the similarities, differences, strengths, and weaknesses of two or more education systems, policies, or programmes. Comparative analysis is the process of comparing two



approaches, their experiences with implementation, and the challenges encountered during implementation. This study compares vocational training in public primary education in India and Tanzania under NEP 2020 and ETP 2014, respectively.

II. Methodology

Research Design

The study employed a comparative qualitative research design to explore the challenges of integrating vocational training into public primary education under two policies: India's National Education Policy (NEP) 2020 and Tanzania's Education and Training Policy (ETP) 2014. Comparative qualitative research is best suited when the goal is to identify similarities, differences, contextual factors, and experiences of implementation between education policies and systems (Bray et al., 2014). The design allowed it to be organised so that the policy goals, policies, and implementation strategies could be compared and contrasted, as could the practical problems associated with policy implementation in the two countries. A document analysis method was used, in which the researcher analysed documents such as policies, government documents, publications from international organisations, and peer-reviewed scholarly publications relating to the reforms of vocational and primary education.

Sources Of Data

Only secondary data from reliable and trustworthy sources were used. These sources included: National policy documents: The National Education Policy (NEP) 2020 is the recently released Policy for India.

Tanzania's 2014 Education and Training Policy (ETP)

Government publications:

Reports by the Ministry of Education, India.

Reports from the Ministry of Education, Science and Technology of Tanzania.

International organizations:

Technical and Vocational Education and Training (TVET) reports are provided by UNESCO. UNESCO Global Education Monitoring (GEM) Reports.

Reports from the International Labour Organisation (ILO). Reports of the World Bank on education.

Academic literature: Peer-reviewed journal articles, Book chapters and books, regularly reviewed research reports and conference proceedings.

Data Collection Methods

Documentary Review

The main data collection technique was a documentary review. The selected documents were purposively sampled and included those relevant to vocational education, curriculum reform, educational policy implementation, and primary education.

The process of review consisted of:

Identification of policy and scholarly documents relevant.



Systematic reading and extraction of information.
 Categorisation of information according to thematic areas.
 Comparing the results between the two countries.

III. Literature Review

A literature review was conducted using a structured method to collect empirical data on the challenges encountered in implementing vocational education in India and Tanzania. The literature was focused on more recent publications from 2014 to 2025 for relevance and currency.

Data Analysis Procedures

Thematic Content Analysis (Braun & Clarke, 2006) was used in this study. Data were collected from policy documents and the literature, and coded and thematically analysed to identify potential implementation challenges and policies.

The analysis process was divided into six steps:

Knowledge of the data, creating starting codes, searching for themes, reviewing themes, identifying and naming themes, and analysing data and results.

The main Themes found were:

Curriculum overload, Teacher readiness and training, Learning resources and infrastructure, financial support, funding, Good governance and institutional structures, Community perceptions and attitudes and Policy-practice gaps.

IV. Comparative Framework

Table 1

The comparative analysis between India and Tanzania was done on the basis of the following dimensions:

Dimension	India (NEP 2020)	Tanzania(2014 ETP)
Policy objectives	Incorporation of vocational education at the basic education level	Support for competence-based learning and trainability
Curriculum structure	Flexible multidisciplinary curriculum	Competency-based curriculum
Teacher capacity	Lack of skilful teachers in the vocational field	Lack of teacher preparation and in-service training
Infrastructure	Different availability among states	Major deficits in rural schools
Funding mechanisms	Coordinated amongst the central and state governments	A reliance on government and donor funding



Community perception	High level of preferring academic routes	Underuse of vocational careers is perceived as an issue.
Implementation challenges	A lack of decentralised governance and differential implementation.	Limited finances and resources

V. Findings

- The analysis identified a number of challenges across the board and specific to each country regarding the integration of vocational training.
- Curriculum Overloaded
- There is pressure on the curriculum in both countries, and not enough time for practical/vocational work. This is where NEP 2020 focuses on experiential learning and vocational exposure since early childhood, but in most cases, sufficient time for practical activities is not available in the academic curriculum. Likewise, Tanzania's curriculum remains focused on academic subjects geared towards examinations, thereby limiting the effective implementation of vocational components.
- **Insufficient Teacher Capacity**
 One of the major issues found in both countries is the shortage of teachers with vocational competencies and pedagogical skills. A large number of teachers have been trained in traditional academic teaching, but not in vocational and skills education. Poor in-service training also hinders the effective implementation of the curriculum.
- **Poor infrastructure and learning resources**
 Limited workshops and vocational training facilities: There are few workshops or vocational training facilities in public primary schools in both India and Tanzania. This restricts learners' opportunities to develop their practical skills in practice.
- Lack of demonstration laboratories and/or agricultural learning plots: Schools lack laboratories and/or agricultural learning plots for experiential learning. Consequently, vocational ideas are taught as a theory.
- Lack of adequate technical equipment and instructional materials: Teachers lack essential equipment, machines, instructional materials, and learning materials, hindering effective teaching of vocational education and the development of pupils' technical skills.



- Insufficient funding for vocational education resources: Funding falls short to cover costs for equipment, infrastructure, and maintenance, especially in public schools.
- Access to facilities by urban and rural schools: Rural schools, particularly in Tanzania, have less access to infrastructure and learning materials than their urban counterparts. Likewise, inequities across states and regions in India have led many schools in remote, economically weaker areas to lack vocational education resources.
- **Funding Constraints**
Finances are a major constraint on implementing. Tanzania faces resource scarcity at all times, limiting investment in vocational infrastructure, teacher training, and teaching resources. While funding levels are relatively high in India, there is scope for improvement at the state and district levels.
- **Negative Community Perceptions**
There is a social stigma attached to vocational education in both countries. It is common for parents to consider careers in education more prestigious than those in vocational subjects and to expect their children to be more successful in academic careers.
- **Policy Practice Gap**
An analysis found a big gap between the policy intentions and implementation realities. While both policies place great emphasis on skills development and vocational learning, there are various institutional challenges, weak monitoring systems, and inadequate resources to implement them.

VI. Discussion

The results suggest that policy support is insufficient to introduce vocational education in primary schools. The success will largely be determined by the teacher's readiness, stakeholders' participation, financial commitment and institutional support. The results confirm UNESCO's logic of introducing vocational education as an integral part of a system of lifelong learning, rather than as a separate subject area (UNESCO, 2021). Similarly, results support research showing that when the capacity to implement curricular changes is not sufficiently developed, changes are unlikely to be successful (Fullan, 2016).

Despite disparities in their institutional frameworks and economies, India and Tanzania face common barriers to development. Overloaded curriculum, unprepared teachers, poor facilities and negative attitudes are still prevalent issues.

However, there are important context-specific differences. The decentralisation of the Indian system leads to different implementations across states, whereas Tanzania's centralised system is more complex in terms of financial sustainability and resource allocation.



It also highlights that the development and implementation of vocational education programmes are more successful when local industry, local vocational training institutions and communities are engaged in school partnerships. Such partnerships may enable practical learning experiences, and vocational education can better align with the region's labour market needs.

Implications Of The Study

Governments need to enhance policy coherence by establishing clear policy implementation frameworks and monitoring and accountability mechanisms to ensure that the intended goals of vocational education are realised in the classroom.

Curriculum Implications

It is necessary to revise primary education curricula to achieve a balance between knowledge and skills. Vocational competencies should be taught progressively throughout the grades and not as isolated subjects.

Teacher Education Implications

Pre-service and in-service teacher training programs at teacher training institutions should be changed to provide vocational information, skills and learner-centred pedagogical approaches to teachers.

Resource Allocation Implications

The study highlights the need to increase investment in infrastructure and learning resources of vocational education. The workshops, practical learning spaces, teaching resources, technological resources and vocational equipment should be provided in the schools in sufficient quantity. The investments would facilitate quality hands-on learning, improve the quality of vocational education and training, as well as implement vocational education programmes effectively in public primary schools.

Community Engagement Implications

The study also shows that the involvement of the community in the vocational education needs to be strengthened. Engaging schools, governments and stakeholders to educate parents, local communities & industry about importance of vocational training, dispel negative attitudes towards vocational education & careers, foster active involvement in skills development activities & programs. This would help to boost the acceptance and sustainability of vocational education programmes. The government and schools should conduct awareness campaigns to improve the image of the vocational education and to emphasize the vocational education contribution to economic development, entrepreneurship, and creation of jobs.

Comparative Education Implications

The study shows the benefits of cross-national learning. There is a lot for both countries to gain from each other's experience, best practices, and innovative curriculum ideas to support the embedding of vocational training in their education systems.



VII. Conclusion

The study highlighted some of the challenges to integrating vocational training in the public primary education system in India (NEP, 2020) and Tanzania (ETP, 2014). The findings indicated that the challenges the two countries are experiencing are comparable, including curriculum overload, insufficient teacher capacity, inadequate infrastructure and learning resources, funding constraints, negative societal perceptions of vocational education, and significant differences between policy intentions and implementation. While there is strong policy support for skills-based education, structural and institutional difficulties persist, hindering the effective delivery of skills training in primary schools. The comparative analysis also highlighted that there are different governance and socio-economic environments in India and Tanzania, but the key to successful integration of vocational education lies in the availability of resources, teacher capacity development, stakeholder participation, and coherent implementation strategies. Hence, the development and reinforcement of policy implementation mechanisms, the improvement of investment in vocational training, professional development of teachers, the improvement of learning facilities and the cultivation of positive attitudes in the community are needed to fulfil vocational training aims in primary education. Finally, the successful integration of vocational education can help students acquire practical skills, foster entrepreneurship, and support sustainable socio-economic development in both countries.

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