

# Globalisation Qualifications and Livelihoods



INSTITUTE OF  
EDUCATION  
UNIVERSITY OF LONDON

in collaboration with:

University of Chinhoyi,  
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**Report Number 8**  
Youth Aspirations and Expectations in  
Lanka following Economic  
Liberalisation

Location Study 4 Neluwa, Sri Lanka

N.Fernando and S.T.Hettige

**SCHOOL OF** Lifelong  
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## Preface

This research report is one of a series completed within the DFID-funded research project 'Globalisation, Qualifications, Livelihoods and Youth'. The research examines the impact of globalisation on livelihoods, education and qualifications, and on the aspirations of youth for education, qualifications and livelihoods.

The research arises from the need to monitor the impact of globalisation – operationalised via policies of economic liberalisation – on the access of the poorest social groups to livelihoods, education and qualifications in different country contexts. Economic liberalisation is changing the nature of the livelihood structure and the economic demand for skills and qualifications. It is also changing the types of educational and qualifications provision within specific national settings. These in turn impact on the aspirations of youth for livelihoods, education and qualifications. The realisation of those aspirations is increasingly conditioned by the ability to pay, as policies of economic liberalisation encourage private sector, market driven provision, especially at the post-primary level. This research explores the impacts of economic liberalisation on the structure and volume of livelihoods, education and qualifications on the one hand, and on the aspirations of youth, on the other. In particular it seeks to explore differential impacts of economic liberalisation on members of different social groups.

The fieldwork has been undertaken mainly in Sri Lanka and Zimbabwe. A smaller study was undertaken in Zhejiang Province, China and a study of UK suppliers of qualifications to Sri Lanka and Zimbabwe was undertaken to explore the interdependent, cross border nature of qualifications supply.

Research Report no 8, by Nishara Fernando and Siri Hettige of the University of Colombo, examines shifts in the aspirations of youth for livelihoods, education and qualifications following the policies of economic liberalisation introduced from 1978. It examines shifts over time through comparisons of youth aspirations with the recollected aspirations of the youth's parents. The study of aspirations is based exclusively on interviews with household members from different class groups within nine diverse Sri Lankan communities. This report focuses on households in Neluwa, a Sinhala Buddhist village in the Southern Province.

This research was supported by DFID. The views expressed are those of the authors and do not necessarily represent DFID's own policies or views. Any discussion of the content should be addressed to the authors via the email address listed below.

Professor Angela W. Little  
Director  
Globalisation, Qualifications and Livelihoods (GQL) Research Project  
Institute of Education  
University of London  
[a.little@ioe.ac.uk](mailto:a.little@ioe.ac.uk)

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## **Abbreviations**

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AAT	<i>Association of Accounting Technicians of Sri Lanka</i>
CIMA	<i>Chartered Institute of Management Accountants</i>
GAQ	<i>General Arts Qualifying</i>
GCE O/L	<i>General Certificate of Education Ordinary Level</i>
GCE A/L	<i>General Certificate of Education Advanced Level</i>
KM	<i>Kilo Metre</i>
MBBS	<i>Bachelor of Medicine and Bachelor of Science</i>
N/A	<i>Not Applicable</i>
RS	<i>Rupees</i>
SL	<i>Sri Lanka</i>

## LOCATION STUDY 04 - NELUWA

### 1.0 INTRODUCTION

Neluwa, a Sinhala, Buddhist village in the Southern Province, is situated 125 km from Colombo. It is in the Neluwa Division of the Galle District. The closest town connected by a decent paved road is the developing small town of Hiniduma, 14 km from Neluwa. People come to Hiniduma not only to obtain the services of government administrative institutions, but also for other services, both public and private such as banks, hospitals etc. Villagers also go to Galle (64 km from Neluwa) for commercial purposes.

The village comprises of a majority of *Govigama* (cultivators) caste members and a minority of *Hena* (washer) caste members<sup>1</sup>. The livelihood activities are predominantly based on small scale tea holdings, the sizes of which range from 0.25 acres to about 5 acres. There are also a small number of rice cultivators all of whom are entirely dependent on rainwater. There are a handful of families with at least one member doing jobs such as Samurdhi<sup>2</sup>/Labour Officers, Soldiers and Police Constables in the government sector. A few others run grocery shops, telecommunication centres, record bars etc.

### 2.0 Socio-economic Profile of the Sample Population

This section outlines the socio-economic characteristics of the sample household population, i.e. gender, age, marital status, main occupation and income.

#### 2.1 Gender

Table 2.1

**Gender of Respondent**

Categories	Frequency	Percent	Valid Percent
Male	117	53.9	53.9
Female	100	46.1	46.1
Total	217	100.0	100.0

As *Table 2.1* shows, there are more males (54%) in the household sample population, compared to their female counterparts (46%).

<sup>1</sup> *Govigama* is the highest caste in the Sinhalese System. They also constitute the majority of the Sinhala population. Other caste groups in many villages constitute minorities. In some parts of the country, lower caste groups comprise the vast majority. Like Neluwa, many villages have people belonging to more than one caste.

<sup>2</sup> Samurdhi is the national poverty alleviation programme in Sri Lanka sponsored by the State. A Samurdhi Officer is a village level functionary attached to this programme.

## 2.2 Age

Table 2.2  
Age Distribution of the Sample Household Population

Categories	Frequency	Percent	Valid Percent
0-5	3	1.4	1.4
6-10	7	3.2	3.2
11-15	17	7.8	7.8
16-20	44	20.3	20.3
21-25	43	19.8	19.8
26-30	16	7.4	7.4
31-35	4	1.8	1.8
36-40	8	3.7	3.7
41-45	12	5.5	5.5
46-50	19	8.8	8.8
51>	44	20.3	20.3
Total	217	100.0	100.0

Table 2.2 shows that nearly 48% of the household population belong to youth in the age category of 16-30, while only 12% are 15 years or less.

## 2.3 Marital Status of the Sample Household Population

Table 2.3  
Marital Status

Categories	Frequency	Percent	Valid Percent
Unmarried	128	59.0	59.0
Married	80	36.9	36.9
Divorced	7	3.2	3.2
Widowed	1	0.5	0.5
Separated	1	0.5	0.5
Total	217	100.0	100.0

Marital status of the sample population in Table 2.3 shows that majority (59%) of the household members are unmarried and only 37% are married.

## 2.4 Educational Attainment

It is evident from Table 2.4, that the majority (52%) of household members have completed their post-primary education, whilst 15% of members have completed their GCE Ordinary Level (O/L) and another 3% have also completed their Advanced Level (A/L). Only 4% have obtained literacy without having a formal school education. It is noteworthy that only 2% of the respondents have university degrees while another 2% have General Arts qualifications.



Table 2.4  
**Educational Attainment of Household Members**

Categories	Frequency	Percent	Valid Percent
Primary	35	16.1	22.3
Post-Primary	81	37.3	51.6
O/L	24	11.1	15.3
A/L	5	2.3	3.2
Degree	3	1.4	1.9
GAQ	3	1.4	1.9
No schooling literate	6	2.8	3.8
Total	157	72.4	100.0
Under Age 5	2	0.9	
Still schooling	58	26.7	
Total	217	100.0	

## 2.5 Main Occupation

Table 2.5.1  
**Occupation**

Categories	Frequency	Percent	Valid Percent
Tea Cultivation	17	7.8	14.9
Unemployed	29	13.4	25.4
Self-employment	1	0.5	0.9
Retired	5	2.3	4.4
Coolie Work* (Tea Pluckers)	11	5.1	9.6
Tea Factory related work	1	0.5	0.9
White-Collar Job	19	8.8	16.7
Skilled Job	9	4.1	7.9
Paddy Cultivation	2	0.9	1.8
Business	19	8.8	16.7
Foreign Employment	1	0.5	0.9
Total	114	52.5	100.0
Housewife	35	16.1	
Unable to work & Under age 5	9	4.1	
Student	59	27.2	
Total	217	100.0	

\*Coolie work means menial work

As regards the occupational structure, it is evident that 15% (see *Table 2.5.1*) of household members earn an income from small-scale tea cultivation, which is common in many parts of the Southern Province, due to the suitable weather conditions. On the other hand, 10% of household members work as labourers on the plantations, while 2% work as superintendents/managers as well as tea factory workers respectively. Therefore, one can see that nearly one third of the household population

work in tea related occupations. It is important to note that only 2% of the household population are engaged in rice cultivation.

It is noteworthy that nearly 17% of household members have small-scale (running a grocery shop and communication centre etc) and large-scale businesses (producing cement blocks, textile and grocery shops etc).

The unemployment rate of household members in Neluwa, is another important area to examine. As is evident, 25% of household members are unemployed while 75% are engaged in some income earning activity. When one looks at the relationship between unemployment on the one hand and education, gender, class and age on the other, one can observe some clear patterns. For example, the rate of unemployment increases with increasing educational attainment (42% unemployment among those who have passed the O/L whereas only 11% among those who have passed Grades 1-5).

As for age, unemployment rate decreases with increasing age (see *Table 2.5.2*).

Table 2.5.2  
Occupation - by Gender, Age and Class (%)

Groups	Tea Plantation	Unemployed	Self-employed	Retired	Tea Plucker	Work in Tea Factory	White-Collar-Jobs	Skilled Jobs	Paddy Cultivation	Business	Foreign Employment
<b>All groups</b>	14.9	25.4	0.9	4.4	9.6	0.9	16.7	7.9	1.8	16.7	0.9
<b>Gender</b>											
Male	17.9	21.8	1.3	5.1	6.4	-	14.1	7.7	2.6	21.8	1.3
Female	8.3	33.3	-	2.8	16.7	2.8	22.2	8.3	-	5.6	-
<b>Age</b>											
11.15	-	100.0	-	-	-	-	-	-	-	-	-
16-20	-	50.0	-	-	18.8	-	6.3	6.3	-	18.8	-
21-25	6.3	43.8	-	-	-	-	21.9	12.5	-	15.6	-
26-30	6.3	25.0	-	-	-	-	31.3	12.5	-	18.8	6.3
31-35	-	33.3	-	-	-	-	-	33.3	-	33.3	-
36-40	-	20.0	-	-	40.0	20.0	-	-	-	20.0	-
41-45	14.3	-	-	-	14.3	-	14.3	14.3	14.3	28.6	-
46-50	30.0	-	-	-	30.0	-	20.0	-	-	20.0	-
51 >	41.7	-	4.2	20.8	8.3	-	12.5	-	4.2	8.3	-
<b>Class</b>											
Middle	9.5	16.7	-	11.9	-	-	21.4	7.1	2.4	28.6	2.4
Lower middle	29.2	37.5	-	-	-	-	12.5	8.3	-	12.5	-
Lower	12.5	27.1	2.1	-	22.9	2.1	14.6	8.3	2.1	8.3	-

With regard to gender, the unemployment rate is higher among females (33%), when compared with

their male counterparts (22%) (see *Table 2.5.2*). This appears to be a major change in the last two decades.

As for class, 38% of lower middle and 27% of lower class household members are unemployed compared with only 17% of middle class household members (see *Table 2.5.2*).

## 2.6 Income

Table 2.6  
Monthly Earnings of the Sample Population (Rs.)

Categories	Frequency	Percent	Valid Percent
1-1000	5	2.3	6.8
1001-3000	21	9.7	28.4
3001-5000	16	7.4	21.6
5001-10,000	24	11.1	32.4
Over 10,000	8	3.7	10.8
Total	74	34.1	100.0
Not Applicable	143	65.9	
Total	217	100.0	

*Table 2.6* shows that a large proportion of families (32%) earn a monthly income of Rs. 5001-10,000, while another 22% earn a monthly income of Rs. 3001-5000. What is also important to note here is that there is a considerable gap between the lowest and the highest income categories. While about 35% earn less than Rs. 3000, 11% of household members report an income of over Rs. 10,000.

Land plots owned by small-scale tea planters vary in size. It is clear that those who own very small plots, i.e. 0.25 acres earn a monthly income of less than Rs. 3000 or less (nearly 13%) while another 69% whose plot sizes vary between 0.25-1 acre earn an income between Rs. 3001-10,000. On the other hand, 19% of the farmers who have larger holdings (more than 1 acre) earn a monthly income of Rs. 10,000 or more. In other words, income from small-scale tea plantations is very much dependent on the size of land holdings.

Class<sup>3</sup> variations in relation to household income is noteworthy. Nearly 72% of lower class households earn a monthly income of less than Rs. 3000, while 72% of lower middle class households earn a monthly income of Rs. 3000-10,000. On the other hand, 75% of middle class households earn a monthly income of either Rs. 5000-10,000 or over Rs. 10,000.

<sup>3</sup> Middle class – Rs. 10,000 or more per month  
(Tea land owners of 5 acres or more, lorry and tractor owners and grocery owners)  
Lower middle class – Rs. 6000-10,000 per month  
(Tea land owners of less than two acres, teachers and clerks)  
Lower class - Less than Rs. 6000 per month  
(Tea land owners of 1 acre or less, daily paid labourers)

### 3.0 EDUCATION

#### 3.1 Educational Attainment of Parents and Youth

Table 3.1.1  
Educational Status (Parents)

Categories	Frequency	Percent	Valid Percent
Primary	24	34.8	34.8
Post-Primary	28	40.6	40.6
O/L	11	15.9	15.9
A/L	5	7.2	7.2
No Schooling Literate	1	1.4	1.4
Total	69	100.0	100.0

Table 3.1.2  
Educational Status (Youth)

Categories	Frequency	Percent	Valid Percent
Post-Primary	4	9.5	12.5
O/L	11	26.2	34.4
A/L	16	38.1	50.0
No Schooling	1	2.4	3.1
Total	32	76.2	100.0
Still Schooling	10	23.8	
Total	42	100.0	

As is well known, the introduction of free education in 1944 facilitated upward social mobility of individuals, irrespective of caste, class, religion and ethnicity. It is evident from *Table 3.1.1* that a majority (41%) of parents have secondary level education while 35% of parents only have a primary education, and 16% have passed the GCE O/L. It is noteworthy, that only 7% of parents passed the A/L. On the other hand, educational attainment among youth is much higher. For instance, 50% of youth had reached the A/L, when compared to 7% of their parents, while 34% of youth had reached the O/L compared to only 16% of parents. It is noteworthy, therefore, that 41% of parents had a post-primary education, compared with 13% of youth. Furthermore, there is one youth with no school education (see *Table 3.1.2*).

### 3.2 Higher Education

#### 3.2.1 University Education : Parents and Youth

Only one parent in the sample had obtained a Bachelor of Arts degree in the Sinhala medium, while two youths secured Bachelor of Science and Bachelor of Arts degrees from two state universities in the local Sinhala and English medium respectively (see *Tables 3.2.1.1 and 3.2.1.2*).

Table 3.2.1.1  
**University Education among Sampled Parents**

Categories	Frequency	Percent	Valid Percent
University of Sri Jayawardenepura	1	1.4	1.4
No Higher Education	68	98.6	98.6
Total	69	100.0	100.0

Table 3.2.1.2  
**University Education among Youth**

Categories	Frequency	Percent	Valid Percent
University of Sri Jayawardenepura	1	2.4	50.0
University of Ruhuna	1	2.4	50.0
Total	2	4.8	100.0
No Higher Education	40	95.2	
Total	42	100.0	

### 3.3 Use of Tuition

Table 3.3.1  
**Parents who Attended Tuition Classes During their Schooling**

Categories	Frequency	Percent	Valid Percent
Yes	8	11.6	11.6
No	61	88.4	88.4
Total	69	100.0	100.0

Table 3.3.2  
**Youth who Attended Tuition Classes During their Schooling**

Categories	Frequency	Percent	Valid Percent
Yes	26	61.9	83.9
No	5	11.9	16.1
Total	31	73.8	100.0
Not Applicable	1	2.4	
Still Schooling	10	23.8	
Total	42	100.0	

Taking extra tuition, either in individual, small, or large groups to prepare for competitive examinations such as the year 5 scholarship examination, O/L and A/L is now a common practice among school children. It is also evident from *Table 3.3.1* that nearly 88% of parents who had school education had not attended tuition classes during their schooling. On the other hand, nearly 84% of youth who

finished schooling had taken tuition (see *Table 3.3.2*), while 83% of youth who are still schooling attend tuition classes. This shows how widespread this practice is even in rural areas.

The few parents who reported going for private tuition had done so in preparation for national examinations such as the GCE O/L and A/L.

It is noteworthy that youth who resort to private tuition have done so with respect to subjects such as English, Science and Mathematics for the O/L examination. On the other hand, those who are preparing for the A/L examination have taken private tuition for Science, Commerce and Arts subjects as well.

### 3.4 School Dropouts among Parents and Youth

#### 3.4.1 School Dropouts among Parents and Reasons

Table 3.4.1.1

##### Parents who Left School Prematurely (At least before O/L)

Categories	Frequency	Percent	Valid Percent
Yes	42	60.9	61.8
No	26	37.7	38.2
Total	68	98.6	100.0
Not Applicable	1	1.4	
Total	69	100.0	

In reply to the question, “did you leave school prematurely (at least before sitting for the O/L)?”, 62% of parents answered affirmatively, while only 38% answered negatively (see *Table 3.4.1.1*).

There are no age or gender variations in relation to the above question.

Table 3.4.1.2

##### Reasons for Leaving School (Parents)

Categories	Frequency	Percent	Valid Percent
Economic difficulty	28	40.6	66.7
Parents did not want me to continue	2	2.9	4.8
I did not want to continue	6	8.7	14.3
Illness	5	7.2	11.9
To look after a younger sibling	1	1.4	2.4
Total	42	60.9	100.0
Not applicable	27	39.1	
Total	69	100.0	

It is also important to examine the reasons given by parents for leaving school prematurely. *Table 3.4.1.2* shows that 67% of parents left school prematurely due to ‘economic reasons’, while another 14% stated that they ‘did not want to continue’ and only 11% stated that it was due to illness.

Variations in relation to gender and age in the above regard are also significant. For instance, a clear

majority of males (72%) left school due to economic reasons, compared to their female counterparts (63%) (see *Table 3.4.1.3*).

Table 3.4.1.3  
**Reasons for Leaving School - by Gender (Parents)**

Categories	Gender		Total
	Male	Female	
Economic difficulty	13 72.2%	15 62.5%	28 66.7%
Parents did not want me to continue	1 5.6%	2 8.3%	3 7.1%
I did not want to continue	3 16.7%	3 12.5%	6 14.3%
Other	1 5.6%	4 16.7%	5 11.9%
Total	18 100.0%	24 100.0%	42 100.0%

There are no variations in relation to age and parents' reasons for school dropouts.

### 3.4.2 School Dropouts among Youth and Reasons

Table 3.4.2.1  
**Youth who Leave School Prematurely (At least before O/L)**

Categories	Frequency	Percent	Valid Percent
Yes	2	4.8	4.9
No	39	92.9	95.1
Total	41	97.6	100.0
N/A	1	2.4	
Total	42	100.0	

The School dropout rate among youth is not higher than that of their parents, because nearly 95% of youth have not dropped out from school before sitting for the O/L, and only 5% left school prematurely due to different reasons (see *Table 3.4.2.1*).

There are no class, gender and age variations with regard to the above question.

Table 3.4.2.2  
**If Dropped Out, Reason for Leaving School (Youth)**

Categories	Frequency	Percent	Valid Percent
I did not want to continue	2	4.8	100.0
Not applicable	40	95.2	
Total	42	100.0	

With regard to the reasons for leaving school prematurely, all youth who left school prematurely, did so because that they did not want to continue (see *Table 3.4.2.2*).

### 3.5 Aspirations and Expectations for Education

#### 3.5.1 Parents' Aspirations for Education

Table 3.5.1.1

##### Parents' Aspirations for Education when they were Young

Categories	Frequency	Percent	Valid Percent
Primary	11	15.9	19.0
O/L	21	30.4	36.2
A/L	6	8.7	10.3
University	20	29.0	34.5
Total	58	84.1	100.0
No Aspirations	11	15.9	
Total	69	100.0	

Table 3.5.1.1 shows that 30% of parents aspired to O/L followed by another 29% to university education and only 9% to A/L education. On the other hand, 16% of parents had no aspiration for education. However, when we exclude parents who had no aspiration from the analysis and consider the parents with aspiration for education, it is clear that 36% of parents aspired to the O/L while another 35% to university education and only 10% to A/L education.

Gender variations with regard to aspirations for education are notable. More females aspired to A/L (15% to 4%) and O/L education (44% to 25%) than their male counterparts. On the other hand, a clear proportion of males aspired to primary education (33% to 9%) when compared to females (see Table 3.5.1.2).

Table 3.5.1.2

##### Aspirations for Education as a Youth - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Primary	8 33.3%	3 8.8%	11 19.0%
O/L	6 25.0%	15 44.1%	21 36.2%
A/L	1 4.2%	5 14.7%	6 10.3%
University	9 37.5%	11 32.4%	20 34.5%
Total	24 100.0%	34 100.0%	58 100.0%

There is no clear relationship with age.



### 3.5.2 Parents' Expectations for Education

Table 3.5.2.1

#### Parents' Expectations for Education when they were Young

Categories	Frequency	Percent	Valid Percent
Primary	17	24.6	31.5
O/L	23	33.3	42.6
A/L	11	15.9	20.4
University	3	4.3	5.6
Total	54	78.3	100.0
No Expectations	15	21.7	
Total	69	100.0	

In relation to parents' expectations for education, it is evident from *Table 3.5.2.1* that 33% of parents expected an O/L education and another 25% a primary education. On the other hand, 16% of parents expected A/L education, while only 4% expected university education. Also one can see a slight increase in parents with no expectation for education (22%). However, by excluding 'no expectation' parents from the analysis, it is clear that 43% of parents expected O/L education whilst another 32% expected primary education. Furthermore, 20% of parents had expectations for A/L education and only 6% for university education.

As for gender, there are no clear variations among males and females regarding expectations for A/L and university education. While more females expect O/L education (48.4%), more males expect primary education (39.1%) (see *Table 3.5.2.2*).

Table 3.5.2.2

#### Expectations for Education as a Youth - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Primary	9 39.1%	8 25.8%	17 31.5%
O/L	8 34.8%	15 48.4%	23 42.6%
A/L	4 17.4%	7 22.6%	11 20.4%
University	2 8.7%	1 3.2%	3 5.6%
Total	23 100.0%	31 100.0%	54 100.0%

There is no relationship with age.

### 3.6 Youths' Aspirations and Expectations for Education

#### 3.6.1 Youths' Aspirations for Education

Table 3.6.1.1

##### Youths' Aspirations for Education

Categories	Frequency	Percent	Valid Percent
Primary	1	2.4	2.4
O/L	2	4.8	4.9
A/L	12	28.6	29.3
University	26	61.9	63.4
Total	41	97.6	100.0
No Aspirations	1	2.4	
Total	42	100.0	

It is evident from *Table 3.6.1.1* that 62% of youth aspire to university education, while 29% of youth aspire to A/L and nearly 5% to O/L education. On the other hand, there are only 2.4% of youth with no aspiration for education. Nevertheless, by excluding the youth with no aspiration from the analysis, it is evident that aspiration for university education increased further to 64% and another 29% for A/L.

When we look at the data disaggregated by class, age, gender and current activity status, some interesting patterns emerge. For example, more youth from the middle class aspire to university education (71%) compared to the lower middle (64%) and lower class (56%) youth (see *Table 3.6.1.2*).

As for age, aspiration for A/L education gradually decreases with increasing age (15-19 : 40% and 25-29 : 20%). On the other hand, 80% (higher than the village average of 63%) of youth who belong to the age category of 25-29 aspire to university education (see *Table 3.6.1.2*).

Table 3.6.1.2

##### Aspirations as a Youth Regarding Education - by Class, Age, Gender and Current Activity Status (Youth) (%)

Groups	Primary	O/L	A/L	University
<b>All groups</b>	<b>2.4</b>	<b>4.9</b>	<b>29.3</b>	<b>63.4</b>
<b>Class</b>				
Middle	-	-	28.6	71.4
Lower middle	-	-	36.4	63.6
Lower	6.3	12.5	25.0	56.3
<b>Age</b>				
15-19	-	6.7	40.0	53.3
20-24	4.8	4.8	23.8	66.7
25-29	-	-	20.0	80.0
<b>Gender</b>				
Male	3.6	7.1	28.6	60.7
Female	-	-	30.8	69.2
<b>Current activity</b>				
Still schooling	-	-	10.0	90.0

Employed	-	11.1	33.3	55.6
Unemployed	4.5	4.5	36.4	54.5

Gender variations with respect to aspiration for education are important. The proportion of females who aspire to university education is slightly higher (69%) when compared to males (61%) (see *Table 3.6.1.2*).

As for current activity status, 90% of schooling youth aspire to university education compared with employed (55%) and unemployed youth (56%) (see *Table 3.6.1.2*).

### 3.6.2 Whether Youth have Sufficient Means to Realize their Educational Aspirations

Table 3.6.2.1

#### Sufficient Means to Realize Educational Aspirations (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	27	64.3	67.5
No	13	31.0	32.5
Total	40	95.2	100.0
Not Applicable	2	4.8	
Total	42	100.0	

In reply to the question “do you have sufficient means to realize your educational aspirations?”, 68% of youth respondents answered in the affirmative while 33% of youth respondents said that they have no sufficient means (see *Table 3.6.2.1*)

Age variations with respect to ‘sufficient means to realize educational aspirations’ are noteworthy. The proportion of youth who have no means to realize their educational aspirations increases with age (15-19 : 27%, 20-24 : 35% and 25-29 : 40%) (see *Table 3.6.2.2*).

Table 3.6.2.2

#### Sufficient Means to Realize Educational/Education Aspirations - by Age, Gender, Current Activity Status and Class (Youth) (%)

Groups	Yes	No
<b>All groups</b>	<b>67.5</b>	<b>32.5</b>
<b>Age</b>		
15-19	73.3	26.7
20-24	65.0	35.0
25-29	60.0	40.0
<b>Gender</b>		
Male	70.4	29.6
Female	61.5	38.5
<b>Current activity</b>		
Still schooling	80.0	20.0
Employed	55.6	44.4
Unemployed	66.7	33.3
<b>Class</b>		
Middle	71.4	28.6
Lower middle	90.9	9.1

Lower	46.7	53.3
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As for gender, more females (39%) have no means to realize their educational aspirations compared to their male counterparts (30%) (see *Table 3.6.2.2*).

Variations with respect to current activity status are important. 44% of employed youth stated that they do not have sufficient means to realize their educational aspirations compared to unemployed (33%) and still schooling youth (20%) (see *Table 3.6.2.2*).

Class variations are also noteworthy. For instance, more lower class youth stated that they cannot realize their educational aspirations when compared to lower middle (9%) and middle class youth (29%) (see *Table 3.6.2.2*).

### 3.6.3 *Insufficient Means to Realize Educational Aspirations of Youth*

In reply to the question, "if you do not have sufficient means to realize your educational aspirations why is it so?", nearly 39% stated that it was due to economic reasons, while 61% attributed it to lack of aptitude (see *Table 3.6.3.1*).

Table 3.6.3.1  
**If No, the Reasons for Insufficiency (Youth)**

Categories	Frequency	Percent	Valid Percent
Economic	5	11.9	38.5
Aptitude	8	19.0	61.5
Total	13	31.0	100.0
Not Applicable	29	69.0	
Total	42	100.0	

Age, gender, class and current activity status variations are important to note. 'Cannot realize educational aspirations due to a lack of aptitude' increases with increasing age. On the other hand, 'cannot realize aspirations due to economic reasons' decreases with increasing age (see *Table 3.6.3.2*).

As for gender, more females stated that they cannot achieve their educational aspirations due to a lack of aptitude compared to their male counterparts. On the other hand, more males cannot realize their educational aspirations due to economic reasons compared to females (see *Table 3.6.3.2*).

As for current activity status, more unemployed youth (71%) stated that they cannot realize their educational aspirations due to a lack of aptitude compared to currently schooling youth (50%) and employed youth (50%).

Table 3.6.3.2

**If No, what are they? - by Age, Gender, Class and Current Activity Status (Youth) (%)**

<b>Groups</b>	<b>Economic</b>	<b>Aptitude</b>
<b>All groups</b>	<b>38.5</b>	<b>61.5</b>
<b>Age</b>		
15-19	50.0	50.0
20-24	42.9	57.1
25-29	-	100.0
<b>Gender</b>		
Male	62.5	37.5
Female	-	100.0
<b>Current activity</b>		
Still schooling	50.0	50.0
Employed	50.0	50.0
Unemployed	28.6	71.4

**3.6.4 Expectations for Education**

Table 3.6.4.1

**Youths' Expectations for Education**

<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Primary	2	4.8	5.0
O/L	6	14.3	15.0
A/L	19	45.2	47.5
University	13	31.0	32.5
Total	40	95.2	100.0
No Expectations	2	4.8	
Total	42	100.0	

When youth were asked about their expectations for education, a majority of them (45%) mentioned A/L education, even though the level is higher compared to aspirations for education (29%). On the other hand, expectation for university education has decreased (62% to 31%) while expectation for O/L education has increased (5% to 14%) when compared with educational aspiration. It is also important to note that the proportion of 'no expectation for education' has slightly increased up to 5%, when compared to aspiration for education (2.4%). However, when youth who have no expectation for education are excluded from the analysis, the expectation for A/L (48%) and O/L education (15%) increases further (see *Table 3.6.4.1*).

Variations with regard to class, gender, age and current activity status are significant. More middle class (57%) and lower middle class (46%) youth expect A/L education, compared to the lower class youth (40%). On the other hand, 20% of lower middle class youth expect O/L education compared to

lower middle and middle class youth (see *Table 3.6.4.2*).

Table 3.6.4.2

**Expectations for Education as a Youth - by Class, Gender and Current Activity Status (Youth) (%)**

Groups	Primary	O/L	A/L	University
<b>All groups</b>	<b>5.0</b>	<b>15.0</b>	<b>47.5</b>	<b>32.5</b>
<b>Class</b>				
Middle	-	7.1	57.1	35.7
Lower middle	-	18.2	45.5	36.4
Lower	13.3	20.0	40.0	26.7
<b>Gender</b>				
Male	3.7	18.5	37.0	40.7
Female	7.7	7.7	69.2	15.4
<b>Current activity</b>				
Still schooling	-	10.0	20.0	70.0
Employed	-	22.2	66.7	11.1
Unemployed	9.5	14.3	52.4	23.8

Gender variations with regard to expectations for education are also significant. 15% of females expect university education, when compared to their male counterparts (41%). On the other hand, 69% of females reported having expectations for A/L education compared with only 37% among males (see *Table 3.6.4.2*).

As for current activity status, it is understandable that a high percentage of schooling youth (70%) expect university education, compared to unemployed youth (24%) and employed youth (11%). On the other hand, 67% of employed youth expect A/L education followed by 52% of unemployed and only 20% of schooling youth (see *Table 3.6.4.2*).

Finally, there is no clear relationship with age and expectation for education.

**3.7 Parents' Aspirations and Expectations for Education of the Youth Selected for the Interview****3.7.1 Parents' Aspirations Regarding Education of the Selected Child**

Up to now, we have discussed parents' aspirations and expectations for education when they were youth, as well as present youth aspirations and expectations for education separately. On the other hand, it is necessary to examine parents' aspirations and expectations for education for their own children.

Table 3.7.1.1

**Parents' Aspirations Regarding Education of the Selected Child**

Categories	Frequency	Percent	Valid Percent
A/L	8	11.6	12.7
University	55	79.7	87.3
Total	63	91.3	100.0

No Aspirations	6	8.7	
Total	69	100.0	

As shown in *Table 3.7.1.1*, 80% of parents aspire to university education for the selected child, while only 12% aspire to A/L education. On the other hand, 9% of parents do not have any aspirations for education of the selected child. If we consider parents with aspirations for education of the selected child, it is clear that 87% of parents aspire to university education for their selected child, while only 13% aspire to A/L education.

Parents' gender, class and age differences in relation to the above question are also significant. All the middle class parents interviewed aspire to university education for their child who was interviewed, followed by 86% of lower middle class and only 80% of lower class parents (see *Table 3.7.1.2*).

Table 3.7.1.2

**Aspirations Regarding Child's General Educational Qualifications - by Class and Gender (Parents) (%)**

Groups	A/L	University
<b>All groups</b>	<b>12.7</b>	<b>87.3</b>
<b>Class</b>		
Middle	-	100.0
Lower middle	14.3	85.7
Lower	20.0	80.0
<b>Gender</b>		
Male	8.0	92.0
Female	15.8	84.2

As for gender, more fathers aspire to university education (92%) for their child selected for the interview, when compared to mothers (84%) (see *Table 3.7.1.2*).

**3.7.2 Parents' Expectations Regarding Education of the Selected Child**

Table 3.7.2.1

**Parents' Expectations Regarding their Child's Education**

Categories	Frequency	Percent	Valid Percent
A/L	9	13.0	15.3
University	50	72.5	84.7
Total	59	85.5	100.0
No Expectations/Not Applicable	10	14.5	
Total	69	100.0	

In relation to the question "what are parents' expectations for education of the selected child?", it was found that 73% of the parents expect university education even though the rate is slightly lower compared to their aspiration for education, while 13% expect A/L education for their selected child. On the other hand, 15% of the sample of parents have no expectations. Nevertheless, when we look at the real expectation of parents for education by excluding parents with 'no expectation' of education

for their selected child, from the analysis, it is clear that nearly 85% of parents expect a university education while only 15% expect A/L education (see *Table 3.7.2.1*).

Gender and class variations in the above regard are noteworthy. For instance, nearly 94% of middle class parents expect university education for their child who was interviewed, followed by 90% of lower middle class parents and only 73% of lower class parents. On the other hand, more lower class parents expect A/L education for their child selected for the interview, compared to middle (11%) and lower middle class parents (6%) (see *Table 3.7.2.2*).

Table 3.7.2.2  
**Expectations Regarding Child's Education - by Class (Parents)**

Categories	Class			Total
	Middle	Lower Middle	Lower	
A/L	1 5.6%	2 10.5%	6 27.3%	9 15.3%
University	17 94.4%	17 89.5%	16 72.7%	50 84.7%
Total	18 100.0%	19 100.0%	22 100.0%	59 100.0%

There are no age and gender variations with regard to the above question.

### 3.8 Value Attached to Education Before and After Economic Liberalization

#### 3.8.1 Value Attached to Education Before Economic Liberalization

Table 3.8.1  
**Value Attached to Education when they were Young (Parents)**

Categories	Frequency	Percent	Valid Percent
Very high	41	59.4	59.4
High	22	31.9	31.9
Low	2	2.9	2.9
No idea	4	5.8	5.8
Total	69	100.0	100.0

In reply to the question, "what was the value attached to education when parents were young?", 94% of parents stated either that there was a 'very high'(60%) or 'high' (32%) value for education, while only 3% of parents said that there was a 'low' value (see *Table 3.8.1*).

There is no relationship with age, class and gender in relation to the above question.

#### 3.8.2 Value Attached to Education After Economic Liberalization

Table 3.8.2  
**Value Attached to Education at Present (Parents)**

Categories	Frequency	Percent	Valid Percent
Very high	30	43.5	43.5
High	29	42.0	42.0



Low	9	13.0	13.0
No idea	1	1.4	1.4
Total	69	100.0	100.0

When one asked the same question in relation to the present situation, nearly 86% of parents stated that there is either a 'very high' (44%) or 'high' (42%) value attached to education, whereas only 16% stated that there is a 'low' (13%) value for education. Therefore, it is clear from the above data that the present value for education has not increased compared to the period before economic liberalization (see *Table 3.8.2*).

There is no relationship between age, gender and class, with regard to the above question.

### 3.9 Value Differences between Local and Foreign Educational Qualifications Before and After Economic Liberalization

#### 3.9.1 Parents' Opinion of Value Differences between Local and Foreign Educational Qualifications in the Past

Table 3.9.1

#### Parents' Value Differences between Local and Foreign Educational Qualifications in the Past

Categories	Frequency	Percentage	Valid Percentage
<b>01. Was there a difference in value between local and foreign educational qualifications?</b>			
Yes	24	34.8	34.8
No	3	4.3	4.3
Do not know	42	60.9	60.9
Total	69	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	21	30.4	84.0
No	4	5.8	16.0
Not applicable	44	63.8	
Total	69	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	3	4.3	12.5
No	21	30.4	87.5
Not applicable	45	65.2	
Total	69	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	21	30.4	87.5
No	3	4.3	12.5
Not applicable	45	65.2	
Total	69	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	3	4.3	18.8
No	20	29.0	59.4
Not applicable	46	66.7	21.7
Total	69	100.0	

Value differences of parents in regard to local and foreign qualifications when they were young are shown in *Table 3.9.1*. It is evident that nearly 61% of parents did not know whether there was a value difference between local and foreign educational qualifications in their youth while only 35% of parents perceived a value difference.

If there were value differences between local and foreign educational qualifications, it is important to examine the reasons for such a perception. As is evident from *Table 3.9.1*, they attach higher prestige (84%) as well as higher employment value (88%) to foreign qualifications in comparison with local educational qualifications (13% and 19%).

### 3.9.2 Parents' Opinion of Value Differences between Local and Foreign Educational Qualifications at Present

Table 3.9.2

#### Parents' Value Differences between Local and Foreign Educational Qualifications at Present

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign educational qualifications?</b>			
Yes	41	59.4	59.4
No	13	18.8	18.8
Do not know	15	21.7	21.7
Total	69	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	35	50.7	85.4
No	6	8.7	14.6
Not applicable	28	40.6	
Total	69	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	7	10.1	17.1
No	34	49.3	82.9
Not applicable	28	40.6	
Total	69	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	33	47.8	80.5
No	8	11.6	19.5
Not applicable	28	40.6	
Total	69	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	8	11.6	19.5
No	33	47.8	80.5
Not applicable	28	40.6	
Total	69	100.0	

With regard to current value differences between local and foreign qualifications, 60% of parents perceive a significant difference while 19% do not perceive such a difference. On the other hand, 22% of parents do not know whether there is a value difference between local and foreign educational qualifications.

If there is a value difference it is necessary to see as to why it is so. *Table 3.9.2* shows that higher prestige (85%) and greater employment value (81%) of foreign qualifications are the reasons behind the differences (17% and 20%).

### 3.9.3 Youths' Opinion of Value Differences between Local and Foreign Educational Qualifications

Table 3.9.3

#### Value Differences between Local and Foreign Educational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign educational qualifications?</b>			
Yes	37	88.1	88.1
No	3	7.1	7.1
Do not know	2	4.8	4.8
Total	42	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	34	81.0	91.9
No	3	7.1	8.1
Not applicable	5	11.9	
Total	42	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	3	7.1	8.1
No	34	81.0	91.9
Not applicable	5	11.9	
Total	42	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	34	81.0	91.9
No	3	7.1	8.1
Not applicable	5	11.9	
Total	42	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	3	7.1	8.1
No	34	81.0	91.9
Not applicable	5	11.9	
Total	42	100.0	

88% of youth perceive a difference between local and foreign educational qualifications, while only 7% do not perceive a difference. It is clear from *Table 3.9.3* that 92% of youth think that foreign

educational qualifications have higher prestige as well as a greater employment value, compared to local educational qualifications (8.1% and 8.1%).

#### 4.0 PROFESSIONAL EDUCATION

##### 4.1 Current Status of Professional Education of Parents and Youth

It is important to note that none of the parents interviewed had any professional educational qualifications, while only two (5%) youths had obtained a Chartered Accountancy national qualification in the Sinhala medium.

##### 4.2 Aspirations and Expectations for Professional Qualifications

###### 4.2.1 Parents' Aspirations for Professional Qualifications

Table 4.2.1

###### Parents' Aspirations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	2	2.9	33.3
MBBS	2	2.9	33.3
Management Course	2	2.9	33.3
Total	6	8.7	100.0
No Aspirations	63	91.3	
Total	69	100.0	

It is clear from *Table 4.2.1* that nearly 91% of parents did not have any aspirations for professional education when they were young, while only 9% of parents had professional educational aspirations. From those who had any aspiration for professional education (excluding the 91% of parents with no professional educational aspiration) two parents had equally aspired to an Attorney-at-Law qualification, MBBS (Bachelor of Medicine and Bachelor of Science) and management qualifications.

There is no clear relationship with gender, class and age in relation to the above question.

##### 4.3 Parents' Expectations for Professional Qualifications

Table 4.3

###### Parents' Expectations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	1	1.4	50.0
MBBS	1	1.4	50.0
Total	2	2.9	100.0
No Expectations	67	97.1	
Total	69	100.0	

As regards the expectations of parents for professional qualifications in their youth, it is significant that only two parents had an expectation for professional qualifications, namely the, MBBS and Attorney-at-Law qualifications, while 97% of parents did not have any expectation for professional

qualifications.

#### 4.4 Youths' Aspirations and Expectations for Professional Qualifications

##### 4.4.1 Youths' Aspirations for Professional Qualifications

Table 4.4.1.1

##### **Youths' Aspirations for Professional Qualifications**

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	5	11.9	29.4
Accountancy	5	11.9	29.4
MBBS	5	11.9	29.4
Engineering	2	4.8	11.8
Total	17	40.5	100.0
No Aspirations	25	59.5	
Total	42	100.0	

With regard to youth aspirations for professional qualifications, 12% of youth equally aspire to accountancy qualifications (CIMA/AAT), to the MBBS and the Attorney-at-Law qualification. On the other hand, it is important to note that about 60% of youth are without any professional aspirations. Furthermore, if we exclude youth with no professional aspiration from the analysis and look at youth with such aspirations, it is clear that 29% of youth equally aspire to accountancy qualifications, MBBS and Attorney-at-Law qualifications, while 12% to engineering qualifications (see *Table 4.4.1.1*).

When we look at gender, class, age and current activity status variations with regard to youth aspirations for professional qualifications, some interesting patterns emerge. For instance, 50% of middle class youth aspire to accountancy qualifications compared to 20% of lower middle and only 17% of lower class youth. On the other hand, more lower middle class youth aspire to an Attorney-at-Law qualification followed by 33% of youth from the lower class and only 17% of youth from the middle class (see *Table 4.4.1.2*).

As for age, aspiration for the MBBS and Attorney-at-Law qualifications decreases with increasing age (see *Table 4.4.1.2*).

In relation to gender, more males aspire to the MBBS (36%) and Accountancy qualifications (36%) compared to their female counterparts (17% equally) (see *Table 4.4.1.2*).

It is worth mentioning that all currently schooling youth with aspirations for professional qualifications aspire to the MBBS (43%) and Attorney-at-Law qualifications (57%) compared to unemployed (14% and 14%) and employed (33% and 0%) youth. On the other hand, more employed youth aspired to Attorney-at-Law and accountancy qualifications (57%) (see *Table 4.4.1.2*).

Table 4.4.1.2

**Aspirations as a Youth Regarding Professional Qualifications - by Class, Age, Gender and Current Activity Status (Youth) (%)**

Groups	Attorney-at-Law	Accountancy	MBBS	Engineering
<b>All groups</b>	<b>29.4</b>	<b>29.4</b>	<b>29.4</b>	<b>11.8</b>
<b>Class</b>				
Middle	16.7	50.0	16.7	16.7
Lower middle	40.0	20.0	40.0	-
Lower	33.3	16.7	33.3	16.7
<b>Age</b>				
15-19	42.9	-	57.1	-
20-24	25.0	50.0	-	25.0
25-29	-	50.0	50.0	-
<b>Gender</b>				
Male	9.1	36.4	36.4	18.2
Female	66.7	16.7	16.7	-
<b>Current activity</b>				
Still schooling	57.1	-	42.9	-
Employed	-	33.3	33.3	33.3
Unemployed	14.3	57.1	14.3	14.3

4.4.2 *Whether Youth have Sufficient Means to Realize their Aspirations for Professional Qualifications*

Table 4.4.2.1

**Do you have Sufficient Means to Realize your Aspirations for Professional Qualifications? (Youth)**

Categories	Frequency	Percent	Valid Percent
Yes	9	21.4	52.9
No	8	19.0	47.1
Total	17	40.5	100.0
Not Applicable	25	59.5	
Total	42	100.0	

In reply to the question of whether 'youth have sufficient means to realize their professional aspirations', 53% of youth said 'yes' while 47% said that they have no sufficient means to realize their aspirations for professional qualifications (see *Table 4.4.2.1*).

Class variations with regard to the above question are noteworthy. Understandably, 67% of lower class youth stated that they could not realize their aspirations for professional qualifications compared to lower middle (60%) and middle class (17%) youth (see *Table 4.4.2.2*).

Table 4.4.2.2

**Do you have Sufficient Means to Realize your Aspirations for Professional Qualifications? - by Class, Gender and Current Activity Status (Youth) (%)**

Groups	Yes	No
<b>All groups</b>	<b>52.9</b>	<b>47.1</b>
<b>Class</b>		
Middle	83.3	16.7
Lower middle	40.0	60.0
Lower	33.3	66.7
<b>Gender</b>		
Male	45.5	54.5
Female	66.7	33.3
<b>Current activity</b>		
Still schooling	42.9	57.1
Employed	66.7	33.3
Unemployed	57.1	42.9

In terms of gender, more males (55%) stated that they could not realize their aspirations for professional education compared to their female counterparts (33%) (see *Table 4.4.2.2*).

As for current activity status in relation to the above question, 57% of schooling youth stated that they cannot realize their aspirations compared to unemployed (43%) and employed youth (33%) (see *Table 4.4.2.2*).

#### 4.4.3 What do Youth Lack?

Table 4.4.3.1

**Nature of Inadequate Means of Youth**

Categories	Frequency	Percent	Valid Percent
Economic	2	4.8	28.6
Aptitude	5	11.9	71.4
Total	7	16.7	100.0
Not Applicable	35	83.3	
Total	42	100.0	

In reply to the question "why is it that youth cannot realize their professional educational aspirations?", the vast majority of youth (71%) stated that it is due to a lack of aptitude while the rest stated that it is due to economic reasons.

As for gender, a slightly higher proportion of males stated that they could not realize their professional educational aspirations due to a lack of aptitude, compared to their female (50%) counterparts. On the other hand, more females stated that they cannot realize their professional aspirations due to

economic reasons (see *Table 4.4.3.2*).

Table 4.4.3.2

**Nature of Inadequate Means of Youth – by Gender**

Categories	Gender		Total
	Male	Female	
Economic	1 20.0%	1 50.0%	2 28.6%
Aptitude	4 80.0%	1 50.0%	5 71.4%
Total	5 100.0%	2 100.0%	7 100.0%

**4.5 Youths' Expectations for Professional Qualifications**

Table 4.5

**Youths' Expectations for Professional Qualifications**

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	2	4.8	33.3
Accountancy	4	9.5	66.7
Total	6	14.3	100.0
No Expectations	36	85.7	
Total	42	100.0	

We discussed aspirations of youth for professional education as well as obstacles that they are faced with to realize them, in the above sections. Therefore, as to the question of 'expectation for professional qualifications', it is understandable that the proportion of youth with 'no expectation for professional qualifications' has increased up to 86% compared to 'no aspiration for professional educational qualifications' (60%) owing to the reasons discussed earlier. On the other hand, expectation for accountancy qualifications has slightly decreased to 10% compared to aspiration for professional education (12%) (see *Table 4.5*).

As regards the above question, there is no clear relationship with age, gender, class and current activity status.

**4.6 Parents' Aspirations and Expectations for Professional Education of Youth Selected for the Interview***4.6.1 Parents' Aspirations for Professional Qualification of the Selected Youth*

Table 4.6.1.1

**Parents' Aspirations for Professional Qualification of the Selected Youth**

Categories	Frequency	Percent	Valid Percent
MBBS	18	26.1	43.9
Accountancy	4	5.8	9.8
Engineering	10	14.5	24.4
Attorney-at-Law	9	13.0	22.0



Total	41	59.4	100.0
No Aspirations	28	40.6	
Total	69	100.0	

As for 'parents' aspiration for professional education of the selected child', 59% of parents aspired to professional education for the selected child. In other words, only 41% of parents did not have such an aspiration for the selected child. It is clear from the above data that a majority of them (26.1%) aspire to the MBBS qualification for the selected youth, while 15% aspire to engineering and 13% to Attorney-at-Law professional qualifications. If we consider parents with professional aspirations for the selected child, it is clear that 44% of parents aspired to the MBBS, while 22% to Attorney-at-Law and 24% to engineering qualifications for their selected child (see *Table 4.6.1.1*).

When we look at the disaggregated data by gender and class, some interesting patterns emerge. For instance, more lower middle class parents (56%) with aspirations for professional education for the selected child aspired to the MBBS qualification compared to, middle (36%) and lower class parents (36%), while more lower class parents aspired to the Attorney-at-Law qualification for the child interviewed (see *Table 4.6.1.2*).

Table 4.6.1.2

**Aspirations Regarding your Child's Professional Qualifications - by Class and Gender (Parents) (%)**

Groups	MBBS	Accountancy	Engineering	Attorney-at-Law
<b>All groups</b>	<b>43.9</b>	<b>9.8</b>	<b>24.4</b>	<b>22.0</b>
<b>Class</b>				
Middle	36.4	27.3	27.3	9.1
Lower middle	56.3	-	31.3	12.5
Lower	55.7	7.1	14.3	42.9
<b>Gender</b>				
Male	42.1	-	42.1	15.8
Female	45.5	18.2	9.1	27.3

As for gender, 42% of fathers with aspirations for professional education of the selected child aspired to an engineering professional educational qualification compared with their mothers (9%) (see *Table 4.6.1.2*).

Finally, age of parents is not a factor influencing the responses to the above question.

**4.7 Parents' Expectations for Professional Qualification of the Child Selected for the Interview**

Table 4.7

**Parents' Expectations for Professional Qualification of the Selected Child**

Categories	Frequency	Percent	Valid Percent
MBBS	2	2.9	11.8
Accountancy	9	13.0	52.9
Engineering	1	1.4	5.9
Attorney-at-Law	5	7.2	29.4

Total	17	24.6	100.0
No Expectations	52	75.4	
Total	69	100.0	

With regard to 'parents' expectation for professional qualifications of the selected child', nearly 75% of parents do not have any professional/educational expectation. While only 13% aspired to accountancy qualifications, another 3% aspired to the MBBS qualification (see *Table 4.7*).

#### **4.8 Parents' Value Differences between Local and Foreign Professional Qualifications Before Economic Liberalization**

##### *4.8.1 Parents' Perceptions of Value Differences between Local and Foreign Professional Qualifications Before Economic Liberalization (when they were Young)*

In reply to the question as to whether there was a 'difference in value between local and foreign professional qualifications when they were young', 41% of the parents stated 'yes' while 6% said 'no'. On the other hand, nearly 54% of parents did not know whether there was any difference in value between local and foreign professional qualifications when they were young (see *Table 4.8.1*).

There are no gender and age differences in the response to the above question.

As regards reasons for the value differences between local and foreign professional qualifications when they were young, a clear majority of parents stated that in their youth, foreign professional qualifications were higher in prestige (90%), had a greater employment value (93%) and carried more social influence (90%), compared to local professional qualifications (10% each) (see *Table 4.8.1*).

Table 4.8.1

**Parents' Value Differences between Local and Foreign Professional Qualifications when they were Young**

Categories	Frequency	Percentage	Valid Percentage
<b>01. Was there a difference in value between local and foreign professional qualifications?</b>			
Yes	28	40.6	40.6
No	4	5.8	5.8
Do not know	37	53.6	53.6
Total	69	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	26	37.7	89.7
No	3	4.3	10.3
Not applicable	40	58.0	
Total	69	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	3	4.3	10.3
No	26	37.7	89.7
Not applicable	40	58.0	
Total	69	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	27	39.1	93.1
No	2	2.9	6.9
Not applicable	40	58.0	
Total	69	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	3	4.3	10.3
No	26	37.7	89.7
Not applicable	40	58.0	
Total	69	100.0	
<b>06. Foreign professional qualifications carry more influence (Social)</b>			
Yes	26	37.7	89.7
No	3	4.3	10.3
Not applicable	40	58.0	
Total	69	100.0	
<b>07. Local professional qualifications carry more influence (Social)</b>			
Yes	3	4.3	10.3
No	26	37.7	89.7
Not applicable	40	58.0	
Total	69	100.0	

#### 4.8.2 Parents' Perceptions of Value Differences between Local and Foreign Professional Qualifications at Present

Table 4.8.2

##### Parents' Value Differences between Local and Foreign Professional Qualifications at Present

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign professional qualifications?</b>			
Yes	54	78.3	78.3
No	6	8.7	8.7
Do not know	9	13.0	13.0
Total	69	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	49	71.0	98.1
No	6	8.7	10.9
Not applicable	14	20.3	
Total	69	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	6	8.7	10.9
No	49	71.0	89.1
Not applicable	14	20.3	
Total	69	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	50	72.5	90.9
No	5	7.2	9.1
Not applicable	14	20.3	
Total	69	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	6	8.7	10.9
No	49	71.0	89.1
Not applicable	14	20.3	
Total	69	100.0	
<b>06. Foreign professional qualifications carry more influence (Social)</b>			
Yes	49	71.0	89.1
No	6	8.7	10.9
Not applicable	14	20.3	
Total	69	100.0	
<b>07. Local professional qualifications carry more influence (Social)</b>			
Yes	6	8.7	10.9
No	49	71.0	89.1
Not applicable	14	20.3	
Total	69	100.0	

With regard to parents' perception of current value differences between local and foreign professional qualifications, 78% of parents perceived a difference between local and foreign professional qualifications, while only 9% did not perceive a difference. On the other hand, 13% of parents did not know whether there is any difference between local and foreign professional qualifications (see *Table 4.8.2*).

There are no age, gender and class variations in relation to the above question.

With regard to the reasons behind parents' value differences between local and foreign professional qualifications, a clear majority of parents mentioned that foreign qualifications are higher in prestige (98%), have greater employment value (91%) and are socially more influential (89%) when compared to local professional qualifications (see *Table 4.8.2*).

#### 4.9 Youths' Value Differences between Local and Foreign Professional Qualifications Before Economic Liberalization

##### 4.9.1 Youths' Perceptions of Value Differences between Local and Foreign Professional Qualifications

Table 4.9.1.1

##### Value Differences between Local and Foreign Professional Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign professional qualifications?</b>			
Yes	34	81.3	81.0
No	6	14.3	14.3
Do not know	2	4.8	4.8
Total	42	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	34	81.0	100.0
Not applicable	6	19.0	
Total	42	100.0	
<b>03. Local qualifications higher in prestige</b>			
No	34	81.0	100.0
Not applicable	8	19.0	
Total	42	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	33	78.6	97.1
No	1	2.4	2.9
Not applicable	8	19.0	
Total	42	100.0	
<b>05. Local qualifications greater in employment value</b>			
No	34	81.0	100.0
Not applicable	8	19.0	
Total	42	100.0	
<b>06. Foreign professional qualifications carry more influence (Social)</b>			
Yes	34	81.0	100.0
Not applicable	8	19.0	
Total	42	100.0	
<b>07. Local professional qualifications carry more influence (Social)</b>			
No	34	81.0	100.0

Not applicable	8	19.0	
Total	42	100.0	

As for the question “is there a difference in value between local and foreign professional qualifications?”, 81% of youth perceived a difference, while 14% did not perceive a difference. On the other hand, nearly 5% of youth do not know whether there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

Gender and current activity status variations corresponding to the above question are also significant. 90% of male youth presently perceived a difference between local and foreign professional qualifications compared to their female counterparts (62%) (see *Table 4.9.1.2*).

Table 4.9.1.2

**Is there a Difference in Value between Local and Foreign Professional Qualifications? - by Gender and Current Activity Status (%)**

Groups	Yes	No	Do not know
<b>All groups</b>	<b>81.0</b>	<b>14.3</b>	<b>4.8</b>
<b>Gender</b>			
Male	89.7	10.3	-
Female	61.5	23.1	15.4
<b>Current activity</b>			
Still schooling	90.0	10.0	-
Employed	80.0	20.0	-
Unemployed	77.3	13.6	9.1

Conversely, more schooling youth perceived a difference between local and foreign professional qualifications compared to employed youth (80%) and unemployed (77%) youth (see *Table 4.9.1.2*).

Finally, there are no age and class differences in the responses to the above question.

In reply to the question “is there a difference between local and foreign professional qualifications, and if so, why is it so?”, a clear majority of youth stated that foreign qualifications are higher in prestige, greater in employment value and are more socially influential compared to local qualifications, and that these are the reasons why there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

#### 4.10 Parents’ Perceptions of Value Attached to Professional Qualifications in the Past

Table 4.10

**What was the Value Attached to Professional Qualifications in your Youth? (Parents)**

Categories	Frequency	Percent	Valid Percent
Very high	50	72.5	72.5
High	12	17.4	17.4
Low.	1	1.4	1.4

No idea	6	8.7	8.7
Total	69	100.0	100.0

With regard to the above question, 90% of parents perceived that there was either a 'very high' (73%) or 'high' (17%) value attached to professional qualifications when they were young, whereas only 1.4% of parents perceived a 'low' (1.4%) value (see *Table 4.10*). On the other hand, there were nearly 9% of parents who did not know about value attached to professional qualifications in the past.

#### 4.11 Parents' Perceptions of Value Attached to Professional Qualifications at Present

Table 4.11

##### What is the Value Attached to Professional Qualifications at Present? (Parents)

Categories	Frequency	Percent	Valid Percent
Very high	30	43.5	43.5
High	32	46.4	46.4
Low	2	2.9	2.9
No idea	5	7.2	7.2
Total	69	100.0	100.0

With regard to parents' perceptions concerning the value attached to professional qualifications at present, still 90% of parents perceived that there is either a 'very high' (44%) or 'high' (46%) value attached to professional qualifications, compared to only 3% of parents who attached a 'low value' to professional qualifications. On the other hand, 7% of parents 'do not know' about value attached to professional education (see *Table 4.11*).

## 5.0 VOCATIONAL EDUCATION

### 5.1 Parents' Vocational Education

With regard to the above question, 64% of parents have had no vocational education, while only 36% report any vocational education (see *Table 5.1*).

There are no class, age and gender variations in relation to the above question.

Table 5.1  
**Vocational Qualifications (Parents)**

Categories	Frequency	Percentage	Valid Percentage
<b>01. Do you have any vocational qualifications?</b>			
Yes	25	36.2	36.2
No	44	63.8	63.8
Total	69	100.0	
<b>02. If yes, how did you obtain?</b>			
Informally	21	30.4	80.8
Formally	5	7.2	19.2
Not applicable	43	62.3	
Total	69	100.0	
<b>03. If informally, what were the main channels?</b>			
On-the-job	5	7.2	23.8
Self-learning	7	10.1	33.3
Family centred	7	10.1	33.3
Through Friends	1	1.4	4.8
Through home visit teacher	1	1.4	4.8
Not applicable	48	69.6	
Total	69	100.0	
<b>04. Course Title</b>			
Teachers' Training Course	2	2.9	40.0
Shorthand and Typing	2	2.9	40.0
Motor Mechanics	1	1.4	20.0
Not applicable	64	92.8	
Total	69	100.0	
<b>05. Sector</b>			
Government	2	2.9	40.0
Private	3	4.3	60.0
Not applicable	5	92.8	
Total	69	100.0	

#### 5.1.1 How Parents' Obtained Vocational Education

As to the question "how have parents obtained vocational education?" among those with any kind of vocational education, 81% of parents have obtained vocational skills informally, while 19% obtained vocational education formally (see *Table 5.1*).

#### 5.1.2 Main Informal Channels for Obtaining Vocational Skills

It is also important to examine the main informal channels for obtaining vocational education. It is evident from *Table 5.1* that among those with informally acquired vocational skills, 33% of parents had done so equally, through self-learning and family, while another 24% on-the-job.



### 5.1.3 Formal Sector Vocational Courses and Related Sectors

In relation to the areas of formally acquired vocational qualifications, parents had acquired credentials in the areas of shorthand and typing (40%), motor mechanics (20%) and teaching (40%). The majority of parents obtained vocational skills from private sector institutions (60%), while 40% from government sector institutions (see *Table 5.1*).

## 5.2 Youths' Vocational Education

Table 5.2

### Vocational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
<b>01. Do you have any vocational qualifications?</b>			
Yes	21	50.0	50.0
No	21	50.0	50.0
Total	42	100.0	
<b>02. If yes, how did you obtain?</b>			
Informally	12	28.6	57.1
Formally	9	21.4	42.9
Not applicable	21	50.0	
Total	42	100.0	
<b>03. If informally, what were the main channels?</b>			
On-the-job	1	2.4	8.3
Self-learning	6	14.3	50.0
Family centred	5	11.9	41.7
Not applicable	30	71.4	
Total	42	100.0	
<b>04. Course Title</b>			
Diploma in Computer Based Accountancy	2	4.8	22.2
Diploma in Computer Science	3	7.1	33.3
National Certificate in Computer Application	1	2.4	11.1
Electricians' Course	3	7.1	33.3
Not applicable	33	78.6	
Total	42	100.0	

It is noteworthy that a 50% of youth interviewed have vocational education, while another 50% reported not having any vocational education (see *Table 5.2*).

There are no class, age, gender and current activity status variations in relation to the above question.

### 5.2.1 How Youth Obtained Vocational Education

Among those who have any vocational skill, 57% of youth acquired vocational education informally,

while 43% obtained these skills formally (see *Table 5.2*). It appears that youth have more access to training than their parents had in the past.

### 5.2.2 Main Informal Channels for Obtaining Vocational Skills

50% of the youth interviewed had acquired vocational skills informally by self-learning, while another 42% through family and only 8% on-the-job (see *Table 5.2*).

### 5.2.3 Formal Sector Vocational Courses and Related Sectors

As regards the areas of formally acquired vocational qualifications, the majority of youth acquired computer related qualifications (66%), while the rest acquired electrical qualifications (see *Table 5.2*).

There are no age, class and gender variations in relation to the above question.

With regard to the sector of the qualification, 78% of youth acquired qualifications from private institutions, while another 22% from government institutions.

## 5.3 Aspirations and Expectations of Parents and Youth for Vocational Qualifications

### 5.3.1 Parents' Aspirations for Vocational Qualifications

Table 5.3.1

#### Parents' Aspirations for Vocational Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Driving Licence	6	8.7	13.3
Carpentry Course	6	8.7	13.3
Engineering Technical Course	1	1.4	2.2
Tailoring Course	28	40.6	62.2
Shorthand and Typing	2	2.9	4.4
Teachers' Training Course	1	1.4	2.2
Beauty Culture	1	1.4	2.2
Total	45	65.2	100.0
Not Applicable/No Aspirations	24	34.8	
Total	69	100.0	

It is evident from *Table 5.3.1*, that a majority of parents (65%) had aspirations for vocational education when they were young, whereas only 35% had no aspirations for vocational education. Moreover, with regard to the type of qualification, majority of parents aspired to tailoring/dressmaking (41%) and 9% each to driving and carpentry. Furthermore, very few parents aspired to vocational qualifications such as shorthand and typing and beauty culture. However, when we look only at the parents with vocational educational aspiration, it is clear that 62% of parents aspired to tailoring/dressmaking qualifications and 13% each to driving and carpentry.

### 5.3.2 Parents' Expectations for Vocational Qualifications

Table 5.3.2.1

#### Parents' Expectations for Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Driving Training	4	5.8	11.1
Carpentry Course	4	5.8	11.1
Engineering Technical Course	1	1.4	2.8
Tailoring Course	23	33.3	63.9
Shorthand and Typing	2	2.9	5.6
Teachers' Training Course	2	2.9	5.6
Total	36	52.2	100.0
Not Applicable/No Expectations	33	47.8	
Total	69	100.0	

As regards parents' expectations for vocational qualifications, 52% of them had expectations for vocational qualifications while 48% had no expectation for such qualifications. With regard to the expected area of vocational qualification, 33% expected to obtain training in tailoring/dress making and 6% each expected to obtain driving and carpentry related qualifications. Furthermore, by considering parents with expectations for vocational qualifications when they were young, it is evident that 64% of parents expected to have a tailoring/dress making qualification, while another 11% expect driving and carpentry related vocational qualifications (see *Table 5.3.2.1*).

Gender variations with regard to expectation for vocational qualifications are noteworthy. 96% of mothers expected to obtain tailoring (dressmaking) related qualifications compared to their male counterparts (6%), while more males expected driving and carpentry related qualifications (see *Table 5.3.2.2*).

Table 5.3.2.2

#### Expectations Regarding Vocational Qualifications as a Youth - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Driving Training	4 26.7%		4 11.1%
Carpentry Course	4 26.7%		4 11.1%
Engineering Technical Course	1 6.7%		1 2.8%
Tailoring Course	3 20.0%	20 95.2%	23 63.9%
Shorthand and Typing	1 6.7%	1 4.8%	2 5.6%
Teachers' Training Course	2 13.3%		2 5.6%
Total	15 100.0%	21 100.0%	36 100.0%

### 5.3.3 Youths' Aspirations for Vocational Qualifications

Table 5.3.3.1

#### Youths' Aspirations for Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Computer Course	14	33.3	43.8
Technical Course	1	2.4	3.1
Masonry Works	2	4.8	6.3
Electronics Course	3	7.1	9.4
Handcrafts	2	4.8	6.3
Fabric Painting Course	1	2.4	3.1
Music Course	1	2.4	3.1
Electrical Course	3	7.1	9.4
Tailoring Course	4	9.5	12.5
Cookery Course	1	2.4	3.1
Total	32	76.2	100.0
No Aspirations	10	23.8	
Total	42	100.0	

A majority of youth aspired to computer related qualifications (33%), while 9% to tailoring/dressmaking. Furthermore, few youth aspire to electronic, masonry, and electrical qualifications. On the other hand, 24% of youth had no aspirations for vocational qualification. If we consider only youth with vocational qualification aspirations by excluding the youth without any vocational qualification aspiration from the analysis, it is clear that 44% of youth aspired to a computer related qualification on the one hand, tailoring (13%), electrical (9%) and electronic (9%) qualifications on the other (see *Table 5.3.3.1*).

Class variations with regard to aspirations for vocational qualifications are noteworthy. More lower middle (70%) and middle class youth (60%) aspired to computer related vocational qualifications compared to lower class youth (8.3%). On the other hand, more lower class youth aspired to tailoring/dressmaking and carpentry courses (see *Table 5.3.3.2*).

As for gender, more females aspired to computer and dressmaking (58% and 25%) related qualifications compared to their male counterparts (35% and 5%) (see *Table 5.3.3.2*).

In relation to current activity status, 60% of employed youth aspired to computer related qualifications compared to unemployed youth (42%) and currently schooling youth (40%) (see *Table 5.3.3.2*).

Table 5.3.3.2

**Aspirations as a Youth Regarding Vocational Qualifications - by Class, Gender and Current Activity Status (Youth) (%)**

Groups	Computer	Technical	Masonry	Electronic	Handcraft	Fabric Painting	Music	Electrical	Tailoring	Cookery
<b>All groups</b>	<b>43.8</b>	<b>3.1</b>	<b>6.3</b>	<b>9.4</b>	<b>6.3</b>	<b>3.1</b>	<b>3.1</b>	<b>9.4</b>	<b>12.5</b>	<b>3.1</b>
<b>Class</b>										
Middle	60.0	-	-	10.0	-	-	-	10.0	10.0	10.0
Lower middle	70.0	-	-	10.0	10.0	-	-	10.0	-	-
Lower	8.3	8.3	16.7	8.3	8.3	8.3	8.3	8.3	25.0	-
<b>Gender</b>										
Male	35.0	5.0	10.0	15.0	10.0	-	5.0	15.0	5.0	-
Female	58.3	-	-	-	-	8.3	-	-	25.0	8.3
<b>Current activity</b>										
Still schooling	40.0	10.0	10.0	-	-	10.0	10.0	10.0	10.0	-
Employed	60.0	-	-	20.0	-	-	-	20.0	-	-
Unemployed	41.2	-	5.9	11.8	11.8	-	-	5.9	17.6	5.9

**5.3.4 Sufficient Means to Realize Vocational Aspirations of Youth**

Table 5.3.4

**Do you have Sufficient Means to Realize your Aspirations for Vocational Qualifications? (Youth)**

Categories	Frequency	Percent	Valid Percent
Yes	31	73.8	96.9
No	1	2.4	3.1
Total	32	76.2	100.0
No Aspirations	10	23.8	
Total	42	100.0	

In reply to the question whether 'they have sufficient means to realize their vocational qualifications' 97% of youth with vocational educational aspirations stated 'yes', whereas 3% reported not having sufficient means to realize their aspirations (see *Table 5.3.4*).

There are no clear age, gender and current activity status variations with regard to the above question.

### 5.3.5 What do they Lack?

Table 5.3.5  
Nature of Inadequate Means of Youth

Categories	Frequency	Percent	Valid Percent
Aptitude	1	2.4	100.0
Not applicable	41	97.6	
Total	42	100.0	

When asked 'why youth cannot realize their vocational aspirations' only one youth stated that it was due to aptitude (see *Table 5.3.5*).

### 5.3.6 Youths' Expectations for Vocational Qualifications

Table 5.3.6.1  
Youths' Expectations Regarding Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Tailoring	5	11.9	16.7
Computer Course	14	33.3	46.7
Shorthand and Typing Course	1	2.4	3.3
Carpentry Course	1	2.4	3.3
Electronics Course	2	4.8	6.7
Driving Licence	1	2.4	3.3
Fabric Painting Course	1	2.4	3.3
Music Course	1	2.4	3.3
Electrical Course	3	7.1	10.0
Cookery Course	1	2.4	3.3
Total	30	71.4	100.0
No Expectations	12	28.6	
Total	42	100.0	

As regards 'youth expectations for vocational qualifications', one cannot see a major gap, in comparison to youth vocational aspirations. Moreover, 33% of the youth expect computer related qualifications, while 12% expect tailoring/dressmaking qualifications. Furthermore, a few youth expect qualifications in driving, carpentry, motor mechanics etc. On the other hand, the proportion of youth with 'no expectations' for vocational education is slightly higher (29%) compared to those with aspirations for vocational education (24%) (see *Table 5.3.6.1*).

When we only look at the category of youth with vocational expectations, it is noteworthy that a majority of youth (47%) expect computer related vocational qualifications, while only 17% expect qualifications in dressmaking/tailoring (see *Table 5.3.6.1*).

Class, gender and current activity status are important factors that influence expectations for vocational qualifications. More middle class youth (64%) and lower middle class (50%) youth expect computer related qualifications, compared to lower class youth (22%) (see *Table 5.3.6.2*).

Table 5.3.6.2

**Expectations as a Youth Regarding Vocational Qualifications - by Class, Gender and Current Activity Status (Youth) (%)**

Groups	Tailoring	Computer	Shorthand & Typing	Carpentry	Electronic	Driving	Fabric Painting	Music	Electrical	Cookery
<b>All groups</b>	16.7	46.7	3.3	3.3	6.7	3.3	3.3	3.3	10.0	3.3
<b>Class</b>										
Middle	9.1	63.6	-	-	-	9.1	-	-	9.1	9.1
Lower middle	10.0	50.0	10.0	-	20.0	-	-	-	10.0	-
Lower	33.3	22.2	-	11.1	-	-	11.1	11.1	11.1	-
<b>Gender</b>										
Male	5.6	50.0	-	5.6	11.1	5.6	-	5.6	16.7	-
Female	33.3	41.7	8.3	-	-	-	8.3	-	-	8.3
<b>Current activity</b>										
Still schooling	25.0	37.5	-	-	-	-	12.5	12.5	12.5	-
Employed	-	75.0	-	-	-	-	-	-	25.0	-
Unemployed	16.7	44.4	5.6	5.6	11.1	5.6	-	-	5.6	5.6

As for gender, more females expect dressmaking related qualifications (33%) compared to their male counterparts (6%). On the other hand, expectation for computer related qualifications is slightly higher among males (50%) than their female counterparts (42%) (see *Table 5.3.6.2*).

Current activity status with regard to expectation for vocational qualifications shows that, a clear majority of employed youth expect computer related vocational qualifications (75%) when compared to unemployed (44%) and currently schooling youth (38%) (see *Table 5.3.6.2*).

## 5.4 Parents' Aspirations and Expectation for Vocational Qualifications for the Youth Interviewed

### 5.4.1 Parents' Aspirations for Vocational Qualifications for the Youth Interviewed

It is evident from *Table 5.4.1.1* that 44% of the parents did not have any aspiration for vocational qualifications for their child selected for the interview. When we consider the proportion of parents with any vocational educational aspiration for their children, a majority of them (41%) aspired to computer related qualifications, while 23% to tailoring/dressmaking qualifications and another 7% each to carpentry and masonry related qualifications.

Table 5.4.1.1

**Parents' Aspirations for Vocational Qualifications for the Selected Child**

Categories	Frequency	Percent	Valid Percent
Carpentry	3	4.3	7.7
Computer	16	23.2	41.0
Technical Course	2	2.9	5.1
Masonry	3	4.3	7.7
Home Science	1	1.4	2.6
Driving Licence	1	1.4	2.6
Electronics Course	2	2.9	5.1
Electrical Course	1	1.4	2.6
Tailoring Course	9	13.0	23.1
Painting Course	1	1.4	2.6
Total	39	56.5	100.0
No Aspirations	30	43.5	
Total	69	100.0	

As for class variations with respect to parents' aspirations for vocational education for their children, 64% of lower middle class parents aspired to computer qualifications, as against 46% of middle class and only 24% of lower class parents (see *Table 5.4.1.2*).

Table 5.4.1.2

**Aspirations Regarding your Child's Vocational Qualifications - by Class and Gender (Parents) (%)**

Groups	Carpentry	Computer	Technical	Masonry	Home Science	Driving	Electronic	Electrical	Tailoring	Painting
<b>All groups</b>	7.7	41.0	5.1	7.7	2.6	2.6	5.1	2.6	23.1	2.6
<b>Class</b>										
Middle	-	45.5	-	9.1	9.1	-	9.1	-	27.3	-
Lower middle	-	63.6	-	9.1	-	-	-	9.1	18.2	-
Lower	17.6	23.5	11.8	5.9	-	5.9	5.9	-	23.5	5.9
<b>Gender</b>										
Male	-	37.5	6.3	12.5	-	-	-	-	37.5	6.3
Female	13.0	43.5	4.3	4.3	4.3	4.3	4.3	4.3	13.0	-

As for gender, a slightly higher proportion of mothers (44%) aspired to computer related qualifications for their child in comparison to their fathers (38%) (see *Table 5.4.1.2*).



#### 5.4.2 Parents' Expectations Regarding Vocational Qualifications for the Child Selected for the Interview

Table 5.4.2  
Expectations Regarding the Child's Vocational Qualifications (Parents)

Categories	Frequency	Percent	Valid Percent
Computer	18	26.1	41.9
Technical Course	7	10.1	16.3
Shorthand and Typing Course	1	1.4	2.3
Electrical Course	3	4.3	7.0
Driving Licence	3	4.3	7.0
Bridal Course	1	1.4	2.3
Carpentry	3	4.3	7.0
Motor Mechanics	2	2.9	4.7
Home Science	1	1.4	2.3
Electronics Course	2	2.9	4.7
Tailoring	2	2.9	4.7
Total	43	62.3	100.0
No Expectations	26	37.7	
Total	69	100.0	

With regard to the above question, 62% of parents do have any expectations for vocational education for their child interviewed.

In relation to parents with any expectation for vocational educational qualifications for the child, 42% expect computer related qualifications, while 16% aspired to technical and another 7% each to carpentry, driving and electrical qualifications (see *Table 5.4.2*).

### 5.5 Value Differences between Local and Foreign Vocational Qualifications

#### 5.5.1 Parents' Perceptions of Value Differences between Local and Foreign Vocational Qualifications when they were Young

In reply to the question "was there a value difference between local and foreign vocational qualifications?", 29% of parents stated that they perceived a value difference, while 10% stated there was 'no difference' between local and foreign vocational qualifications. On the other hand, most parents (61%) 'did not know' whether there was a value difference between local and foreign vocational qualifications. As for the reasons for such a difference, more parents said that foreign qualifications provided better skills (82%), had greater employment value (82%) and more recognition compared to local vocational qualifications when they were young (see *Table 5.5.1*).

Table 5.5.1

**Parents' Value Differences between Local and Foreign Vocational Qualifications (Past)**

Categories	Frequency	Percentage	Valid Percentage
<b>01. Was there a difference in value between local and foreign vocational qualifications?</b>			
Yes	20	29.0	29.0
No	7	10.1	10.1
Do not know	42	60.9	60.9
Total	69	100.0	
<b>02. If yes, foreign qualifications provided better skills</b>			
Yes	18	26.1	81.8
No	4	5.8	18.2
Not applicable	47	69.1	
Total	69	100.0	
<b>03. Local qualifications provided better skills</b>			
Yes	4	5.8	19.0
No	17	24.6	81.0
Not applicable	48	69.6	
Total	69	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	18	26.1	81.8
No	4	5.8	18.2
Not applicable	47	69.1	
Total		100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	3	4.3	14.3
No	18	26.1	85.7
Not applicable	48	69.6	
Total	69	100.0	
<b>06. Foreign vocational qualifications carry more recognition</b>			
Yes	18	26.1	85.7
No	3	4.3	14.3
Not applicable	48	69.6	
Total	69	100.0	
<b>07. Local vocational qualifications carry more recognition</b>			
Yes	3	4.3	14.3
No	18	26.1	85.7
Not applicable	48	69.6	
Total	69	100.0	

5.5.2 *Parents' Perceptions of Value Differences between Local and Foreign Vocational Qualifications at Present*

Table 5.5.2  
Parents' Value Differences between Local and Foreign Vocational Qualifications (At Present)

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign vocational qualifications?</b>			
Yes	48	69.6	69.6
No	11	15.9	15.9
Do not know	10	14.5	14.5
Total	69	100.0	
<b>02. If yes, foreign qualifications provided better skills</b>			
Yes	43	62.3	89.6
No	5	7.2	10.4
Not applicable	21	30.4	
Total	69	100.0	
<b>03. Local qualifications provided better skills</b>			
Yes	5	7.2	10.4
No	43	62.3	89.6
Not applicable	21	30.4	
Total	69	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	44	63.8	91.7
No	4	5.8	8.3
Not applicable	21	30.4	
Total	69	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	4	5.8	8.3
No	44	63.8	91.7
Not applicable	21	30.4	
Total	69	100.0	
<b>06. Foreign vocational qualifications carry more recognition</b>			
Yes	44	63.8	91.7
No	4	5.8	8.3
Not applicable	21	30.4	
Total	69	100.0	
<b>07. Local vocational qualifications carry more recognition</b>			
Yes	4	5.8	8.3
No	44	63.8	91.7
Not applicable	21	30.4	
Total	69	100.0	

As regards parents' perception of value differences between local and foreign vocational qualifications

at present, it is clear that a majority of parents (70%) perceived a difference, while only 16% do not perceive such a difference. On the other hand, 15% of parents do not know whether there are any value differences between local and foreign vocational qualifications. It is also important to note, that the 'do not know' category is much smaller today compared to the past (see *Table 5.5.2*).

As regards the reasons for the value difference, a clear majority of parents stated that foreign vocational qualifications provide better skills (90%), have greater employment value (92%) and more recognition (92%) in comparison to local vocational qualifications (8%).

### 5.5.3 Youths' Perceptions of Value Differences between Local and Foreign Vocational Qualifications

Table 5.5.3

#### Value Differences between Local and Foreign Vocational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign vocational qualifications?</b>			
Yes	35	83.3	83.3
No	6	14.3	14.3
Do not know	1	2.4	2.4
Total	42	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	32	76.2	91.4
No	3	7.1	8.6
Not applicable	7	16.7	
Total	42	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	3	7.1	8.6
No	32	76.2	91.4
Not applicable	7	16.7	
Total	42	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	34	81.0	97.1
No	3	2.4	2.9
Not applicable	7	16.7	
Total	42	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	1	2.4	2.9
No	34	81.0	97.1
Not applicable	7	16.7	
Total	42	100.0	
<b>06. Foreign Vocational qualifications carry more recognition</b>			
Yes	34	81.0	97.1
No	3	2.4	2.9
Not applicable	7	16.7	
Total	42	100.0	
<b>07. Local vocational qualifications carry more recognition</b>			
Yes	1	2.4	2.9
No	34	81.0	97.1
Not applicable	7	16.7	
Total	42	100.0	

In reply to the question “is there a value difference between local and foreign vocational qualifications?”, 83% of youth stated ‘yes’ while only 14% said ‘no’. On the other hand, only 2.4% of the youth said that they ‘do not know’ whether there is a value difference between local and foreign vocational qualifications (see *Table 5.5.3*).

When we look at the perceived reasons for the value differences, over 90% of youth stated that this is due to foreign qualifications having a higher level of prestige (91%), greater employment value (97%) and more recognition (97%) compared to local vocational qualifications (3%) (see *Table 5.5.3*).

## 5.6 Parents’ Perceptions of Value Attached to Vocational Qualifications Prior to Economic Liberalization and the Period After

### 5.6.1 Parents’ Perceptions of Value Attached to Vocational Qualifications Prior to Economic Liberalization

Table 5.6.1

#### Value Parents Attached to Vocational Qualifications (Past)

Categories	Frequency	Percent	Valid Percent
Very high	9	13.0	13.0
High	41	59.4	59.4
Low	8	11.6	11.6
No idea	11	15.9	15.9
Total	69	100.0	100.0

In regard to parents’ perceptions of value attached to vocational qualifications prior to economic liberalization, it is significant that 72% of parents perceived either a ‘very high’ (13%) or a ‘high’ (59%) value associated with vocational qualifications while only 12% perceived a ‘low’ value (see *Table 5.6.1*). On the other hand, there were 15% of parents who ‘do not know’ about value attached to vocational educational qualifications prior to economic liberalization.

### 5.6.2 Parents’ Perceptions of Value Attached to Vocational Qualifications After Economic Liberalization

Table 5.6.2

#### Value Parents Attach to Vocational Qualifications (Present)

Categories	Frequency	Percent	Valid Percent
Very high	19	27.5	27.5
High	32	46.4	46.4
Low	9	13.0	13.0
No idea	9	13.0	13.0
Total	69	100.0	100.0

In relation to the period after economic liberalization, one can see a slight increase in the proportion of parents (74%) who perceived either a ‘very high’ (28%) or a ‘high’ (46%) value attached to vocational qualifications (see *Table 5.6.2*). On the other hand, only 13% perceived a ‘low’ value attached to

vocational qualifications in general, during the post-economic liberalization period (see *Table 5.6.2*).

## 6.0 LIVELIHOODS

### 6.1 Parents' Aspirations and Expectations for their Livelihoods

#### 6.1.1 Parents' Aspirations for their Livelihoods

Table 6.1.1.1

#### Aspirations for Livelihoods (Parents)

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Professionals (A)	14	20.3	26.4
	Professionals (B)	21	30.4	39.6
	Technicians and Associate Professionals	1	1.4	1.9
	Clerks	1	1.4	1.9
	Travel, Restaurant & Sales Workers	1	1.4	1.9
	Security Services	1	1.4	1.9
	Agricultural & Fisheries	3	4.3	5.7
	Craft & Related	2	2.9	3.8
	Plant & Machine Operators	3	4.3	5.7
	Elementary Occupations	4	5.8	7.5
	Self-employment	2	2.9	3.8
	No Aspirations	16	23.2	
	Total	69	100.0	

**Note: 'Professionals A'**

- 1) Physical, Mathematical and Engineering Science Professionals e.g. Physicists, Engineers etc.
- 2) Life Science Professionals e.g. Zoologists, Biologists etc.
- 3) Health Professionals e.g. Medical Officers
- 4) Teaching Professionals e.g. Professors
- 5) Business Professionals e.g. Accountants
- 6) Legal Professionals e.g. Lawyers
- 7) Other Professionals e.g. Newspaper Editors

**'Professionals B'**

- 1) Health Professionals e.g. Pharmacists
- 2) Teaching Professionals e.g. Teachers
- 3) Business Professionals e.g. Auditors
- 4) Legal Professionals e.g. Other Legal Officers
- 5) Other Professionals e.g. Librarians

*Table 6.1.1.1*, shows that a sizable proportion of parents (30%) aspired to be professionals in teaching, nursing and other 'professionals (B)' areas, while another 20% aspired to be 'professionals (A)' in areas such as engineering, medicine and law. Furthermore, it is important to note that 23% of parents were without any particular occupational aspirations.

If one looks at the category of parents with livelihood aspirations, it is clear that 39% of parents aspired to livelihoods related to 'professionals (B)' while 26% to 'professionals (A)' related professions and another 8% to elementary occupations (see *Table 6.1.1.1*).

Gender variations with regard to aspirations for livelihoods are important. For instance, more females aspired to 'professionals (B)' sector livelihoods (58%), when compared with their male (10%) counterparts. On the other hand, a slightly higher proportion of males aspire to 'professionals (A)' (30%) occupations compared to their female (24%) counterparts (see *Table 6.1.1.2*).

Table 6.1.1.2

**What was your Aspiration Regarding Livelihood as a Youth? - by Gender (Parents)**

Categories	Gender		Total
	Male	Female	
Professionals (A)	6 30.0%	8 24.2%	14 26.4%
Professionals (B)	2 10.0%	19 57.6%	21 39.6%
Technicians and Associate Professionals	1 5.0%		1 1.9%
Clerks	1 5.0%		1 1.9%
Travel, Restaurant and Sales Workers	1 5.0%		1 1.9%
Security Service Workers	1 5.0%		1 1.9%
Agricultural and Fisheries Workers	2 10.0%	1 3.0%	3 5.7%
Craft and Related Workers (Skilled Workers)	1 5.0%	1 3.0%	2 3.8%
Plant and Machine Operators and Assemblers	2 10.0%	1 3.0%	3 5.7%
Elementary Occupations (Unskilled Labourers)	1 5.0%	3 9.1%	4 7.5%
Self Employed	2 10.0%		2 3.8%
Total	20 100.0%	33 100.0%	53 100.0%

6.1.2 *Parents' Expectations for their Livelihoods*

Table 6.1.2.1

**Expectations for Livelihoods (Parents)**

Categories		Frequency	Percentage	Valid Percentage
Expectations	Professionals (A)	2	2.9	4.3
	Professionals (B)	3	4.3	6.4
	Technicians & Associate Professionals	1	1.4	2.1
	Clerks	2	2.9	4.3
	Travel, Restaurant & Sales Workers	3	4.3	6.4
	Agricultural & Fisheries	9	13.0	19.1
	Craft & Related	3	4.3	6.4
	Plant & Machine Operators	1	1.4	2.1
	Elementary Occupations	21	30.4	44.7
	Self-employment	2	2.9	4.3
	No Expectations	22	31.9	
	Total	69	100.0	

As regards expectations, one can see a gradual increase of parents' expectations for agriculture and fisheries related occupations, compared to their other occupational aspirations (4% to 13%). On the other hand, 30% of the parents have expectations for elementary occupations such as transport and

unskilled labour. Furthermore, there is a huge decrease of the proportion of parents who expect 'professionals (B)' (30% to 4%) and 'professionals (A)' (20% to 3%) occupations compared to their aspirations. It is also important to note that there is a slight increase in the proportion of parents with no occupational expectations, i.e. 32%, when compared to no aspirations (23%).

When one looks at the category of parents having occupational expectations, it is clear that the majority (45%) of them expect elementary occupations while 19% expect agriculture and fisheries related occupations (see *Table 6.1.2.1*).

Class and gender variations with regard to expectations for livelihoods are noteworthy. For instance, more middle class parents expect to work in agriculture and fisheries occupations and 'professionals (B)' occupations, while more lower class parents expect to do elementary occupations (see *Table 6.1.2.2*).

Table 6.1.2.2

**What were your Expectations Regarding Livelihood as a Youth? - by Class and Gender (Parents) (%)**

Groups	Professionals (A)	Professionals (B)	Technicians & Associate Professionals	Clerks	Travel, Restaurant & Sales Workers	Agriculture/ Fisheries	Craft Related	Plant & Machine Operators	Elementary Occupations	Self-employment
<b>All groups</b>	4.3	6.4	2.1	4.3	6.4	19.1	6.4	2.1	44.7	4.3
<b>Class</b>										
Middle	5.9	17.6	-	5.9	-	29.4	11.8	-	17.6	11.8
Lower middle	8.3	-	8.3	-	8.3	25.0	8.3	-	41.7	-
Lower	-	-	-	5.6	11.1	5.6	-	5.6	72.2	-
<b>Gender</b>										
Male	8.7	4.3	4.3	4.3	4.3	26.1	4.3	4.3	30.4	8.7
Female	-	8.3	-	4.2	8.3	12.5	8.3	-	58.3	-

As for gender, more females expect 'professionals (B)' occupations (8%) compared to their male counterparts (4%) (see *Table 6.1.2.2*).

## 6.2 Youths' Aspirations and Expectations for Livelihoods

### 6.2.1 Youths' Aspirations for Livelihoods

As for youths' aspirations for livelihoods, it is evident that a significant proportion of them (33%) aspire to 'professionals (A)' occupations, while 12% aspire to 'professionals (B)' and another 10% to executive, managerial and administrative occupations. Conversely, 12% of youth indicate no aspirations for a particular occupation (see *Table 6.2.1.1*).



Table 6.2.1.1  
**Youths' Aspirations for Livelihoods**

Categories	Frequency	Percent	Valid Percent
Executive, Managerial and Administrative	4	9.5	10.8
Professionals (A)	14	33.3	37.8
Professionals (B)	5	11.9	13.5
Clerks	2	4.8	5.4
Security Service Workers	3	7.1	8.1
Craft and Related Workers (Skilled Workers)	3	7.1	8.1
Plant and Machine Operators and Assemblers	2	4.8	5.4
Elementary Occupations (Unskilled Labourers)	4	9.5	10.8
Total	37	88.1	100.0
No Aspirations	5	11.9	
Total	42	100.0	

Youth aspirations for occupations vary according to class, age, gender and current activity status. For instance, more lower middle (50%) and middle class youth (46%) class youth aspire to 'professionals (A)' occupations, while more lower class youth aspire to elementary (21%) and security service occupations (21.4%) (see *Table 6.2.1.2*).

Table 6.2.1.2  
**What is your Aspiration Regarding Livelihood as a Youth? - by Class and Gender (Youth) (%)**

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Clerks	Security Service Workers	Craft Related	Plant & Machine Operators	Elementary Occupations
<b>All groups</b>	<b>10.8</b>	<b>37.8</b>	<b>13.5</b>	<b>5.4</b>	<b>8.1</b>	<b>8.1</b>	<b>5.4</b>	<b>10.8</b>
<b>Class</b>								
Middle	15.4	46.2	15.4	7.7	-	7.7	-	7.7
Lower middle	10.0	50.0	20.0	-	-	-	20.0	-
Lower	7.1	21.4	7.1	7.1	21.4	14.3	-	21.4
<b>Gender</b>								
Male	8.0	36.0	16.0	4.0	12.0	12.0	8.0	4.0
Female	16.7	41.7	8.3	8.3	-	-	-	25.0

As for gender, the proportion of females who aspire to 'professionals (A)' (42%) occupations is slightly higher when compared to their male counterparts (36%), and more males aspire to 'professionals (B)' occupations (16%) (see *Table 6.2.1.2*).

Youth aspirations for occupations do not vary according to age and current activity status.

## 6.2.2 Availability of Sufficient Means to Realize Occupational Aspirations of Youth

Table 6.2.2.1

**Availability of Sufficient Means (Youth)**

Categories	Frequency	Percent	Valid Percent
Yes	23	54.8	62.2
No	14	33.3	37.8
Total	37	88.1	100.0
Not applicable	5	11.9	
Total	42	100.0	

When questioned as to whether 'they have sufficient means to realize their occupational aspirations', a majority of youth answered in the positive (62%), while 38% answered negatively (see *Table 6.2.2.1*).

As for current activity status, more unemployed youth stated (47%) that they do not have sufficient means to realize their occupational aspirations compared to employed (78%) and schooling youth (78%) (see *Table 6.2.2.2*).

Table 6.2.2.2

**Sufficient Means to Realize Aspirations for Livelihoods - by General Activities (Youth)**

Categories	General Activities			Total
	Still schooling	Employed	Unemployed	
Yes	7 77.8%	7 77.8%	9 47.4%	23 62.2%
No	2 22.2%	2 22.2%	10 52.6%	14 37.8%
Total	9 100.0%	9 100.0%	19 100.0%	37 100.0%

## 6.2.3 What do they Lack?

Table 6.2.3

**If No, the Reasons for Insufficient Means (Youth)**

Categories	Frequency	Percent	Valid Percent
Economic	2	4.8	14.3
Social/Cultural	2	4.8	14.3
Aptitude	5	11.9	35.7
Political	5	11.9	35.7
Total	14	33.3	100.0
Not Applicable	28	66.7	
Total	42	100.0	

In reply to the question as to 'why youth cannot realize their occupational aspirations', a majority of youth stated that it was due to aptitude (36%) and political reasons (36%), while 14% equally mentioned that it was due to economic and social and cultural reasons (see *Table 6.2.3*).

### 6.2.4 Youths' Expectations for Livelihoods

Table 6.2.4

#### Youths' Expectations for Livelihoods

Categories	Frequency	Percent	Valid Percent
Executive, Managerial and Administrative	1	2.4	2.9
Professionals (A)	3	7.1	8.8
Professionals (B)	7	16.7	20.6
Technicians and Associate Professionals	2	4.8	5.9
Clerks	4	9.5	11.8
Travel, Restaurant and Sales Workers	3	7.1	8.8
Security Service Workers	1	2.4	2.9
Craft and Related Workers (Skilled Workers)	1	2.4	2.9
Plant and Machine Operators and Assemblers	1	2.4	2.9
Elementary Occupations (Unskilled Labourers)	11	26.2	32.4
Total	34	81.0	100.0
No Expectations	8	19.0	
Total	42	100.0	

When we look at youths' expectations, it is significant that 17% of the youth interviewed expect 'professionals (B)' category jobs. Furthermore, it is important to note that the proportion of youth with no expectation for occupation is nearly 19% compared to the proportion of youth who had no occupational aspirations (12%). On the other hand, the proportion of youth who expect to do professionals (A) category jobs is only 9% in comparison with youth having aspirations for such occupations (38%) (see *Table 6.2.4*).

When youth with occupational expectations are taken together, it is clear that 21% of them expect to work in 'professionals (B)' occupations, while 32% expect elementary occupations (see *Table 6.2.4*).

There are no clear variations in youth expectations for livelihoods, age, gender, class and current activity status categories.

### 6.3 Parents' Aspirations and Expectations Regarding Livelihoods for their Children

#### 6.3.1 Parents' Aspirations Regarding Livelihoods for their Children

Table 6.3.1.1

#### Parents' Livelihood Aspirations for their Children

	Categories	Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	3	4.3	5.3
	Professionals (A)	35	50.7	61.4
	Professionals (B)	11	15.9	19.3
	Clerks	3	4.3	5.3
	Travel, Restaurant & Sales Workers	1	1.4	1.8
	Craft & Related	2	2.9	3.5
	Elementary Occupations	2	2.9	3.5
	No Aspirations	12	17.3	
	Total	69	100.0	

It is evident from *Table 6.3.1.1*, that a majority of parents had high occupational aspirations for the selected child. While 51% of the parents' aspired to 'professionals (A)' occupations for their children, 16% aspired to 'professionals (B)' category occupations. Only 3% of the parents aspired to elementary occupations for their children. None of the parents had aspirations for agricultural occupations for their children. It is also noteworthy that 17% of parents had no occupational aspirations for the child selected for the interview.

When we look at the parents with occupational aspirations for the child separately, it is significant that about 61% of them aspired to 'professionals (A)' category jobs for their selected child, while nearly 19% aspired to 'professionals (B)' occupations. In other words, their overall aspirations are very high.

Class variations with regard to occupational aspirations for the child selected for the interview are significant. For example, more lower middle class parents (80%) aspired to 'professionals (A)' occupations, compared to middle (50%) and lower class (59%) parents. (see *Table 6.3.1.2*).

As for gender, more mothers aspire to 'professionals (A)' category jobs for their children (66%). As for fathers, more of them aspire to 'professionals (B)' category jobs (see *Table 6.3.1.2*). In other words, aspirations of mothers are higher than those of fathers. Parents' aspirations for occupations for the youth selected for the interview do not vary much with their age.

Table 6.3.1.2

**What was/is your Aspiration Regarding your Child's Livelihood? - by Class and Gender (Parents) (%)**

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Clerks	Travel, Restaurant & Sales Workers	Craft Related	Elementary Occupations
<b>All groups</b>	<b>5.3</b>	<b>61.4</b>	<b>19.3</b>	<b>5.3</b>	<b>1.8</b>	<b>3.5</b>	<b>3.5</b>
<b>Class</b>							
Middle	10.0	50.0	20.0	5.0	5.0	10.0	-
Lower middle	-	80.0	20.0	-	-	-	-
Lower	4.5	59.1	18.2	9.1	-	-	9.1
<b>Gender</b>							
Male	4.5	54.5	22.7	4.5	4.5	4.5	4.5
Female	5.7	65.7	17.1	5.7	-	2.9	2.9

## 6.3.2 Parents' Expectations Regarding Livelihoods for the Child Selected for the Interview

Table 6.3.2.1

**Expectations for Livelihoods for the Selected Child (Parents)**

Categories		Frequency	Percentage	Valid Percentage
Expectations	Executive, Managerial & Administrative	2	2.9	4.0
	Professionals (A)	9	13.0	18.0
	Professionals (B)	14	20.3	28.0
	Technicians & Associate Professionals	1	1.4	2.0
	Clerks	1	1.4	2.0
	Travel, Restaurant & Sales Workers	3	4.3	6.0
	Security Services	1	1.4	2.0
	Craft & Related	4	5.8	8.0
	Plant & Machine Operators	2	2.9	4.0
	Elementary Occupation	12	17.4	24.0
	Self-employment	1	1.4	2.0
	No Expectations	19	27.5	
	Total	69	100.0	

When we look at parents' expectations regarding livelihoods for their children, it is clear from the above data that more parents expect their selected child to do 'Professionals (B)' occupations, while another 17% expect elementary occupations. It is important to note that 28% of parents do not have any particular occupational expectations for their children (see *Table 6.3.2.1*).

As is evident from the data, parents with occupational aspirations for their children in fact had very high aspirations. On other hand, their expectations for the same children are much lower.

When we look at the data disaggregated by class and gender, some interesting patterns emerge. For instance, lower middle class parents expect their children to do 'professionals (B)' (39%) category occupations compared to lower (30%) and middle class parents (17%) (see *Table 6.3.2.2*).

Table 6.3.2.2

**What was/is your Expectation Regarding your Child's Livelihood? - by Class and Gender (Parents) (%)**

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Technicians	Clerks	Travel, Restaurant & Sales Workers	Security Service Workers	Craft Related	Plant & Machine Operators	Elementary Occupations	Self-employment
<b>All groups</b>	4.0	18.0	28.0	2.0	2.0	6.0	2.0	8.0	4.0	24.0	2.0
<b>Class</b>											
Middle	5.9	17.6	17.6	-	5.9	17.6	5.9	11.8	-	17.6	-
Lower middle	7.7	30.8	38.5	-	-	-	-	-	-	23.1	-
Lower	-	10.0	30.0	5.0	-	-	-	10.0	10.0	30.0	5.0
<b>Gender</b>											
Male	5.6	27.8	27.8	-	-	5.6	-	11.1	5.6	16.7	-
Female	3.1	12.5	28.1	3.1	3.1	6.3	3.1	6.3	3.1	28.1	3.1

As for gender, more fathers (29.0%) expect their children to do 'professionals (A)' category jobs compared with mothers (13%) (see *Table 6.3.2.2*).

#### 6.4 Preferred Sector of Employment

This section will examine parents' and youths' aspirations and expectations with regard to the preferred sector of employment.

##### 6.4.1 Parent's Aspirations Regarding the Preferred Sector of Employment when they were Young

Table 6.4.1.1

#### Parent's Aspirations for the Sector in which they Preferred to be Employed

Categories	Frequency	Percent	Valid Percent
Government Sector	39	56.5	78.0
Unorganized Private Sector (Informal Sector)	3	4.3	6.0
Organized Private Sector (Sri Lankan)	1	1.4	2.0
Organized Private Sector (Foreign/Joint Venture)	6	8.7	12.0
Do not think so	1	1.4	2.0
Total	50	72.5	100.0
Not applicable	19	27.5	
Total	69	100.0	

It is evident from *Table 6.4.1.1* that nearly 73% of parents had aspirations for a preferred sector of employment, while 28% of parents did not indicate any such aspirations. Furthermore, when one looks at the parents with aspirations for a preferred sector of employment, it is significant that the vast majority of parents (78%) aspire to government sector employment, and only 12% aspired to work in the foreign/joint venture organized private sector.

Class variations in the above regard are also significant. 88% of lower middle class parents had aspirations to work in the government sector, followed by 75% of parents from the middle class and only 71% from the lower class (see *Table 6.4.1.2*). In other words, aspirations have been influenced by their class position to a considerable extent.

Table 6.4.1.2

#### What was the Sector in which you Preferred to be Employed? - by Class and Gender (Aspirations) – Parents (%)

Groups	Government Sector	Unorganized Private Sector	Organized Private Sector (S.L)	Organized Private Sector (Foreign)	Do Not Think So
<b>All groups</b>	<b>78.0</b>	<b>6.0</b>	<b>2.0</b>	<b>12.0</b>	<b>2.0</b>
<b>Class</b>					
Middle	75.0	-	-	18.8	6.3
Lower middle	88.2	-	-	11.8	-
Lower	70.6	17.6	5.9	5.9	-
<b>Gender</b>					
Male	64.7	11.8	-	23.5	-
Female	84.8	3.0	3.0	6.1	3.0

As for gender, more females aspire to work in the government sector (85%) compared to their male counterparts (65%) (see *Table 6.4.1.2*).

#### 6.4.2 Parents' Expectations Regarding the Preferred Sector of Employment when they were Young

Table 6.4.2.1

##### Parents' Expectations for the Sector in which they Preferred to be Employed

Categories	Frequency	Percent	Valid Percent
Government Sector	11	15.9	26.8
Unorganized Private Sector (Informal Sector)	11	15.9	26.8
Organized Private Sector (Sri Lankan)	4	5.8	9.8
Organized Private Sector (Foreign/Joint Venture)	13	18.8	31.7
Self-employment	1	1.4	2.4
Overseas	1	1.4	2.4
Total	41	59.4	100.0
Not Applicable	28	40.6	
Total	69	100.0	

When it comes to parents' expectations regarding the sector of employment, the proportion of parents with no particular expectation for a preferred sector of employment reaches 41%, compared to 28% with no aspirations. When one looks at parents with expectation regarding the preferred sector of employment, 27% of them equally expect to work in the government sector and unorganised private sector. Furthermore, 32% of parents expect to work in the organized private sector (foreign) (see *Table 6.4.2.1*).

Class variations with regard to the above question are noteworthy. For instance, more middle class parents (50%) expected to work in the government sector, while more lower middle (36%) and lower class parents (33%) expect to work in unorganised private sector (see *Table 6.4.2.2*). In other words, parents' own expectations have also been influenced by their class position.

Table 6.4.2.2

##### What was the Sector in which you Preferred to be Employed? - by Class and Gender (Expectations) – Parents (%)

Groups	Government Sector	Unorganized Private Sector	Organized Private Sector (S.L)	Organized Private Sector (Foreign)	Self-employment	Overseas
<b>All groups</b>	<b>26.8</b>	<b>26.8</b>	<b>9.8</b>	<b>31.7</b>	<b>2.4</b>	<b>2.4</b>
<b>Class</b>						
Middle	50.0	8.3	8.3	33.3	-	-
Lower middle	14.3	35.7	14.3	28.6	-	7.1
Lower	20.0	33.3	6.7	33.3	6.7	-
<b>Gender</b>						
Male	21.1	36.8	10.5	31.6	-	-
Female	31.8	18.2	9.1	31.8	4.5	4.5

As for gender, more mothers expected to work in the government sector (32%), while more fathers expected to work in the unorganised private sector (37%)(see *Table 6.4.2.2*).

### 6.4.3 Youths' Aspirations Regarding the Sector of Employment

Table 6.4.3.1

#### Youths' Aspirations Regarding the Sector in which they Preferred to be Employed

Categories	Frequency	Percent	Valid Percent
Government sector	24	57.1	61.5
Unorganized Private Sector (Informal Sector)	3	7.1	7.7
Organized Private Sector (Sri Lankan)	6	14.3	15.4
Organized Private Sector (Foreign/Joint Venture)	5	11.9	12.8
Self-employment	1	2.4	2.6
Total	39	92.9	100.0
No Aspirations	3	7.1	
Total	42	100.0	

Looking at the data on youth aspirations for the preferred sector of employment, it is evident that nearly 57% of youth aspired to government sector employment, while 14% aspired to the locally organized private sector and 12% to the foreign/joint venture organized private sector. On the other hand, only 7% of youth did not have any aspiration for a particular sector of employment (see *Table 6.4.3.1*).

When youth with aspirations for a particular sector are taken together, it is remarkable that 63% of them aspire to work in the government sector.

Class variations with regard to the above question are noteworthy. For instance, more middle (77%) and lower middle class youth (70%) aspire to employment in the government sector compared to lower class youth (44%) ( see *Table 6.4.3.2*).

Table 6.4.3.2

#### What is the Sector in which you Prefer to be Employed? - by Class and Gender (Aspirations) –Youth (%)

Groups	Government Sector	Unorganized Private Sector	Organized Private Sector (S.L)	Organized Private Sector (Foreign)	Self-employment
<b>All groups</b>	<b>61.5</b>	<b>7.7</b>	<b>15.4</b>	<b>12.8</b>	<b>2.6</b>
<b>Class</b>					
Middle	76.9	7.7	15.4	-	-
Lower middle	70.0	-	10.0	20.0	-
Lower	43.8	12.5	18.8	18.8	6.3
<b>Gender</b>					
Male	57.7	7.7	19.2	11.5	3.8
Female	69.2	7.7	7.7	15.4	-



As for gender, more females aspire to employment in the government sector (69%) compared to their male counterparts (58%) (see *Table 6.4.3.2*).

There are no clear variations across age and current activity status with regard to above question.

#### 6.4.4 Youths' Expectations Regarding the Sector of Employment

Table 6.4.4.1

##### Youths' Expectations Regarding the Preferred Sector of Employment

Categories	Frequency	Percent	Valid Percent
Government Sector	11	26.2	33.3
Unorganized Private Sector (Informal Sector)	6	14.3	18.2
Organized Private Sector (Sri Lankan)	6	14.3	18.2
Organized Private Sector (Foreign/Joint Venture)	10	23.8	30.3
Total	33	78.6	100.0
No Expectations	9	21.4	
Total	42	100.0	

As regards youth expectations for the preferred sector of employment, it is evident that nearly 26% of them expect to work in the government sector, while another 24% expect to work in the organized private sector (foreign/joint ventures). Furthermore, youth with no expressed expectation regarding the above constitute about 21%, a slightly higher percentage than that for aspirations.

When youth with expectations for a preferred sector of employment are taken together, it is important to note that 33% of them expect to work in the public sector followed by another 30% in the foreign/joint venture organized private sector. Furthermore, 18% of youth equally aspire to employment in the informal sector and the locally organized private sector (see *Table 6.4.4.1*).

Class, gender and current activity status variations with regard to youth expectation for a preferred sector of employment are also noteworthy. For example, 43% of youth from the lower middle class expect to work in the government sector, compared to middle (31%) and lower class youth (31%), while more lower class youth aspire to be employed in the informal sector (31%) (see *Table 6.4.4.2*).

Table 6.4.4.2

**What is the Sector in which you Prefer to be Employed? - by Class, Gender and Current Activity Status (Expectations) –Youth (%)**

Groups	Government Sector	Unorganized Private Sector	Organized Private Sector (S.L)	Organized Private Sector (Foreign)
<b>All groups</b>	<b>33.3</b>	<b>18.2</b>	<b>18.2</b>	<b>30.3</b>
<b>Class</b>				
Middle	30.8	15.4	23.1	30.8
Lower middle	42.9	-	28.6	28.6
Lower	30.8	30.8	7.7	30.8
<b>Gender</b>				
Male	25.0	20.0	20.0	35.0
Female	46.2	15.4	15.4	23.1
<b>Current activity</b>				
Still schooling	55.6	-	33.3	11.1
Employed	25.0	12.5	25.0	37.5
Unemployed	25.0	31.3	6.3	37.5

As for gender, 46% of females expect to work in the government sector, as against a smaller proportion of their male counterparts (25%) (see *Table 6.4.4.2*).

As for current activity status in relation to youth expectations regarding the preferred sector of employment, 56% of currently schooling youth expect to work in the government sector, compared to unemployed (25%) and employed youth (25%) (see *Table 6.4.4.2*). In other words, those who are still in school have much higher expectations regarding the preferred sector of employment.

## **7.0 NELUWA VILLAGE SUMMARY**

### **1. Village Background**

Neluwa, a Sinhala Buddhist village, is located in the Southern Province, about 110 km from Colombo. The village comprises of a majority of *Govigama* (cultivator) caste members and a minority of *Hena* (washing) caste members. The livelihood activities are predominantly based on small-scale tea holdings. There are also a few rice cultivators. Furthermore, a few households run grocery shops and record bars, while a handful of families have at least one member doing jobs in the government sector.

### **2. Socio-economic Characteristics of the Sample Population**

In relation to gender, there are more males in the sample population (54%) when compared to their female counterparts, who constitute 46%.

It is important to note that nearly 48% of the household population belong to youth in the age category of 16-30. It is also evident from marital status of the household population that nearly 59% of the sample population are not married.

With regard to educational attainment of the sample population, it is clear that the majority of household members have completed their post-primary education (52%). 15% of household members have completed the GCE O/L, while only 3.2% have A/L qualifications. However, there are only three members in the sample with university degrees.

Livelihood structure of the sample population is predominantly white-collar jobs (17%), businesses (17%) and tea plantation owners (15%). It is noteworthy that nearly 25% of household members are unemployed. Unemployment among females (33%) is higher, when compared to their male counterparts (22%). Also the rate of unemployment increases with increasing educational attainment.

Income of the sample population shows that there is a considerable gap between the lowest and the highest income categories, because 35% of the sample households earn less than Rs. 3000, and 11% of household members report a monthly income of over Rs. 10,000.

### **3. Education**

#### **3.1 Educational Attainment of Parents and Youth**

With regard to parents' and youths' educational attainment, it is significant that a majority of parents (41%) have post-primary level education. On the other hand, 16% and 7% of parents have GCE O/L and A/L qualifications respectively. In relation to youth educational attainment, one can see a huge increase in the proportion of youth with O/L and A/L qualifications (26% and 38% respectively) compared to their parents.

When it comes to higher education, it is noted that two of the youths had obtained university degrees from state universities, while only one parent had a university education. This could be due to the fact that more universities came into being in the 1990's.

#### **3.2 Aspirations and Expectations for Education**

##### **3.2.1 Parents' aspirations and expectations for education**

The majority of parents aspired to O/L education (36%), while another 35% to university education. When it comes to parents' expectations for education, the proportion of parents who had expectations for O/L education increased up to 43% on the one hand, while expectations for university education decreased (35% to 6%) on the other.

##### **3.2.2 Youths' aspirations and expectations for education**

It is significant that 63% of the youth interviewed, aspired to university education, while 29% to A/L and only 5% to O/L education. In other words, the majority of youth have high aspirations for university education. It is also important to note, that more females aspire to university education (69%) compared to their male counterparts (61%).

With regard to whether youth have sufficient means to realize their educational aspirations, a majority of

youth stated that they have sufficient means to do so (68%), while 32% of youth stated that they do not have sufficient means to realize their educational aspirations, mainly due to aptitude reasons (62%).

With reference to youth expectations for education, a majority of youth have expectations for university education (33%) even though the proportion is fairly low compared with youth aspirations (63%). Furthermore, expectations for A/L education have increased when compared to educational aspirations (29% to 48%). As for gender, a higher proportion of females (41%) have expectations for university education, when compared to their male counterparts (15%). It is worth mentioning that a high percentage of schooling youth have expectations for university education (70%), as against unemployed (24%) and employed youth (11%).

#### **4. Aspirations and Expectations for Professional Qualifications**

##### **4.1 Parents' Aspirations for Professional Qualifications**

There were no high aspirations among parents for professional qualifications when they were young because a significant proportion of parents were without any aspiration for professional qualifications (91%) while only 9% of parents had professional educational aspirations. Of those who had professional educational aspirations, 33% of parents equally aspired to an Attorney-at-Law, MBBS and Management professional qualification (29%).

It is important to note that when it comes to parents' expectations for professional education, parents with no expectation increased further (91% to 97%).

##### **4.2 Youths' Aspirations and Expectations for Professional Qualifications**

Nearly two thirds of youth had aspirations for professional qualifications compared to their parents. With regard to the area of aspirations, 29% of youth equally aspired to a MBBS, accountancy and management professional qualification.

With regard to whether youth have sufficient means to realize their professional aspirations, a majority of youth stated that they have sufficient means to realize their educational aspirations (53%), while 47% said 'no', mainly due to aptitude reasons (71%),

Only 14% of youth have professional qualification expectations. In relation to youth with professional education expectations, nearly 67% of them had expectations for accountancy related professional qualifications, while another 33% for an Attorney-at-Law qualification.

#### **5. Parents' and Youths' Aspirations for Vocational Qualifications**

##### **5.1 Parents' Aspirations and Expectations for Vocational Qualifications**

The majority of parents had aspirations for vocational education (65%). In relation to the type of qualification only among parents with vocational qualification aspirations, 62% of them aspired to dressmaking/tailoring qualifications, while 13% to driving qualifications.

With regard to parents' expectations for vocational qualifications, nearly 64% of parents had expectations for a dressmaking/tailoring course.

## 5.2 Youths' Aspirations and Expectations for Vocational Qualifications

It is important to note that there were 76% of youth with vocational aspirations, while there were only 24% of youth with no such aspirations. When one considers only the youth with vocational aspirations, it is significant that the majority of youth aspired to computer related vocational qualifications (44%). As for gender, a significant proportion of females aspire to computer and dressmaking qualifications (58% and 25%), compared to their male counterparts (35% and 5%).

With regard to whether youth have sufficient means to realize their vocational aspirations, 97% of youth with vocational aspirations stated that they have sufficient means to realize their educational aspirations, while 3% of youth stated that they do not have sufficient means to do so, mainly due to lack of aptitude.

In relation to youths' expectations for vocational qualifications, still a majority of youth have expectations for computer related qualifications (47%). As for gender, a clear proportion of females have expectations for dressmaking related qualifications (33%) as against their male counterparts (6%).

## 6. Parents' and Youths' Aspirations and Expectations for Livelihoods

### 6.1 Parents' Aspirations and Expectations for Livelihoods

Nearly 40% of parents with livelihood aspirations aspired to employment in the 'Professionals (B)' category, while another 26% to the 'Professionals (A)' category. As for gender, more females aspired to 'Professionals (B)' sector livelihoods (58%), when compared to their male counterparts (10%). When it comes to livelihood expectations, 45% of parents had expectations for elementary occupations, while only 6% and 4% expect 'Professionals (B) and (A)' occupations. As for gender, a clear proportion of females have expectations for 'professionals (B)' occupations (58%), when compared to their male counterparts (10%).

What is evident from the above data, is that even though parents had high livelihood aspirations, their livelihood expectations were low.

### 6.2 Youths' Aspirations and Expectations for Livelihoods

The majority of youth aspire to 'Professionals (A)' category occupations, while 14% aspire to 'Professionals (B)' occupations.

With regard to whether youth have sufficient means to realize their livelihood aspirations, 62% of youth with livelihood aspirations stated that they have sufficient means to realize their educational aspirations, while 38% of youth stated that they do not have sufficient means to realize their vocational aspirations, mainly due to a lack of aptitude and other reasons.

When it comes to expectations for livelihood, 32% of youth have expectations for elementary occupations, while 21% for 'professionals (B)' occupations.

## **7. Preferred Sector of Employment**

### **7.1 Parents' Aspirations and Expectations for a Preferred Sector of Employment**

A significant proportion of parents with aspirations for a preferred sector of employment, aspired to government sector employment (78%). As regards expectations for a preferred sector of employment, only 27% of parents aspired to government sector employment.

### **7.2 Youths' Aspirations for a Preferred Sector of Employment**

Youths' aspirations for government sector employment are significant (61%). In relation to youth expectations for a preferred sector of employment, nearly 33% of youth expect government sector employment, while 30% have expectations for foreign/joint venture organized private sector employment.

## Annex

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### Other published output from the GQL project

1. Special issue of the *Journal of Assessment in Education: Principles, Policy and Practice*, Carfax publishers, Volume 7, No 3, 2000 on the theme 'Globalisation, Qualifications and Livelihoods'  
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