

Globalisation Qualifications and Livelihoods

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Report Number 7

Youth Aspirations and Expectations in
Sri Lanka following Economic
Liberalisation

Location Study 3 Madugalle

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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 7, 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 Madugalle, a Sinhala Buddhist village in the Central 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.

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Abbreviations

AGA	<i>Assistant Government Agent</i>
FTZ	<i>Free Trade Zone</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>
PA	<i>Peoples' Alliance</i>
RS	<i>Rupees</i>
SL	<i>Sri Lanka</i>
UNP	<i>United National Party</i>

LOCATION STUDY 03- MADUGALLE

1.0 INTRODUCTION

Madugalle, a Sinhala, Buddhist village, in the Central Province, is situated about 180 km from Colombo. This village is located in the Udadumbara Division of the Kandy District, close to Udadumbara, a developing small town, 14 km from Madugalle. Udadumbara is the closest town connected to Madugalle by a decent paved road. Villagers come to Udadumbara not only to obtain the services of government administrative institutions, but also for other services both private, and public, such as banks, hospitals etc. Villagers also go to Kandy (62 km from Madugalle) for commercial purposes, even though Mahiyanganaya, another developing commercial centre (36 km from Madugalle) is located fairly close to Madugalle.

The village comprises of a majority of *Govigama* (cultivators) caste members and a minority of *Nekathi* (dancing), *Padu* (weaving) and *Hena* (washing) caste members¹. The livelihood activities are predominantly based on vegetable cultivation, despite the traditional caste barriers. There are also a small number of rice and tobacco cultivators all of whom are entirely dependent on rainwater for cultivating these crops on small plots of land ranging from 0.25 acres to about 1 acre. There are a handful of families with at least one member occupying jobs such as Samurdhi²/Labour Officers, Soldiers and Police Constables in the government sector. Few others own rice mills and grocery shops.

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	119	52.4	52.4
Female	108	47.6	47.6
Total	227	100.0	100.0

¹ *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 Madugalle, many villages have people belonging to several castes.

² *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.

As *Table 2.1* shows, there are more males (52.4%) in the household sample population, compared to their female counterparts 47.6%. This is also the pattern in the relevant AGA division, perhaps indicating a higher level of rural-urban migration among families.

2.2 Age

Table 2.2

Age Distribution of the Sample Household Population

Categories	Frequency	Percent	Valid Percent
0-5	1	0.4	0.4
6-10	9	4.0	4.0
11-15	22	9.7	9.7
16-20	40	17.6	17.6
21-25	39	17.2	17.2
26-30	28	12.3	12.3
31-35	9	4.0	4.0
36-40	6	2.6	2.6
41-45	12	5.3	5.3
46-50	22	9.7	9.7
51>	39	17.2	17.2
Total	227	100.0	100.0

Table 2.2 shows that nearly 47% of the household population belong to youth in the age category of 16-30, while only 14% are 15 years or less.

2.3 Marital Status of the Sample Household Population

Table 2.3

Marital Status

Categories	Frequency	Percent	Valid Percent
Never married	123	54.2	54.2
Married	97	42.7	42.7
Widowed	6	2.6	2.6
Separated	1	0.4	0.4
Total	227	100.0	100.0

Marital status of the sample population in *Table 2.3* shows that majority (54.2%) of the household members are unmarried and only 43% are married.

2.4 Educational Attainment

Table 2.4
Educational Attainment of Household Members

Categories	Frequency	Percent	Valid Percent
Passed grade 1-5	31	13.7	18.3
Passed grade 6-10 (post-primary)	70	30.8	41.4
O/L	29	12.8	17.2
A/L	28	12.3	16.6
No schooling literate	9	4.0	5.3
Passed GAQ	1	0.4	0.6
Degree	1	0.4	0.6
Total	169	74.4	100.0
Under age 5	1	0.4	
Still schooling	57	25.1	
Total	227	100.0	

It is evident from *Table 2.4*, that the majority (41.4%) of household members have completed their secondary education, whilst nearly 17.2% of members have completed their GCE Ordinary Level (O/L) and another 17% have also completed their Advanced Level (A/L) examinations. Only 5% have obtained literacy without having a formal school education. It is noteworthy that only 1% of the respondents have university degrees.

2.5 Main Occupation

Table 2.5.1
Occupation

Categories	Frequency	Percent	Valid Percent
White-collar jobs	25	10.0	20.0
Skilled jobs	23	9.2	18.4
Self-employment	2	0.9	1.5
Farmer	62	27.3	46.6
Unemployed	15	6.6	11.3
Business	2	0.9	1.5
Domestic servant	1	0.4	0.8
Labourer	1	0.4	0.8
Foreign employment (Housemaid)	2	0.9	1.5
Total	133	58.6	100.0
Student	57	25.1	
Housewife	28	12.3	
Unable to work	9	4.0	
Total	227	100.0	

As regards the occupational structure, it is evident that 47% (see *Table 2.5.1*) of household members earn an income from agriculture, mainly by cultivating vegetables that grow well in the Central Province due to suitable weather conditions. A small number of farmers also cultivate tobacco and rice.

However, the rate of farming decreases with increasing educational attainment (95.2% passed grades 1-5 and 54.4% passed grades 6-10, whereas only 32% passed the O/L and 8%, the A/L). There is no clear variation in the practice of farming by age or gender (see *Table 2.5.2*).

Both the UNP and the PA governments that ruled the country since the introduction of economic liberalization policies, intentionally created new government and semi government job opportunities, especially in the areas of education, health and social welfare, primarily to satisfy their supporters and maintain the patron-client relationship. These governments also continued to recruit new personnel for the security forces including the police, due to the prevailing war situation in the country. Therefore, it is important to find out how many people have gained employment in the government and semi government sectors. It is evident, that only 17% of those employed are in this kind of employment.

The connection between education and government employment is noteworthy. For example, 20% of household members who work in the security forces have passed the O/L, followed by another 17% who have passed the A/L, while 3.5% have passed grade 6-10. Moreover, a majority of those who hold government sector jobs have passed the A/L while others have passed the O/L (see *Table 2.5.2*).

As is well known, the opening up of garment and other factories in the Free Trade Zones (FTZs), first in Katunayaka and later in Biyagama and Kandy, following the introduction of economic liberalization policies in 1978, and the establishment of Industrial Parks in selected districts after 1994, created thousands of unskilled and skilled job opportunities for rural people. As a result, one can observe that nearly 12% of household members in the Madugalle village, work in garment factories as Helpers, Machine Operators and Supervisors at the Pallekele and Katunayaka FTZs.

When we look at the data disaggregated by gender and age with regard to those who work as Helpers and Machine Operators, some clear patterns emerge. For instance, those who work in garment factories as Helpers, Machine Operators and Supervisors belong to the age cohort of 16-30 and a clear majority (37%) of them fit into the 16-20 age category. As regards gender, as one would expect, there are more females (23%) who work in these positions compared to their male counterparts (4.7%) (see *Table 2.5.2*).

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

Groups	Self-employment	White-Collar Jobs	Skilled Jobs	Farming	Unemployed	Business	Housemaids	Casual Workers	Foreign Employment
All groups	1.5	18.8	17.3	46.6	11.3	1.5	0.8	0.8	1.5
Gender									
Male	2.3	22.1	14.0	47.7	10.5	2.3	-	1.2	-
Female	-	12.8	23.4	44.7	12.8	-	2.1	-	4.3
Age									
16-20	5.3	10.5	36.8	15.8	31.6	-	-	-	-
21-25	-	20.0	26.7	30.0	20.0	-	-	3.3	-
26-30	-	40.0	20.0	24.0	8.0	4.0	-	-	4.0
31-35	-	50.0	-	16.7	16.7	-	-	-	16.7
36-40	-	-	-	100.0	-	-	-	-	-
41-45	-	-	11.1	66.7	-	-	11.1	-	-
46-50	-	12.5	6.3	81.3	-	-	-	-	-
51 >	-	8.0	4.0	84.0	-	4.0	-	-	-
Education									
Grade 1-5	-	-	4.8	95.2	-	-	-	-	-
Grade 6-10	1.8	7.0	24.6	54.4	7.0	-	1.8	1.8	1.8
O/L	-	28.0	24.0	24.0	20.0	4.0	-	-	-
AL	-	56.5	4.3	8.7	26.1	-	-	-	4.3
Not schooled	20.0	-	-	60.0	-	20.0	-	-	-
GAQ	-	100.0	-	-	-	-	-	-	-
Degree	-	-	-	-	-	-	-	-	-
Income (Rs)									
1-1999	-	12.5	-	87.5	-	-	-	-	-
2000-4999	-	19.0	52.4	28.6	-	-	-	-	-
5000-7999	5.6	50.0	27.8	5.6	-	5.6	5.6	-	-
8000-9999	-	100.0	-	-	-	-	-	-	-
10000 >	-	40.0	-	40.0	-	-	-	-	20.0

The unemployment rate of household members in Madugalle is another important area to examine. As is evident, 11% of household members are unemployed while 89% engage in some income earning activity. When one looks at the relationship between unemployment on the one hand and education, gender and age on the other, one can observe some clear patterns. For example, the rate of unemployment increases with increasing educational attainment (25% unemployment among those who have passed the A/L, 20% among those who passed the O/L whereas only 7% among those who have passed grade 6-10).

As for age, unemployment rate is highest in the age cohort of 16-20 years (nearly 32%) and gradually decreases with increasing age (20% among 21-25 age cohort and only 8% among 26-30 age cohort respectively) (see *Table 2.5.2*).

With regard to gender, the unemployment rate is slightly higher among females (13%), when compared with their male counterparts (11%) (see *Table 2.5.2*). This appears to be a major change over the last two decades.

2.6 Income

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

Categories (Rs.)	Frequency	Percent	Valid Percent
1-1999	8	3.5	14.5
2000-4999	23	10.1	41.8
5000-7999	18	7.9	32.7
8000-9999	1	0.4	1.8
10000 >	5	2.2	9.1
Total	55	24.2	100.0
Not applicable or not earning income	172	75.8	
Total		227	100.0

Table 2.6 shows that the majority (42%) earn a monthly income of Rs. 2000-4999, while another 33% earn a monthly income of Rs. 5000-7999. What is also important to note here, is that there is a considerable gap between the lowest and the highest income categories. While about 15% earn less than Rs. 2000, 9% of household members report an income of over Rs. 10,000.

The relationship between income and occupation is also important. It is clear that nearly 43% of those who earn an income between Rs. 2000-4999 work as helpers and machine operators in the garment industry.

3.0 EDUCATION

3.1 Educational Attainment of Parents and Youth

Table 3.1.1
Educational Status (Parents)

Categories	Frequency	Percent	Valid Percent
Primary	21	30.0	30.0
Post-primary	33	47.1	47.1
O/L	11	15.7	15.7
A/L	3	4.3	4.3
No schooling literate	2	2.9	2.9
Total	70	100.0	100.0

Table 3.1.2
Educational Status (Youth)

Categories	Frequency	Percent	Valid Percent
Post-primary	10	23.8	32.3
O/L	8	19.0	25.8
A/L	13	31.0	41.9
Total	31	73.8	100.0
Still Schooling	11	26.2	
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 (47%) of parents have post-primary level education, while 30% of parents only have a primary education, and only 4% have gone up to A/L. On the other hand, educational attainment among youth is much higher. For instance, 42% of youth had A/L qualifications, when compared to 4% of their parents. On the other hand, 26% of youth had O/L qualifications compared to only 16% of parents. It is noteworthy therefore, that 47% of parents had a post-primary education, compared with 32% of youth (see *Table 3.1.2*).

3.2 Higher Education

3.2.1 University Education : Parents and Youth

None of the parents in the sample had university education, while two youth have gone to state universities securing local, Sinhala medium degrees. (see *Tables 3.2.1.1 and 3.2.1.2*).

Table 3.2.1.1
University Education among Sampled Parents

Category	Frequency	Percent	Valid Percent
No higher education	70	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	2.4
University of Peradeniya	1	2.4	2.4
No higher education	40	95.2	95.2
Total	42	100.0	100.0

3.3 Use of Tuition

Table 3.3.1
Parents who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	2	2.9	2.9	2.9
No	66	94.3	97.1	100.0
Total	68	97.1	100.0	
Not applicable	2	2.9		
Total	70	100.0		

Table 3.3.2
Youth who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	21	50.0	50.0
No	12	28.6	28.6
Not relevant	9	21.4	21.4
Total	42	100.0	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 97% of parents who had school education had not attended tuition classes during their schooling. On the other hand, nearly 61% of youth who had finished schooling had taken tuition, while 82% of youth who are still schooling attend tuition classes (see *Table 3.3.2*). 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. On the other hand, those who are preparing for the A/L examination have taken private tuition for 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	47	67.1	70.1
No	20	28.6	29.9
Total	67	95.7	100.0
Not applicable	3	4.3	
Total	70	100.0	

In reply to the question, “did you leave school prematurely (at least before sitting for the O/L)?”, 70% of parents had answered affirmatively, while only 30% answered negatively (see *Table 3.4.1.1*).

The responses have varied according to age and gender. For instance, the highest rate of dropouts (83%) is reported from the age group 46-50 years and the least from the age groups 51-55 and 56-60 years (see *Table 3.4.1.2*).

Table 3.4.1.2
Premature School Dropout - by Age and Gender (Parents) (%)

Groups	Yes	No
All groups	70.1	29.9
Age groups		
34-40	66.7	33.3
41-45	71.4	28.6
46-50	82.6	17.4
51-55	55.6	44.4
56-60	55.6	44.4
61-65	100.0	-
66 >	100.0	-
Gender		
Male	72.4	27.6
Female	68.4	31.6

With regard to gender, school dropouts were higher among males (72%), when compared to their female counterparts (66%) (see *Table 3.4.1.2*).

Table 3.4.1.3
Reasons for Leaving School (Parents)

Categories	Frequency	Percent	Valid Percent
Economic difficulties	24	34.3	51.1
Parents did not want me to continue	3	4.3	6.4
I did not want to continue	13	18.6	27.7
Migration	1	1.4	2.1
Illness	2	2.9	4.3
Other	4	5.7	8.5
Total	47	67.1	100.0
Not applicable	23	32.9	
Total	70	100.0	

It is also important to examine the reasons given by parents for leaving school prematurely. *Table 3.4.1.3* shows that 51% of parents left school prematurely due to 'economic reasons', while another 28% stated that they 'did not want to continue' and only 6% said that 'parents did not want me to continue'.

Variations in relation to gender and age in the above regard are also significant. For instance, a clear majority of males (62%) had left school due to economic reasons, compared to their female counterparts (42%) (see *Table 3.4.1.4*).

As for age, the rate of school dropouts due to economic difficulties increases with increasing age (34-40 : 25% and 51-55 : 60% respectively) (see *Table 3.4.1.4*).

Table 3.4.1.4
Reasons for Leaving School - by Gender and Age (Parents) (%)

Groups	Economic difficulty	Parents did not want me to continue	I did not want to continue	Migration	Illness	Other
All groups	51.1	6.4	27.7	2.1	4.3	8.5
Gender						
Male	61.9	9.5	23.8	-	4.8	-
Female	42.3	3.8	30.8	3.8	3.8	15.4
Age						
34-40	25.0	-	50.0	-	-	25.0
41-45	20.0	20.0	20.0	-	-	40.0
46-50	47.4	-	31.6	5.3	10.5	5.3
51-55	60.0	10.0	30.0	-	-	-
56-60	100.0	-	-	-	-	-
61-65	50.0	50.0	-	-	-	-
66 >	50.0	-	50.0	-	-	-

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	4	9.5	9.5
No	38	90.5	90.5
Total	42	100.0	100.0

The school dropout rate among youth is not higher than that of their parents, because nearly 91% of youth have not dropped out from school before sitting for the O/L, and only 9% had left school prematurely due to different reasons (see *Table 3.4.2.1*).

Gender, age and class³ variations with regard to the above question are noteworthy. For instance, all youth dropouts are lower middle class males and 25% of them belong to the age category of 20-24 (see *Tables 3.4.2.2*).

Table 3.4.2.2
Premature School Dropout - by Gender, Age and Class (Youth) (%)

Groups	Yes	No
All groups	9.5	90.5
Gender		
Male	17.4	82.6
Female	-	100.0
Age groups		
15-19	4.5	95.5
20-24	25.0	75.0
25-29	8.3	91.7
Class		
Middle	-	100.0
Lower middle	21.1	78.9
Lower	-	100.0

Table 3.4.2.3
If Dropped Out, Reason for Leaving School (Youth)

Categories	Frequency	Percent	Valid Percent
Economic difficulties	2	4.8	50.0
I did not want to continue	1	2.4	25.0
Illness	1	2.4	25.0
Total	4	9.5	100.0
Not applicable	38	90.5	
Total	42	100.0	

With regard to the reasons for leaving school prematurely, 50% of youth had left school early due to economic reasons, others due to illness and lack of interest (see *Table 3.4.2.3*).

³ Middle class – Monthly income of Rs. 5000 or more; teachers, clerks, grocery shop owners
Lower middle class- Monthly income of Rs. 2500-5000; vegetable cultivators of small plots of lands
Lower class – Monthly income of Rs. 2500 or less; daily paid labourers

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
Literacy only	3	4.3	5.3
Primary	5	7.1	8.8
O/L	19	27.1	33.3
A/L	12	17.1	21.1
University	18	25.7	31.6
Total	57	81.4	100.0
No aspirations	13	18.6	
Total	70	100.0	

Table 3.5.1.1 shows that 27% of parents aspired to the O/L followed by another 26% to university education. On the other hand, 19% 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 33% of parents aspired to O/L while another 32% to university education and only 21% to A/L education.

Gender variations with regard to aspirations for education are notable. More females aspired to A/L (26% to 14%) and University education (31% to 27%) than their male counterparts. On the other hand, a clear proportion of males aspired to O/L education (46% to 31%) when compared to females (see Table 3.5.1.2).

Table 3.5.1.2

What was your Aspiration Regarding Education when you were Young? - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Literacy only	2 9.1%	1 2.9%	3 5.3%
Primary	1 4.5%	4 11.4%	5 8.8%
O/L	10 45.5%	9 25.7%	19 33.3%
A/L	3 13.6%	9 25.7%	12 21.1%
University	6 27.3%	12 34.3%	18 31.6%
Total	22 100.0%	35 100.0%	57 100.0%

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	10	14.3	18.2
O/L	31	44.3	56.4
A/L	7	10.0	12.7
University	7	10.0	12.7
Total	55	78.6	100.0
No expectation/Not applicable	15	21.4	
Total	70	100.0	

In relation to parents' expectation for education, it is evident from *Table 3.5.2.1* that 44% of parents expected O/L education and another 14% primary education. On the other hand, 10% of parents expected A/L and university education. Also one can see a slight increase in parents with 'no expectation' for education (21%). However, by excluding 'no expectation' parents from the analysis, it is clear that 56% of parents expected O/L education whilst another 18% expected primary education. Furthermore, 13% of parents equally expected A/L and university education.

Gender variations with respect to expectation for education are noteworthy. For example, the proportion of females who expected A/L (15% to 9%) and university education is slightly higher when compared to their male counterparts. On the other hand, more males expected O/L education compared to their female counterparts (42%) (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	2 9.1%	8 24.2%	10 18.2%
O/L	17 77.3%	14 42.4%	31 56.4%
A/L	1 4.5%	6 18.2%	7 12.7%
University	2 9.1%	5 15.2%	7 12.7%
Total	22 100.0%	33 100.0%	55 100.0%

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
O/L	6	14.3	15.4
A/L	6	14.3	15.4
University	27	64.3	69.2
Total	39	92.9	100.0
No aspirations	3	7.1	
Total	42	100.0	

It is evident from *Table 3.6.1.1* that 64% of youth aspire to university education, while 28% of youth aspire to either O/L or A/L education. On the other hand, there are only 7% 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 up to 69%, and another 15% each for O/L and A/L education.

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 lower middle class aspire to university education (69%) compared to the lower (67%) and middle class (73%) youth. Furthermore, more lower middle class youth aspire to O/L (25%) and more middle class youth aspire to A/L (18%) (see *Table 3.6.1.2*).

Table 3.6.1.2

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

Groups	O/L	A/L	University
All groups	15.4	15.4	69.2
Class			
Middle	9.1	18.2	72.7
Lower middle	18.8	12.5	68.8
Lower	16.7	16.7	66.7
Age			
15-19	23.8	9.5	66.7
20-24	-	14.3	85.7
25-29	9.1	27.3	63.6
Gender			
Male	14.3	19.0	66.7
Female	16.7	11.1	72.2
Current activity			
Still schooling	27.3	9.1	63.6
Employed	6.7	26.7	66.7
Unemployed	15.4	7.7	76.9

In relation to age, aspiration for the A/L gradually increases with increasing age (15-19 : 10% and 25-29 : 27%). On the other hand, 64% (higher than the village average of 69%) of youth who belong to the age category of 25-29 aspire to university education (see *Table 3.6.1.2*).

Gender variations with respect to aspiration for education are important. The proportion of females who aspire to the O/L is higher (17%) when compared to males (14.3%). On the other hand, more males aspire to the A/L (19%) than their female counterparts (11%) (see *Table 3.6.1.2*).

As for current activity status, 68% of employed youth aspire to university education compared with schooling (64%) and unemployed (77%) youth (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 your Educational Aspirations (Youth)

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

In reply to the question “do you have sufficient means to realize your educational aspirations?”, 55% of youth respondents stated that they do not have sufficient means to realize their educational aspirations, while 33% of youth respondents said that they have sufficient means to do so (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 is higher among the age group of 20-24 (86%) when compared to 25-29 (73%) and 15-19 (47%) age cohorts (see *Table 3.6.2.2*).

Table 3.6.2.2

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

Groups	Yes	No
All groups	37.8	62.2
Age		
15-19	52.6	47.4
20-24	14.3	85.7
25-29	27.3	72.7
Gender		
Male	35.0	65.0
Female	41.2	58.8
Current activity		
Still schooling	40.0	60.0
Employed	33.3	66.7
Unemployed	41.7	58.3

As for gender, more males (65%) have no means to realize their educational aspirations compared to their female counterparts (59%) (see *Table 3.6.2.2*).

Variations with respect to current activity status are important. 67% of employed youth stated that they do not have sufficient means to realize their educational aspirations compared to unemployed (59%) and currently schooling youth (60%) (see *Table 3.6.2.2*).

3.6.3 Insufficient Means to Realize Educational Aspirations of Youth

Table 3.6.3.1

If No, the Reasons for Insufficiency (Youth)

Categories	Frequency	Percent	Valid Percent
Economic	14	33.3	60.9
Social	1	2.4	4.3
Aptitude	7	16.7	30.4
Illness	1	2.4	4.3
Total	23	54.8	100.0
Not applicable	19	45.2	
Total	42	100.0	

In reply to the question, “if you do not have sufficient means to realize your educational aspirations why is it so?”, nearly 61% stated that it was due to economic reasons, while 30% stated that it was due to a lack of aptitude (see *Table 3.6.3.1*).

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

Table 3.6.3.2

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

Groups	Economic	Social	Aptitude	Illness
All groups	60.9	4.3	30.4	4.3
Age				
15-19	66.7	-	33.3	-
20-24	50.0	16.7	16.7	16.7
25-29	62.5	-	37.5	-
Gender				
Male	69.2	-	30.8	-
Female	50.0	10.0	30.0	10.0
Class				
Middle	37.5	12.5	37.5	12.5
Lower middle	80.0	-	20.0	-
Lower	60.0	-	40.0	-

As for gender, nearly 69% of males stated that they cannot achieve their educational aspirations due to economic reasons, compared to their female counterparts (50%). On the other hand, 30% of females cannot realize their educational aspirations due to a lack of aptitude, compared to males (31%) (see *Table 3.6.3.2*).

Class variations with regard to the above question are also important to note. 80% of lower middle class youth cannot achieve their educational aspirations due to economic reasons, followed by 60% from the lower class and only 36% from the middle class (see *Table 3.6.3.2*).

3.6.4 Expectations for Education

Table 3.6.4.1

Youths' Expectations for Education

Categories	Frequency	Percent	Valid Percent
O/L	8	19.0	22.9
A/L	9	21.4	25.7
University	18	42.9	51.4
Total	35	83.3	100.0
No expectations/Not applicable	7	16.7	
Total	42	100.0	

When youth were asked about their expectations for education, a majority of youth (43%) mentioned university education, even though the level is lower compared to aspirations for education (64%). On the other hand, expectations for A/L (14.3% to 21%) and O/L education (14.3% to 19%) have increased when compared with educational aspirations. It is also important to note that the proportion of 'no expectation' for education has increased up to 17%, when compared to 'no aspiration' for education (7%). However, when youth who have no expectation for education are excluded from the analysis, the expectation for university (51%), A/L (26%) and O/L (23%) increase further (see *Table 3.6.4.1*).

Variations with regard to class, gender, age and current activity status are significant. Lower middle class (60%) and lower class (46%) youth expect university education, compared to middle class youth (44%). On the other hand, 47% of lower middle class youth expect O/L education (see *Table 3.6.4.2*).

Gender variations with regard to expectations for education are also significant. 47% of females expect university education, when compared to their male counterparts (57%). On the other hand, 24% of females reported expectations for O/L education compared with only 22% among males (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	O/L	A/L	University
All groups	22.9	25.7	51.4
Class			
Middle	22.2	33.3	44.4
Lower Middle	33.3	6.7	60.0
Lower	9.1	45.5	45.5
Gender			
Male	22.2	22.2	55.6
Female	23.5	29.4	47.1
Current activity			
Still schooling	27.3	9.1	63.6
Employed	23.1	23.1	53.8
Unemployed	25.0	45.5	36.4

As for current activity status, it is understandable that a high percentage of schooling youth (64%) expect university education, followed by another 36% of unemployed youth and 54% of employed youth. On the other hand, 25% of unemployed youth expect O/L education compared to unemployed (23%) and 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 young, 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 children.

Table 3.7.1.1

Parents' Aspirations Regarding Education of the Selected Child

Categories	Frequency	Percent	Valid Percent
O/L	3	4.3	5.1
A/L	8	11.4	13.6
University	48	68.6	81.4
Total	59	84.3	100.0
No aspirations	11	15.7	
Total	70	100.0	

As shown in *Table 3.7.1.1*, 69% of parents aspire to university education for the selected child, while only 11% aspire to A/L education. On the other hand, 16% of parents do not have any educational aspiration for the selected child. If we consider only parents with aspirations for education of the

selected child, it is clear that 80% of parents aspire to university education for their selected child, while only 14% aspire to A/L education.

Parents' gender, class and age differences in relation to the above question are also significant. 95% of lower middle class parents aspire to university education for their child who was interviewed, followed by 88% of middle class and only 65% of lower class parents. On the other hand, 26% of lower class parents aspire to A/L education qualifications for their child who was interviewed when compared to lower middle and middle 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	O/L	A/L	University
All groups	5.1	13.6	81.4
Class			
Middle	5.9	5.9	88.2
Lower middle	-	5.0	95.0
Lower	8.7	26.1	65.2
Gender			
Male	-	-	100.0
Female	8.3	22.2	69.4

As for gender, all the fathers aspire to university education for their child selected for the interview, when compared to the mothers (67%) (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	10	14.3	18.5
University	44	62.9	81.5
Total	54	77.1	100.0
No expectations	16	22.9	
Total	70	100.0	

In reply to the question regarding 'Parents' expectation of education for the selected child', 63% of the parents expect university education even though the rate is slightly lower compared to their aspiration for education. 14% expect A/L education for the selected child. On the other hand, 23% of the sample of parents have no expectations. Nevertheless, when we look into the real expectation of parents for education by excluding parents with 'no expectation' for education for their child selected for the

interview from the analysis, it is clear that nearly 82% of parents expect a university education while only 18% expect A/L education (see *Table 3.7.2.1*).

Gender and class variations in the above regard are noteworthy. For instance, nearly 89% of lower middle class parents expect university education for their child who was interviewed compared to middle (75%) and lower class (73%) parents. On the other hand, more lower class parents expect A/L education for their child selected for the interview, compared to middle (25%) and lower middle class parents (11%) (see *Table 3.7.2.2*).

Table 3.7.2.2

Expectations Regarding Child's Education - by Class and Gender (Parents) (%)

Groups	A/L	University
All groups	18.5	81.5
Class		
Middle	25.0	75.0
Lower middle	-	100.0
Lower	27.3	72.7
Gender		
Male	26.1	73.9
Female	12.9	87.1

As for gender, it is clear that more mothers (82%) expect university education for their child selected for the interview compared to fathers (74%), while more fathers (26%) expect A/L education for their child selected for interview compared to mothers (18%) (see *Table 3.7.2.2*).

3.8 Value Attached to Education Before and After Economic Liberalization

3.8.1 Value Attached to Education Before Economic Liberalization

Table 3.8.1.1

Value Attached to Education when they were Young (Parents)

Categories	Frequency	Percent	Valid Percent
Very high	38	54.3	54.3
High	14	20.0	20.0
Low	7	10.0	10.0
Very low	10	14.3	14.3
Do not know	1	1.4	1.4
Total	70	100.0	100.0

In reply to the question, 'what was the value attached to education when parents were young?', 54% of parents stated 'very high' while another 20% said that there was a 'high' value for education. Furthermore, it is clear that nearly 74% of parents had either a 'very high' or 'high' value for education

when they were young. On the other hand, only 24% of parents stated that they had either a 'low' (10%) or 'very low' (14%) value for education (see *Table 3.8.1.1*).

Class variations with regard to the above question are noteworthy. For instance, nearly 74% of currently middle class parents stated that there was either a 'very high' or 'high' value for education when they were young, compared to currently lower middle (48%) and lower class (46%) parents (see *Table 3.8.1.2*).

Table 3.8.1.2

What was the Value Attached to Educational Qualifications when you were Young? - by Class (Parents)

	Class			Total
	Middle	Lower Middle	Lower	
Very high	14 73.7%	11 47.8%	13 46.4%	38 54.3%
High	3 15.8%	4 17.4%	7 25.0%	14 20.0%
Low		4 17.4%	3 10.7%	7 10.0%
Very low	2 10.5%	3 13.0%	5 17.9%	10 14.3%
Do not know		1 4.3%		1 1.4%
Total	19 100.0%	23 100.0%	28 100.0%	70 100.0%

There is no relationship with age 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	42.9	42.9
High	28	40.0	40.0
Low	10	14.3	14.3
Very low	1	1.4	1.4
Do not know	1	1.4	1.4
Total	70	100.0	100.0

When we asked the same question in relation to the present situation, nearly 83% of parents stated that there is either a 'very high' (43%) or 'high' (40%) value attached to education, whereas only 16% stated that there is either a 'low' (14.3%) or 'very low' (1.4%) value for education. Therefore, it is clear

from the above data that the present value for education has 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
01. Was there a difference in value between local and foreign Educational qualifications?			
Yes	18	25.7	25.7
No	1	1.4	1.4
Do not know	51	72.9	72.9
Total	70	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	15	21.4	83.3
No	3	4.3	16.7
Not applicable	52	74.3	
Total	70	100.0	
03. Local qualifications higher in prestige			
Yes	3	4.3	16.7
No	15	21.4	83.3
Not applicable	52	74.3	
Total	70	100.0	
04. Foreign qualifications greater in employment value			
Yes	13	18.6	72.2
No	5	7.1	27.8
Not applicable	52	74.3	
Total	70	100.0	
05. Local qualifications greater in employment value			
Yes	5	7.1	27.8
No	13	18.6	72.2
Not applicable	52	74.3	
Total	70	100.0	

Value differences of parents when they were young, in relation to local and foreign qualifications are shown in *Table 3.9.1*. It is evident that nearly 73% of parents did not know whether there was a value difference between local and foreign educational qualifications when they were young, and only 26% 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 (83%) as well as higher employment value (72%) to foreign qualifications in comparison to local educational qualifications (17% and 28%).

3.9.2 Parent's 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
01. Is there a difference in value between local and foreign educational qualifications?			
Yes	45	64.3	64.3
No	11	15.7	15.7
Do not know	14	20.0	20.0
Total	70	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	35	50.0	77.8
No	10	14.3	22.2
Not applicable	25	35.7	
Total	70	100.0	
03. Local qualifications higher in prestige			
Yes	11	15.7	24.4
No	34	48.6	75.6
Not applicable	Not applicable	Not applicable	Not applicable
Total	70	100.0	
04. Foreign qualifications greater in employment value			
Yes	35	50.0	77.8
No	10	14.3	22.2
Not applicable	Not applicable	Not applicable	Not applicable
Total	70	100.0	
05. Local qualifications greater in employment value			
Yes	11	15.7	24.4
No	34	48.6	75.6
Not applicable	25	35.7	
Total	70	100.0	

With regard to current value differences between local and foreign qualifications, 64% of parents perceive a significant difference while 16% do not perceive such a difference. On the other hand, 20% 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 examine why it is so. *Table 3.9.2* shows that high prestige (78%) and greater employment value (78%) of foreign qualifications are the reasons (24.4% and 24.4%) for the value differences perceived by respondents.

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
01. Is there a difference in value between local and foreign educational qualifications?			
Yes	32	76.2	72.7
No	5	11.9	9.1
Do not know	5	11.9	18.2
Total	42	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	21	50.0	65.6
No	11	26.2	34.4
Not applicable	10	23.8	
Total	42	100.0	
03. Local qualifications higher in prestige			
Yes	11	26.2	34.4
No	21	50.0	65.6
Not applicable	10	23.8	
Total	42	100.0	
04. Foreign qualifications greater in employment value			
Yes	21	50.0	65.6
No	11	26.2	34.4
Not applicable	10	23.8	
Total	42	100.0	
05. Local qualifications greater in employment value			
Yes	11	26.2	34.4
No	21	50.0	65.6
Not applicable	10	23.8	
Total	42	100.0	

76% of youth perceive a difference between local and foreign educational qualifications while only 12% do not perceive a difference. It is clear from *Table 3.9.3* that 66% of youth think that foreign educational qualifications have higher prestige as well as a greater employment value, compared to local educational qualifications (34.4% and 34.4%).

4.0 PROFESSIONAL EDUCATION

4.1 Current Status of Professional Education of Parents and Youth

It is important to note that no single parent interviewed had any professional educational qualifications, while only one (2.4%) youth 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 4.2.1.1

Parents' Aspirations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	2	2.9	66.7
MBBS	1	1.4	33.3
Total	3	4.3	100.0
Not applicable/No aspirations	67	95.7	
Total	70	100.0	

It is clear from *Table 4.2.1.1* that nearly 96% of parents did not have any aspirations for professional education when they were young, while only 4% of parents had professional educational aspirations. Of those who had any aspirations for professional education (excluding the 96% of parents with no professional educational aspiration) two had aspired to an Attorney-at-Law qualification, while another parent aspired to an MBBS (Bachelor of Medicine and Bachelor of Science) qualification.

Class variations with regard to the above question are noteworthy. For instance, all the parents who had professional educational aspirations when they were young, belong presently to the middle class (see *Table 4.2.1.2*).

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

Table 4.2.1.2

Aspirations for Professional Qualifications when they were Young - by Class and Gender (Parents)

Categories	Class	Total
	Middle	
Attorney-at-Law	2 66.7%	2 66.7%
MBBS	1 33.3%	1 33.3%
Total	3 100.0%	3 100.0%

4.3 Parents' Expectations for Professional Qualifications

Table 4.3

Parents' Expectations for Professional Qualifications when they were Young

Category	Frequency	Percent
Not applicable/No expectations	70	100.0

As regards parents' expectation for professional qualifications when they were young, it is significant that none of the parents had any expectation.

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	3	7.1	20.0
MBBS	10	23.8	66.7
Engineering	2	4.8	13.3
Total	15	35.7	100.0
Not applicable/No aspirations	27	64.3	
Total	42	100.0	

With regard to youth aspirations for professional qualifications, a majority of youth (nearly 24%) aspire to a MBBS qualification, while 7% aspire to the Attorney-at-Law qualification and 5% to engineering qualifications. On the other hand, it is important to note that about 64% of youth are without any professional aspirations. Furthermore, if we exclude youth with no professional aspiration from the analysis and look at the youth with such aspirations, it is clear that 67% of youth aspire to a MBBS qualification while 20% to law and another 13% 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, 80% of lower class and 75% of lower middle class youth aspire to the MBBS qualification. On the other hand, all the middle class youth with aspirations for professional qualifications aspire to an Attorney-at-Law qualification (see *Table 4.4.1.2*).

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

Table 4.4.1.2

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

Groups	Attorney-at-Law	MBBS	Engineering
All groups	20.0	66.7	13.3
Class			
Middle	100.0	-	-
Lower middle	-	75.0	25.0
Lower	20.0	80.0	-
Age			
15-19	12.5	75.0	12.5
20-24	25.0	75.0	-
25-29	33.3	33.3	33.3
Gender			
Male	20.0	70.0	10.0
Female	20.0	60.0	20.0
Current activity			
Still schooling	-	100.0	-
Employed	33.3	50.0	16.7
Unemployed	16.7	66.7	16.7

In relation to gender, more males (70%) aspire to the MBBS qualification compared to their female counterparts (60%) (see *Table 4.4.1.2*).

It is worth mentioning that all currently schooling youth with aspirations for professional qualifications aspire to the MBBS qualification compared to unemployed (67%) and employed (50%) youth. On the other hand, more employed (33%) youth aspire to an Attorney-at-Law qualification (see *Table 4.4.1.2*).

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	4	9.5	28.6
No	10	23.8	71.4
Total	14	33.3	100.0
Not applicable/No aspirations	28	66.7	
Total	42	100.0	

In reply to the question whether 'youth have sufficient means to realize their professional aspirations', 67% of youth said 'no' while only 33% answered in the affirmative (see *Table 4.4.2.1*).

Class variations with regard to the above question are noteworthy. Understandably, 80% of lower class youth stated that they could not realize their aspirations for professional qualification compared to lower middle (71%) and middle class (50%) 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
All groups	28.6	71.4
Class		
Middle	50.0	50.0
Lower middle	28.6	71.4
Lower	20.0	80.0
Gender		
Male	22.2	77.8
Female	40.0	60.0
Current activity		
Still schooling	33.3	66.7
Employed	20.0	80.0
Unemployed	33.0	66.7

In terms of gender, more males (78%) stated that they could not realize their aspirations for professional education compared to their female counterparts (60%) (see *Table 4.4.2.2*).

As for current activity status in relation to the above question, 80% of employed youth stated that they cannot realize their aspirations compared to unemployed (67%) and schooling youth (67%) (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	7	16.7	70.0
Aptitude	3	7.1	30.0
Total	10	23.8	100.0
Not applicable	32	76.2	
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 (70%) stated that it is due to economic reasons while the rest stated that it is due to a lack of aptitude.

The number of youth who cannot realize their aspirations for professional qualifications due to economic reasons increases with increasing age (see *Table 4.4.3.1*). On the other hand, among those who said that they could not realize their professional educational aspirations due to economic reasons were a majority of youth who belong to the lower middle class, followed by 50% of lower class youth (see *Table 4.4.3.2*).

Table 4.4.3.2
Nature of Inadequate Means of Youth - by Class and Gender (%)

Groups	Economic	Aptitude
All groups	70.0	30.0
Class		
Middle	-	100.0
Lower middle	100.0	-
Lower	50.0	50.0
Gender		
Male	71.4	28.6
Female	66.7	33.3

As for gender, a slightly higher proportion of males stated that as a result of economic reasons they could not realize their professional educational aspirations compared to their female (67%) counterparts (see *Table 4.4.3.2*).

4.5 Youths' Expectations for Professional Qualifications

Table 4.5
Youths' Expectations for Professional Qualifications

Categories	Frequency	Percent	Valid Percent
MBBS	3	7.1	100.0
Not applicable/No expectation	39	92.9	
Total	42	100.0	

We discussed aspirations of youth for professional education as well as obstacles that they are faced with to realize their aspirations for professional education 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 to 93% compared to 'no aspiration' for professional educational qualifications (64%), owing to the reasons discussed earlier. On the other hand, expectation for the MBBS qualification has decreased to 7% compared to aspiration for professional education (24%) (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 the 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	16	22.9	80.0
Accountancy	2	2.9	10.0
Engineering	1	1.4	5.0
Attorney-at-Law	1	1.4	5.0
Total	20	28.6	100.0
Not applicable/No aspirations	50	71.4	
Total	70	100.0	

In relation to 'parents' aspiration for professional education of the selected child', 23% of parents aspired to a MBBS professional qualification, whereas only 3% to an accountancy qualification and 71% of parents had no aspiration for professional education for the selected child. If we consider parents with professional aspirations for the selected child, it is clear that 80% of parents aspired to a MBBS professional qualification for their selected child, while only 10% aspired to an accountancy qualification and another 5% each to engineering and Attorney-at-Law qualifications (see *Table 4.6.1.1*).

When we look at the disaggregated data by gender and class, some interesting patterns emerge. For instance, all the lower class parents with professional educational aspirations for the selected child aspired to a MBBS qualification compared to 75% of lower middle class parents and 50% of middle class parents (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
All groups	80.0	10.0	5.0	5.0
Class				
Middle	50.0	25.0	-	25.0
Lower middle	75.0	12.5	12.5	-
Lower	100.0	-	-	-
Gender				
Male	90.9	9.1	-	-
Female	66.7	11.1	11.1	11.1

As for gender, 90% of fathers with aspirations for professional education for the selected child aspired to a MBBS professional qualification compared with their mothers (68%) (see *Table 4.6.1.2*).

Finally, age of parents is not a factor influencing 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	5	7.1	83.3
Engineering	1	1.4	16.7
Total	6	8.6	100.0
Not applicable/No expectations	64	91.4	
Total	70	100.0	

With regard to the parents' expectation for professional qualification of the selected child, nearly 92% of parents do not have any professional/educational aspiration. While only 7% aspired to a MBBS qualification, another 1.4% aspired to engineering qualifications (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 whether 'there was a difference in value between local and foreign professional qualifications when they were young', 26% of the parents stated 'yes' while 6% said 'no'. On the other hand, nearly 69% 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 responses to the above question.

As regards reasons for the value differences between local and foreign professional qualifications when they were young, nearly 78% of parents stated that foreign professional qualifications were higher in prestige, had a greater employment value and carried more social influence (79%), compared to local professional qualifications (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
01. Was there a difference in value between local and foreign professional qualifications?			
Yes	18	25.7	25.7
No	4	5.7	5.7
Do not know	48	68.6	68.6
Total	70	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	14	20.0	77.8
No	4	5.7	22.2
Not applicable	52	74.3	
Total	70	100.0	
03. Local qualifications higher in prestige			
Yes	4	5.7	22.8
No	14	20.0	77.8
Not applicable	52	74.3	
Total	70	100.0	
04. Foreign qualifications greater in employment value			
Yes	14	20.0	77.8
No	4	5.7	22.2
Not applicable	52	74.3	
Total	70	100.0	
05. Local qualifications greater in employment value			
Yes	4	5.7	22.8
No	14	20.0	77.8
Not applicable	52	74.3	
Total	70	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	14	20.0	77.8
No	4	5.7	22.2
Not applicable	52	74.3	
Total	70	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	4	5.7	22.8
No	14	20.0	77.8
Not applicable	52	74.3	
Total	70	100.0	

There are no gender and age variations in the responses to the above question.

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

Table 4.8.2.1

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

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign professional qualifications?			
Yes	37	53.2	53.2
No	17	24.0	24.0
Do not know	16	22.8	22.8
Total	70	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	31	44.3	83.8
No	6	8.6	16.2
Not applicable	33	47.1	
Total	70	100.0	
03. Local qualifications higher in prestige			
Yes	6	8.6	16.2
No	31	44.3	83.8
Not applicable	33	47.1	
Total	70	100.0	
04. Foreign qualifications greater in employment value			
Yes	30	42.9	81.1
No	7	10.0	18.9
Not applicable	33	47.1	
Total	70	100.0	
05. Local qualifications greater in employment value			
Yes	7	10.0	18.9
No	30	42.9	81.1
Not applicable	33	47.1	
Total	70	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	30	42.9	81.1
No	7	10.0	18.9
Not applicable	33	47.1	
Total	70	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	7	10.0	18.9
No	30	42.9	81.1
Not applicable	33	47.1	
Total	70	100.0	

With regard to parents' perception of current value differences between local and foreign professional qualifications, 53% of parents perceived a difference between local and foreign professional

qualifications, while only 24% did not perceive a difference. On the other hand, 23% of parents did not know whether there is any difference between local and foreign professional qualifications (see *Table 4.8.2.1*).

Table 4.8.2.2

Is there a Difference in Value between Local and Foreign Professional Qualifications? - by Gender

Categories	Gender		Total
	Male	Female	
Yes	16 42.1% 51.6%	22 57.9% 56.4%	38 100.0% 54.3%
No	7 41.2% 22.6%	10 58.8% 25.6%	17 100.0% 24.3%
Do not know	8 53.3% 25.8%	7 46.7% 17.9%	15 100.0% 21.4%
Total	31 44.3% 100.0%	39 55.7% 100.0%	70 100.0% 100.0%

Gender variations with respect to value differences between local and foreign professional qualifications are noteworthy. It is evident from *Table 4.8.2.2* that a majority of females (51%) perceived a difference between local and foreign professional qualifications when compared to their male counterparts (13%). Furthermore, there are no age and class variations in relation to the above question.

With regard to the reasons behind parents' value differences between local and foreign professional qualifications, 84% of parents mentioned that foreign qualifications are higher in prestige, have greater employment value and are socially more influential than local professional qualifications (see *Table 4.8.2.1*).

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

4.9.1 Youth's Perceptions of Value Differences between Local and Foreign Professional Qualifications

In reply to the question "is there a difference in value between local and foreign professional qualifications?", 79% of youth perceived a difference, while 12% did not perceive a difference. On the other hand, 10% of youth 'do not know' whether there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

Table 4.9.1.1

Value Differences between Local and Foreign Professional Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign professional qualifications?			
Yes	33	78.6	78.6
No	5	11.9	11.9
Do not know	4	9.5	9.5
Total	42	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	24	57.1	72.7
No	9	21.4	27.3
Not applicable	9	21.4	
Total	42	100.0	
03. Local qualifications higher in prestige			
Yes	9	21.4	27.3
No	24	57.1	72.7
Not applicable	9	21.4	
Total	42	100.0	
04. Foreign qualifications greater in employment value			
Yes	25	59.5	75.8
No	8	19.0	24.2
Not applicable	9	21.4	
Total	42	100.0	
05. Local qualifications greater in employment value			
Yes	8	19.0	24.2
No	25	59.5	75.8
Not applicable	9	21.4	
Total	42	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	25	59.5	75.8
No	8	19.0	24.2
Not applicable	9	21.4	
Total	42	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	8	19.0	24.2
No	25	59.5	75.8
Not applicable	9	21.4	
Total	42	100.0	

Gender and current activity status variations corresponding to the above question are also significant. 87% of male youth presently perceived a difference between local and foreign professional qualifications compared to their female counterparts (68%) (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 (Youth) (%)

Groups	Yes	No	Don't know
All groups	78.6	11.9	9.5
Gender			
Male	87.0	4.3	8.7
Female	68.4	21.1	10.5
Current activity			
Still schooling	72.7	18.2	9.1
Employed	87.5	6.3	6.3
Unemployed	73.3	13.3	13.3

Conversely, 88% of employed youth perceived a difference between local and foreign professional qualifications compared to youth who are still in school (73%) and unemployed (73%) 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 (73%), greater in employment value (76%) and are more socially influential (76%) compared to local qualifications, and that, that is the reason 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	45	64.3	64.3
High	18	25.7	25.7
Low	1	1.4	1.4
Very low	4	5.7	5.7
Do not know	2	2.9	2.9
Total	70	100.0	100.0

With regard to the above question, 90% of parents perceived that there was either a ‘very high’ (64.3%) or ‘high’ (25.7%) value attached to professional qualifications when they were young, whereas only 7% of parents perceived either a ‘very low’ (5.7%) or ‘low’ (1.4%) value attached to professional qualifications when they were young (see *Table 4.10*).

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	41	58.6	58.6
High	22	31.4	31.4
Low	5	7.1	7.1
Do not know	2	2.9	2.9
Total	70	100.0	100.0

With regard to parents' perceptions concerning the value attached to professional qualifications at present, 90% of parents perceived that there is either a 'very high' (59%) or 'high' (31%) value attached to professional qualifications, compared to only 7% of parents who attached a 'low' value to professional qualifications (see *Table 4.11*).

5.0 VOCATIONAL EDUCATION

5.1 Parents' Vocational Education

Table 5.1

Vocational Qualifications (Parents)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	23	32.9	32.9
No	47	67.1	67.1
Total	70	100.0	
02. If yes, how did you obtain them?			
Informally	19	27.1	82.6
Formally	4	5.7	17.4
Not applicable	47	67.1	
Total	70	100.0	
03. If informally, what were the main channels?			
On-the-job	3	4.3	15.8
Self-learning	9	12.9	47.4
Family centred	6	8.6	31.6
Through friends	1	1.4	5.3
Not applicable	51	72.9	
Total	70	100.0	
04. Course Title			
Clerical Training	1	1.4	25.0
Primary Teaching	1	1.4	25.0
Teachers' Training Course	1	1.4	25.0
Shorthand and Typing	1	1.4	25.0
Not applicable	66	94.3	
Total	70	100.0	
05. Sector			
Government	3	4.3	75.0
Private	1	1.4	25.0
Not applicable	66	94.3	
Total	70	100.0	

With regard to the above, 67% of parents have had no vocational education, while only 33% report any vocational education (see *Table 5.1*).

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

5.1.1 How Parents Obtained Vocational Education

As to 'how parents have obtained vocational education', among those with any kind of vocational education, 83% of parents have obtained vocational skills informally, while 17% 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, the majority of parents had acquired them through self-learning (47.4%), while 32% of them acquired them through family, and another 16% 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 (25%), clerical (25%) and teaching (50%). The majority of parents had obtained vocational skills from government sector institutions (75%), while 25% from private sector institutions (see *Table 5.1*).

5.2 Youths' Vocational Education

Table 5.2

Vocational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	16	38.1	38.1
No	26	61.9	61.9
Total	42	100.0	
02. If yes, how did you obtain them?			
Informally	5	11.9	31.3
Formally	11	26.2	68.8
Not applicable	26	61.9	
Total	42	100.0	
03. If informally, what were the main channels?			
On-the-job	2	4.8	40.0
Self-learning	1	2.4	20.0
Family centred	2	4.8	40.0
Not applicable	37	88.1	
Total	42	100.0	
04. Course Title			
Rehabilitation of Disabled	1	2.4	9.1
Computer	7	16.7	63.6
Electrical Wiring	1	2.4	9.1
Driving (motor car)	2	4.8	18.2

It is noteworthy that a majority of youth interviewed (62%) do not have any vocational education, while only 38% report 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 had any vocational skill, 69% of youth had acquired vocational education formally, while only 31% obtained these skills informally (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

40% of the youth interviewed had acquired vocational skills informally and through the family, while another 40% on-the-job and only 20% through self-learning (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 (64%), while 18% acquired driving and another 9% acquired electrical wiring and other qualifications (see *Table 5.2*).

Class variations with regard to youth who followed formal vocational courses are noteworthy. 80% of middle class youth obtained computer related qualifications compared to lower middle (50%) and middle class youth (see *Table 5.2.3*).

Table 5.2.3
Do you have any Vocational Education? - by Class (Youth)

Categories	Class			Total
	Middle	Lower Middle	Lower	
Foundation Course			1 50.0%	1 9.1%
Rehabilitation of Disabled			1 50.0%	1 9.1%
Computer Course	4 80.0%	2 50.0%		6 54.5%
Electricians' Course		1 25.0%		1 9.1%
Driving Licence	1 20.0%	1 25.0%		2 18.2%
Total	5 100.0%	4 100.0%	2 100.0%	11 100.0%

With regard to the sector from which qualification was obtained, 55% of youth had acquired qualifications from government institutions, while another 45% from the private sector.

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

5.3.1 Parents' Aspirations for Vocational Qualifications

It is evident from *Table 5.3.1*, that a majority of parents (67%) did not have any aspirations for vocational education when they were young, whereas only 33% had aspirations for vocational education. Moreover, with regard to the type of qualification, 14% of parents aspired to tailoring, 7% to driving and 6% to carpentry qualifications. However, when we look only at the parents with aspirations for vocational education, it is clear that 44% of parents aspired to tailoring qualifications, 22% to driving and another 17% to carpentry qualifications.

Table 5.3.1

Parents' Aspirations for Vocational Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Driving	5	7.1	21.7
Carpentry	4	5.7	17.4
Engineering Technical Course	2	2.9	8.7
Tailoring Course	10	14.3	43.5
Shorthand and Typing	1	1.4	4.3
Teachers' Training Course	1	1.4	4.3
Total	23	32.9	100.0
Not Applicable/No Aspirations	47	67.1	
Total	70	100.0	

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	7	10.0	31.8
Carpentry	4	5.7	18.2
Technical/Mechanical	1	1.4	4.5
Tailoring	8	11.4	36.4
Shorthand and Typing	1	1.4	4.5
Teachers' Training Course	1	1.4	4.5
Total	22	31.4	100.0
Not Applicable/No Expectations	48	68.6	
Total	70	100.0	

As for parents' expectations for vocational qualifications, 69% of parents had no expectation for vocational qualifications while only 31% had any expectation for such qualifications. With regard to the expected area of vocational qualification, 11% expected to obtain training in tailoring, 10% for driving and 6% carpentry related qualifications. Furthermore, by considering parents with expectation for vocational qualifications when they were young, it is evident that 36% of parents expected to have a tailoring qualification, while another 32% a driving and 18% a carpentry qualification (see *Table 5.3.2.1*).

Gender variations with regard to expectations for vocational qualifications are noteworthy. 78% of mothers expected to obtain tailoring (dressmaking) related qualifications compared to their male counterparts (8%) (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	7 53.8%		7 31.8%
Carpentry Course	4 30.8%		4 18.2%
Engineering Technical Course	1 7.7%		1 4.5%
Tailoring	1 7.7%	7 77.8%	8 36.4%
Shorthand and Typing		1 11.1%	1 4.5%
Teachers' Training Course		1 11.1%	1 4.5%
Total	13 100.0%	9 100.0%	22 100.0%

5.3.3 Youths' Aspirations for Vocational Qualifications

Table 5.3.3.1
Youths' Aspirations for Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Computer Training Course	12	28.6	40.0
Motor Mechanics Course	4	9.5	13.3
Shorthand and Typing Course	2	4.8	6.7
Carpentry Course	2	4.8	6.7
Heavy Vehicle /Driving Licence	5	11.9	16.7
Electronics Course	1	2.4	3.3
Tailoring Course	3	7.1	10.0
Electrical Course	1	2.4	3.3
Total	30	71.4	100.0
Not Applicable/No Aspirations	12	28.6	
Total	42	100.0	

A majority of youth aspired to computer related qualifications (28%), while 12% to driving and another 10% to motor mechanics qualifications. On the other hand, 29% of youth had no vocational qualification aspirations. If we consider youth only with vocational qualification aspirations by excluding the youth without any such aspirations from the analysis, it is clear that 40% of youth

aspired to a computer related qualification on the one hand, and driving (17%), motor mechanics (13%) and tailoring (10%) qualifications on the other (see *Table 5.3.3.1*).

Class and current activity status variations with regard to aspirations for vocational qualifications are noteworthy. More lower class youth aspired to computer related vocational qualifications (50%) compared to lower middle (36%) and middle class (36%) youth. On the other hand, more lower middle class youth aspired to driving qualifications compared to lower (13%) and middle class youth (9%) (see *Table 5.3.3.2*).

Table 5.3.3.2

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

Groups	Computer	Motor Mechanics	Shorthand & Typing	Carpentry	Driving	Electronics	Tailoring	Electrical
All groups	40.0	13.3	6.7	6.7	16.7	3.3	10.0	3.3
Class								
Middle	36.4	18.2	9.1	-	9.1	9.1	18.2	-
Lower middle	36.4	9.1	9.1	9.1	27.3	-	-	9.1
Lower	50.0	12.5	-	12.5	12.5	-	12.5	-
Gender								
Male	43.8	12.5	6.3	12.5	12.5	-	12.5	-
Female	35.7	14.3	7.1	-	21.4	7.1	7.1	7.1
Current activity								
Still schooling	50.0	12.5	-	-	25.0	-	-	12.5
Employed	27.3	9.1	18.2	9.1	9.1	9.1	18.2	-
Unemployed	45.5	18.2	-	9.1	18.2	-	9.1	-

As for gender, 44% of males aspired to computer related qualifications compared to their female counterparts (see *Table 5.3.3.2*).

In relation to current activity status, 50% of currently schooling youth followed by 46% of unemployed youth aspired to computer related qualifications compared to employed youth (27%) (see *Table 5.3.3.2*).

5.3.4 Sufficient Means to Realize Vocational Aspirations of Youth

As to the question whether 'they have sufficient means to realize their vocational qualifications', 60% of youth with vocational educational aspirations stated 'no', whereas 40% reported having sufficient means to realize their aspirations (see *Table 5.3.4.1*).

Table 5.3.4.1

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

Categories	Frequency	Percent	Valid Percent
Yes	12	28.6	40.0
No	18	42.9	60.0
Total	30	71.4	100.0
Not applicable/No aspirations	12	28.6	
Total	42	100.0	

73% of lower middle class youth stated that they do not have sufficient means to realize their vocational aspirations compared to middle (55%) and lower class (50%) youth (see *Table 5.3.4.2*).

Table 5.3.4.2

Sufficient Means to Realize Aspirations for Vocational Qualifications - by Class and Current Activity Status (Youth) (%)

Groups	Yes	No
All groups	40.0	60.0
Class		
Middle	45.5	54.5
Lower middle	27.3	72.7
Lower	50.0	50.0
Current activity		
Still schooling	25.0	75.0
Employed	36.4	63.6
Unemployed	54.5	45.5

As for current activity status with regard to the above question, 75% of schooling youth reported not having sufficient means to realize their vocational aspirations compared to employed (64%) and unemployed youth (46%) (see *Table 5.3.4.2*).

5.3.5 What do they Lack?

Table 5.3.5.1

Nature of Inadequate Means of Youth

Categories	Frequency	Percent	Valid Percent
Economic	12	28.6	66.7
Social	3	7.1	16.7
Aptitude	2	4.8	11.1
Illness	1	2.4	5.6
Total	18	42.9	100.0
Not applicable	24	57.1	
Total	42	100.0	

When asked, 'why youth cannot realize their vocational aspirations', 67% of youth stated that it was due to economic hardships, while 17% attributed it to social reasons. Furthermore, another 11% stated it was due to a lack of aptitude (see *Table 5.3.5.1*).

75% of lower and lower middle class youth felt that they could not realize their aspirations owing to economic reasons in contrast to middle class youth (50%) (see *Table 5.3.5.2*).

Table 5.3.5.2

Nature of Inadequate Means - by Class, Age, Gender and Current Activity Status (Youth) (%)

Groups	Economic	Social	Aptitude	Illness
All groups	66.7	16.7	11.1	5.6
Class				
Middle	50.0	16.7	16.7	16.7
Lower middle	75.0	12.5	12.5	-
Lower	75.0	25.0	-	-
Age				
15-19	88.9	-	11.1	-
20-24	-	50.0	50.0	-
25-29	57.1	28.6	-	14.3
Gender				
Male	70.0	20.0	10.0	-
Female	62.5	12.5	12.5	12.5
Current activity				
Still schooling	100.0	-	-	-
Employed	71.4	14.3	14.3	-
Unemployed	20.0	40.0	20.0	20.0

Age differences with respect to the above question are also important. For instance, 89% of youth who belong to the age cohort of 15-19, said that they could not achieve their vocational aspirations due to economic reasons, compared to the age cohort of 25-29 (57%) (see *Table 5.3.5.2*).

As for gender, more males (70%) reported inability to realize their aspirations due to economic reasons, in contrast to their female counterparts (63%) (see *Table 5.3.5.2*).

As for current activity status, all schooling youth in the sample said that they couldn't achieve their vocational aspirations due to economic reasons, followed by 71% of employed youth and only 20% of unemployed youth (see *Table 5.3.5.2*).

5.3.6 Youths' Expectations for Vocational Qualifications

Table 5.3.6.1

Youths' Expectations Regarding Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Tailoring	2	4.8	8.0
Bridal Designing	2	4.8	8.0
Computer Course	11	26.2	44.0
Motor Mechanics Course	4	9.5	16.0
Shorthand and Typing Course	1	2.4	4.0
Training for Carpentry	1	2.4	4.0
Improving Knowledge of Masonry Work	1	2.4	4.0
Driving Licence	1	2.4	4.0
Nursing	1	2.4	4.0
Electrical Course	1	2.4	4.0
Total	25	59.5	100.0
No Expectations	17	40.5	
Total	42	100.0	

As regards 'youth expectations for vocational qualifications', one cannot see a major gap, in comparison to youths' vocational aspirations. Moreover, 26% of the youth expect computer related qualifications, while 9.5% expect motor mechanism qualifications. On the other hand, the proportion of youth with expectations for qualifications in driving has decreased from 12% to 2.4% in comparison with aspirations for vocational qualifications in that field. Furthermore, the proportion of youth with 'no expectation' for vocational education is much higher (41%) compared to those with aspirations for vocational education (29%) (see *Table 5.3.6.1*).

When we look at the category of youth with only vocational expectations, it is noteworthy that a majority of youth (44%) expect computer related vocational qualifications, while only 16% expect qualifications in motor mechanism (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 expect computer related qualifications (63%), compared to lower middle (44.4%) and lower class youth (25%) (see *Table 5.3.6.2*).

As for gender, 53% of males expect computer related qualifications compared to their female counterparts (30%) (see *Table 5.3.6.2*).

Table 5.3.6.2

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

Groups	Tailoring	Bridal Designing	Computer	Motor Mechanics	Shorthand & Typing	Carpentry	Masonry	Driving	Nursing	Electrical
All groups	8.0	8.0	44.0	16.0	4.0	4.0	4.0	4.0	4.0	4.0
Class										
Middle	12.5	-	62.5	25.0	-	-	-	-	-	-
Lower middle	-	11.1	44.4	11.1	11.1	-	-	11.1	-	11.1
Lower	12.5	12.5	25.0	12.5	-	12.5	12.5	-	12.5	-
Gender										
Male	6.7	6.7	53.3	13.3	-	6.7	6.7	-	6.7	-
Female	10.0	10.0	30.0	20.0	10.0	-	-	10.0	-	10.0
Current activity										
Still schooling	-	-	50.0	12.5	-	-	12.5	12.5	-	12.5
Employed	11.1	11.1	44.4	11.1	11.1	-	-	-	11.1	-
Unemployed	12.5	12.5	37.5	25.0	-	12.5	-	-	-	-

Current activity status with regard to expectations for vocational qualifications shows that, 50% of schooling and 44% of employed youth expect computer related vocational qualifications, when compared to unemployed youth (38%) (see Table 5.3.6.2).

5.4 Parents' Aspirations and Expectations for Vocational Qualifications for the Youth Interviewed*5.4.1 Parents' Aspirations Regarding Vocational Qualifications for the Youth Interviewed*

Table 5.4.1.1

Parents' Aspirations for Vocational Qualifications for the Selected Child

Categories	Frequency	Percent	Valid Percent
Carpentry	2	2.9	6.9
Course on Computer	9	12.9	31.0
Motor Mechanics	4	5.7	13.8
Technical Course	5	7.1	17.2
Masonry	2	2.9	6.9
Home Science	1	1.4	3.4
Driving Licence	1	1.4	3.4
Tailoring	3	4.3	10.3
Shorthand and Typing	2	2.9	6.9
Total	29	41.4	100.0
Not Applicable/No Aspirations	41	58.6	
Total	70	100.0	

It is evident from *Table 5.4.1.1* that 59% 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 (31%) aspired to computer related qualifications, while 17% to technical qualifications and another 14% to a qualification in motor mechanism.

As for class variations with respect to parents' aspirations for vocational education for their children, 44% of lower middle class parents aspired to computer qualifications, as against 39% of middle class parents. On the other hand, 29% of lower class parents aspired to technical and motor mechanism qualifications (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	Motor Mechanics	Technical	Masonry	Home Science	Driving	Tailoring	Shorthand & Typing
All groups	6.9	31.0	13.8	17.2	6.9	3.4	3.4	10.3	6.9
Class									
Middle	-	38.5	7.7	15.4	-	7.7	7.7	7.7	15.4
Lower middle	22.2	44.4	11.1	11.1	-	-	-	11.1	-
Lower	-	-	28.6	28.6	28.6	-	-	14.3	-
Gender									
Male	-	21.4	14.3	21.4	7.1	-	-	21.4	14.3
Female	13.3	40.0	13.3	13.3	6.7	6.7	6.7	-	-

As for gender, more mothers (40%) aspired to computer related qualifications for their child in comparison to their fathers (21.4%) (see *Table 5.4.1.2*).

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

With regard to the above, 57% of parents do not have any expectation of vocational education for their child interviewed.

In relation to parents with any expectation for vocational educational qualifications for the child, 30% expect computer related qualifications while 17% aspired to motor mechanism and another 10% to technical qualifications (see *Table 5.4.2*).

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

Categories	Frequency	Percent	Valid Percent
Computer	9	12.9	30.0
Teachers' Training	1	1.4	3.3
Technical Course	3	4.3	10.0
Shorthand and Typing Course	2	2.9	6.7
Driving Licence	1	1.4	3.3
Bridal Course	2	2.9	6.7
Carpentry	2	2.9	6.7
Motor Mechanics	5	7.1	16.7
Course in Masonry	2	2.9	6.7
Home Science	1	1.4	3.3
Tailoring	1	1.4	3.3
Hair Cutting	1	1.4	3.3
Total	30	42.9	100.0
Not Applicable/No Expectations	40	57.1	
Total	70	100.0	

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

As to the question "was there a value difference between local and foreign vocational qualifications?", 13% of parents stated that they perceived a value difference, while 4% stated there was 'no difference' between local and foreign vocational qualifications. On the other hand, most parents (83%) 'do not know' whether there was a value difference between local and foreign vocational qualifications. Furthermore, when questioned as to the reasons for the value difference, 7% of parents felt that foreign qualifications provided better skills, greater employment value and more recognition, when compared to local vocational qualifications. If one looks at only the parents who perceived a value difference between local and foreign vocational qualifications when they were young, percentages for those who stated that foreign qualifications provide better skills, greater employment value, and more recognition increased up to 56% compared to local vocational qualifications (see *Table 5.5.1*).

Table 5.5.1

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

Categories	Frequency	Percentage	Valid Percentage
01. Was there a difference in value between local and foreign Vocational qualifications?			
Yes	9	12.9	12.9
No	3	4.3	4.3
Do not know	58	82.9	82.9
Total	70	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	5	7.1	55.6
No	4	5.7	44.4
Not applicable	61	87.1	
Total	70	100.0	
03. Local qualifications provided better skills			
Yes	4	5.7	44.4
No	5	7.1	55.6
Not applicable	61	87.1	
Total	70	100.0	
04. Foreign qualifications greater in employment value			
Yes	5	7.1	55.6
No	4	5.7	44.4
Not applicable	61	87.1	
Total	70	100.0	
05. Local qualifications greater in employment value			
Yes	4	5.7	44.4
No	5	7.1	55.6
Not applicable	61	87.1	
Total	70	100.0	
06. Foreign Vocational qualifications carry more recognition			
Yes	5	7.1	55.6
No	4	5.7	44.4
Not applicable	61	87.1	
Total	70	100.0	
07. Local vocational qualifications carry more recognition			
Yes	4	5.7	44.4
No	5	7.1	55.6
Not applicable	61	87.1	
Total	70	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
01. Is there a difference in value between local and foreign vocational qualifications?			
Yes	43	61.4	61.4
No	8	11.4	11.4
Do not know	19	27.1	27.1
Total	70	100.0	
02. If yes, foreign qualifications provide better skills			
Yes	31	44.3	72.1
No	12	17.1	27.9
Not applicable	27	38.6	
Total	70	100.0	
03. Local qualifications provide better skills			
Yes	12	17.1	27.9
No	31	44.3	72.1
Not applicable	27	38.6	
Total	70	100.0	
04. Foreign qualifications greater in employment value			
Yes	31	44.3	72.1
No	12	17.1	27.9
Not applicable	27	38.6	
Total	70	100.0	
05. Local qualifications greater in employment value			
Yes	12	17.1	27.9
No	31	44.3	72.1
Not applicable	27	38.6	
Total	70	100.0	
06. Foreign Vocational qualifications carry more recognition			
Yes	31	44.3	72.1
No	12	17.1	27.9
Not applicable	27	38.6	
Total	70	100.0	
07. Local vocational qualifications carry more recognition			
Yes	12	17.1	27.9
No	31	44.3	72.1
Not applicable	27	38.6	
Total	70	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 (61%) perceived a difference, while only 11% did not

perceive such a difference. On the other hand, 27% 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, 72% of parents stated that foreign vocational qualifications provide better skills, have greater employment value and more recognition in comparison to local vocational qualifications (28%).

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
01. Is there a difference in value between local and foreign vocational qualifications?			
Yes	30	71.4	71.4
No	5	11.9	11.9
Do not know	7	16.7	16.7
Total	42	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	24	57.1	80.0
No	6	14.3	20.0
Not applicable	12	28.6	
Total	42	100.0	
03. Local qualifications higher in prestige			
Yes	6	14.3	20.0
No	24	57.1	80.0
Not applicable	12	28.6	
Total	42	100.0	
04. Foreign qualifications greater in employment value			
Yes	24	57.1	80.0
No	6	14.3	20.0
Not applicable	12	28.6	
Total	42	100.0	
05. Local qualifications greater in employment value			
Yes	6	14.3	20.0
No	24	57.1	80.0
Not applicable	12	28.6	
Total	42	100.0	
06. Foreign vocational qualifications carry more recognition			
Yes	23	54.8	76.7
No	7	16.7	23.3
Not applicable	12	28.6	
Total	42	100.0	
07. Local vocational qualifications carry more recognition			
Yes	7	16.7	23.3
No	23	54.8	76.7
Not applicable	12	28.6	
Total	42	100.0	

In reply to the question “is there a value difference between local and foreign vocational qualifications?”, 71% of youth stated ‘yes’ while only 12% said ‘no’. On the other hand, 17% 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, 80% of the youth stated that this is due to foreign qualifications having a higher level of prestige, greater employment value and more recognition compared to local vocational qualifications (20%) (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	Percentage	Valid Percentage
Past	Very high	28	40.0	40.0
	High	17	24.3	24.3
	Low	10	14.3	14.3
	Very low	13	18.6	18.6
	Do not know	2	2.9	2.9
	Total	70	100.0	

As regards parents’ perceptions of value attached to vocational qualifications prior to economic liberalization, it is significant that 74% of parents perceived either a ‘very high’ (40%) or a ‘high’ (24%) value associated with vocational qualifications while 33% perceived either a ‘low’ or a ‘very low’ value (see *Table 5.6.1*).

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	Percentage	Valid Percentage
Present	Very high	24	34.3	34.3
	High	36	51.4	51.4
	Low	7	10.0	10.0
	Very low	1	1.4	1.4
	Do not know	2	2.9	2.9
	Total	70	100.0	

When looking at the period after economic liberalization, one can see an increase in the proportion of parents (85%) who perceived either a ‘very high’ (34%) or a ‘high’ (51%) value attached to vocational

qualifications. (see *Table 5.6.2*). On the other hand, only 11% perceived either a ‘very low’ (1.4%) or ‘low’ (10%) 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)	3	4.3	6.1
	Professionals (B)	26	37.1	53.1
	Clerks	1	1.4	2.0
	Travel, Restaurant & Sales Workers	2	2.9	4.1
	Security Services	6	8.6	12.2
	Agricultural & Fisheries	4	5.7	8.2
	Craft & Related	4	5.7	8.2
	Plant & Machine Operators	2	2.9	4.1
	Elementary Occupations	1	1.4	2.0
	No Aspirations	21	30.0	
	Total	70	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 majority of parents (37%) aspired to be professionals in teaching, nursing and other ‘professionals (B)’ areas, while only 4% aspired to livelihoods in ‘professionals (A)’ areas such as engineering, medicine and law. Furthermore, it is important to note that 30% of parents were without any particular occupational aspirations.

If one looks at the category of parents with livelihood aspirations, it is clear that 53% of parents aspired to livelihoods related to ‘professionals (B)’ areas while 12% to security services and 8% to the agriculture and fisheries sectors (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 (80%), when compared with their male (25%) 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)	1 4.2%	2 8.0%	3 6.1%
Professionals (B)	6 25.0%	20 80.0%	26 53.1%
Clerks	1 4.2%		1 2.0%
Travel, Restaurant and Sales Workers	2 8.3%		2 4.1%
Security Service Workers	6 25.0%		6 12.2%
Agricultural and Fisheries Workers	4 16.7%		4 8.2%
Craft and Related Workers (Skilled Workers)	1 4.2%	3 12.0%	4 8.2%
Plant and Machine Operators and Assemblers	2 8.3%		2 4.1%
Elementary Occupations (Unskilled Labourers)	1 4.2%		1 2.0%
Total	24 100.0%	25 100.0%	49 100.0%

6.1.2 *Parents' Expectations for their Livelihoods*

Table 6.1.2.1

Expectations for Livelihoods (Parents)

Categories		Frequency	Percentage	Valid Percentage
Expectations	Professionals (B)	9	12.9	19.6
	Technicians & Associate Professionals	1	1.4	2.2
	Clerks	1	1.4	2.2
	Travel, Restaurant & Sales Workers	2	2.9	4.3
	Security Services	2	2.9	4.3
	Agricultural & Fisheries	13	18.6	28.3
	Craft & Related	5	7.1	10.9
	Plant & Machine Operators	4	5.7	8.7
	Elementary Occupations	9	12.9	19.6
	No Expectations	24	34.3	
	Total	70	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 (6% to 18%). On the

other hand, 13% of the parents have expectations for elementary occupations such as transport and unskilled labour and ‘professionals (B)’ occupations. Moreover, it is also important to note that there is a slight increase of the proportion of parents with ‘no occupational expectations’, i.e. 34%, when compared to ‘no aspirations’ (30%).

When one looks at the category of parents having occupational expectations, it is clear that the majority (28%) of them expect agriculture and fisheries related occupations, followed by 20% of parents who have expectations for elementary occupations and ‘professionals (B)’ occupations (see *Table 6.1.2.1*).

Class and gender variations with regard to expectations for livelihoods are noteworthy. For instance, more middle class (27%) and lower middle class parents (29%) expect ‘professionals (B)’ occupations when compared to lower class parents (5.9%). On the other hand, more lower class parents expect to work in the agriculture and fisheries sector occupations (35%), compared to lower middle (29%) and middle class parents (20%) (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 (B)	Technicians & Associate Professionals	Clerks	Travel, Restaurant & Sales Workers	Security Service Workers	Agriculture/ Fisheries	Craft Related	Plant & Machine Operators	Elementary Occupations
All groups	19.6	2.2	2.2	4.3	4.3	28.3	10.9	8.7	19.6
Class									
Middle	26.7	6.7	-	6.7	6.7	20.0	6.7	6.7	20.0
Lower middle	28.6	-	7.1	-	7.1	28.6	14.3	7.1	7.1
Lower	5.9	-	-	5.9	-	35.3	11.8	11.8	29.4
Gender									
Male	3.7	3.7	-	3.7	7.4	37.0	11.1	11.1	22.2
Female	42.1	-	5.3	5.3	-	15.8	10.5	5.3	15.8

As for gender, more females expect ‘professionals (B)’ occupations compared to their male counterparts (see *Table 6.1.2.2*).

6.2 Youths’ Aspirations and Expectations for Livelihoods

6.2.1 Youths’ Aspirations for Livelihoods

As for youth aspirations for livelihoods, it is evident that a significant proportion of them (29%) aspire to ‘professionals (B)’ occupations, while 17% aspire to ‘professionals (A)’ occupations. Conversely, 17% 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	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	1	2.4	2.9
	Professionals (A)	7	16.7	20.0
	Professionals (B)	12	28.6	34.3
	Clerks	4	9.5	11.4
	Travel, Restaurant & Sales Workers	2	4.8	5.7
	Security Services	2	4.8	5.7
	Agricultural & Fisheries Workers	1	2.4	2.9
	Craft & Related	1	2.4	2.9
	Plant & Machine Operators	4	9.5	11.4
	Elementary Occupations (Unskilled Labourers)	1	2.4	2.9
	No Aspirations	7	16.7	
	Total	42	100.0	

Youth aspirations for occupations vary according to class, age, gender and current activity status. For instance, more lower class youth (50%) aspire to 'professionals (B)' occupations, while 36% of the lower middle class youth aspire to 'professionals (A)' occupations (see *Table 6.2.1.2*).

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

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Clerks	Travel, Restaurant & Sales Workers	Security Service Workers	Agriculture/ Fisheries	Craft Related	Plant & Machine Operators	Elementary Occupations
All groups	2.9	20.0	34.3	11.4	5.7	5.7	2.9	2.9	11.4	2.9
Class										
Middle	9.1	-	27.3	27.3	-	9.1	-	9.1	9.1	9.1
Lower middle	-	35.7	28.6	7.1	7.1	-	7.1	-	14.3	-
Lower	-	20.0	50.0	-	-	10.0	-	-	10.0	-
Gender										
Male	5.3	26.3	31.6	5.3	-	5.3	5.3	-	15.8	5.3
Female	-	12.5	37.5	18.8	12.5	6.3	-	6.3	6.3	-
Current activity										
Still schooling	-	11.1	55.6	-	11.1	-	-	-	22.2	-
Employed	7.7	23.1	30.8	7.7	-	7.7	7.7	-	7.7	7.7
Unemployed	-	23.1	23.1	23.1	7.7	7.7	-	7.7	7.7	-

As for gender, more males aspire to 'professionals (A)' occupations (26%), compared to their female counterparts, and more females aspire to 'professionals (B)' occupations (38%) (see *Table 6.2.1.2*).

With regard to current activity status, more currently schooling youth (56%) aspire to 'professionals (B)' occupations, whereas more employed and unemployed youth aspire to 'professionals (A)' occupations (see *Table 6.2.1.2*).

Youth aspirations for occupations do not vary according to age.

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	16	38.1	47.1
No	17	40.5	50.0
Cannot say	1	2.4	2.9
Total	34	81.0	100.0
Not applicable	8	19.0	
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 negative (50%), while 47% said 'yes'. The remaining youth (3%) said that they 'cannot say' or were not sure (see *Table 6.2.2.1*).

As for current activity status, more currently schooling youth (67%) stated that they have sufficient means to realize their occupational aspirations, when compared to unemployed (54%) and employed youth (25%) (see *Table 6.2.2.2*).

Table 6.2.2.2

Sufficient Means to Realize your Aspirations for Livelihoods - by Current Activity Status and Gender (Youth) (%)

Groups	Yes	No	Cannot say
All groups	47.1	50.0	2.9
Current activity			
Still schooling	66.7	33.3	-
Employed	25.0	66.7	8.3
Unemployed	53.8	46.2	-
Gender			
Male	36.8	63.2	-
Female	60.0	33.3	6.7

In relation to gender, a larger proportion of males (63%) mentioned that they did not have sufficient means to realize their occupational aspirations, compared to their female counterparts (33%) (see *Table 6.2.2.2*).

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	9	21.4	52.9
Social/Cultural	3	7.1	17.6
Aptitude	4	9.5	23.5
Family does not like	1	2.4	5.9
Total	17	40.5	100.0
Not applicable	25	59.5	
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 economic reasons (53%), while 24% mentioned lack of aptitude and another 18% cited 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	Percentage	Valid Percentage
Expectations	Executive, Managerial & Administrative	1	2.4	3.2
	Professionals (A)	1	2.4	3.2
	Professionals (B)	7	16.7	22.6
	Technicians & Associate Professionals	2	4.8	6.5
	Clerks	3	7.1	9.7
	Travel, Restaurant & Sales Workers	5	11.9	16.1
	Security Services	2	4.8	6.5
	Agricultural & Fisheries Workers	1	2.4	3.2
	Craft & Related	3	7.1	9.7
	Plant & Machine Operators	3	7.1	9.7
	Elementary Occupations (Unskilled Labourers)	3	7.1	9.7
	No Expectations	11	26.2	
	Total	42	100.0	

When we look at youth expectations, it is significant that 17% of the youth interviewed expect ‘professionals (B)’ category jobs, while 12% expect occupations in the areas of Travel, Restaurant and Sales. Furthermore, it is important to note that the proportion of youth with no expectations for

occupations is 26% compared to the proportion of youth who had no occupational aspirations (17%). On the other hand, the proportion of youth who expect to do 'professionals (A)' category jobs is only 2.4% in comparison to youth having aspirations for such occupations (17%). Also one can see a slight increase in the proportion of youth who expect to work in the areas of agriculture and fisheries (from 2.4% to 7.1%) (see *Table 6.2.4*).

When youth with occupational expectations are taken together, it is clear that 23% of them expect to work in 'professionals (B)' occupations, while 16% expect to work in the area of Travel, Restaurant and Sales (see *Table 6.2.4*).

There are no clear variations in youth expectations for livelihoods in relation to 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	6.5
	Professionals (A)	15	21.4	32.6
	Professionals (B)	21	30.0	45.7
	Travel, Restaurant & Sales Workers	1	1.4	2.2
	Security Services	2	2.9	4.3
	Craft & Related	2	2.9	4.3
	Plant & Machine Operators	1	1.4	2.2
	Elementary Occupations	1	1.4	2.2
	No Aspirations	24	34.3	
	Total	70	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 21% of the parents aspired to 'professionals (A) occupations' for their children, 30% aspired to 'professionals (B)' category occupations. Only 1.4% of the parents aspired to elementary occupations for their children. There were no parents with aspirations for agricultural occupations for their children. It is also noteworthy that 34% 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 33% of them aspired to 'professionals (A)' category jobs for their selected child, while 46% 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 class parents (62%) aspired to ‘professionals (B)’ occupations, compared to lower middle (43%) and middle class (31%) parents. On the other hand, more lower middle (36%) and middle class parents (38%) aspired to ‘professionals (A)’ category jobs for their child selected for the interview, in comparison to lower class parents (25%) (see *Table 6.3.1.2*).

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)	Travel, Restaurant & Sales Workers	Security Service Workers	Craft Related	Plant & Machine Operators	Elementary Occupations
All groups	6.5	32.6	45.7	2.2	4.3	4.3	2.2	2.2
Class								
Middle	12.5	37.5	31.3	6.3	6.3	-	-	6.3
Lower middle	7.1	35.7	42.9	-	7.1	-	7.1	-
Lower	-	25.0	62.5	-	-	12.5	-	-
Gender								
Male	5.0	40.0	35.0	-	5.0	5.0	5.0	5.0
Female	7.7	26.9	53.8	3.8	3.8	3.8	-	-

As for gender, more mothers aspire to ‘professionals (B)’ category jobs for their children. As for fathers, more of them aspire to ‘professionals (A)’ category jobs (see *Table 6.3.1.2*). In other words, fathers’ aspirations are higher than those of mothers.

Parents’ aspirations for occupations for the youth selected for the interview do not vary much with their age.

6.3.2 Parents’ Expectations Regarding Livelihoods for the Child Selected for the Interview

When we look at parents’ expectations regarding livelihoods for their children, it becomes evident that 11% of parents expect ‘professionals (B)’ category occupations, while another 10% of them expect to craft related occupations. It is important to note that 51% of parents do not have any particular occupational expectations for their children (see *Table 6.3.2.1*).

Table 6.3.2.1

Expectations for Livelihoods for the Selected Child (Parents)

	Categories	Frequency	Percentage	Valid Percentage
Expectations	Executive, Managerial & Administrative	1	1.4	2.9
	Professionals (A)	3	4.3	8.8
	Professionals (B)	8	11.4	23.5
	Technicians & Associate Professionals	1	1.4	2.9
	Clerks	3	4.3	8.8
	Travel, Restaurant & Sales Workers	1	1.4	2.9
	Security Services	2	2.9	5.9
	Agricultural & Fisheries	2	2.9	5.9
	Craft & Related	7	10.0	20.6
	Plant & Machine Operators	3	4.3	8.8
	Elementary Occupations	3	4.3	8.8
	No Expectations	36	51.4	
	Total	70	100.0	

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, more lower class parents expect their children to do 'professionals (B)' category occupations compared to lower middle (18%) 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	Agriculture/ Fisheries	Craft Related	Plant & Machine Operators	Elementary Occupations
All groups	2.9	8.8	23.5	2.9	8.8	2.9	5.9	5.9	20.6	8.8	8.8
Class											
Middle	8.3	-	16.7	-	25.0	-	-	-	16.7	16.7	16.7
Lower middle	-	27.3	18.2	9.1	-	9.1	-	-	18.2	9.1	9.1
Lower	-	-	36.4	-	-	-	18.2	18.2	27.3	-	-
Gender											
Male	10.0	10.0	10.0	-	10.0	-	10.0	-	20.0	20.0	10.0
Female	-	8.3	29.2	4.2	8.3	4.2	4.2	8.3	20.8	4.2	8.3

As for gender, more mothers (29.0%) expect their children to do 'professionals (B)' category jobs compared to their fathers (10.0%) (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 Parents' Aspirations Regarding the Preferred Sector of Employment when they were Young

Table 6.4.1.1

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

Categories	Frequency	Percent	Valid Percent
Government Sector	35	50.0	79.5
Unorganized Private Sector (Informal Sector)	1	1.4	2.3
Organized Private Sector (Sri Lankan)	5	7.1	11.4
Organized Private Sector (Foreign/Joint Venture)	3	4.3	6.8
Total	44	62.9	100.0
Not Applicable	26	37.1	
Total	70	100.0	

It is evident from *Table 6.4.1.1* that nearly 63% of parents had aspirations for a particular sector of employment, while 37% of parents did not indicate any such aspirations. Furthermore, when one looks at the parents with aspirations for the particular sector of employment, it is significant that the vast majority of parents (80%) aspired to government sector employment, and only 11% aspired to work in the locally organized private sector.

Table 6.4.1.2

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

Categories	Class			Total
	Middle	Lower Middle	Lower	
Government Sector	13 37.1% 86.7%	10 28.6% 83.3%	12 34.3% 70.6%	35 100.0% 79.5%
Unorganized Private Sector (Informal Sector)			1 100.0% 5.9%	1 100.0% 2.3%
Organized Private Sector (Sri Lankan)	1 20.0% 6.7%	2 40.0% 16.7%	2 40.0% 11.8%	5 100.0% 11.4%
Organized Private Sector (Foreign/Joint Venture)	1 33.3% 6.7%		2 66.7% 11.8%	3 100.0% 6.8%
Total	12 27.3% 100.0%	15 34.1% 100.0%	17 38.6% 100.0%	44 100.0% 100.0%

Class variations in the above regard are also significant. 87% of middle class parents had aspirations to work in the government sector, followed by 83% of parents from the lower middle class and 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.

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	17	24.3	48.6
Unorganized Private Sector (Informal Sector)	8	11.4	22.9
Organized Private Sector (Sri Lankan)	2	2.9	5.7
Organized Private Sector (Foreign/Joint Venture)	8	11.4	22.9
Total	35	50.0	100.0
Not Applicable	35	50.0	
Total	70	100.0	

When it comes to parents' expectations regarding the preferred sector of employment, the proportion of parents with no particular expectation for a preferred sector of employment reaches 50%, compared with 37% for those with no aspirations. When one looks at parents with expectations regarding the preferred sector of employment, 49% of them expect to work in the government sector, while 23% of parents expect to work in either the informal sector or 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 (58%) and lower middle class parents (50%) expected to work in the government sector when they were young compared to lower class parents (36%) (see *Table 6.4.2.2*). On the other hand, more lower class parents expected to work in the informal sector when they were young compared to lower middle (25%) and middle class parents (8%) (see *Table 6.4.2.2*). In other words, parents' own expectations have also been influenced by their class position.

As for gender, more mothers expected to work in the government sector (55%), while more fathers expected to work in the unorganised private sector (40%)(see *Table 6.4.2.2*).

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)
All groups	48.6	22.9	5.7	22.9
Class				
Middle	58.3	8.3	-	33.3
Lower middle	50.0	25.0	8.3	16.7
Lower	36.4	36.4	9.1	18.2
Gender				
Male	40.0	40.0	-	20.0
Female	55.0	10.0	10.0	25.0

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	33	78.6	91.7
Unorganized Private Sector (Informal Sector)	1	2.4	2.8
Organized Private Sector (Foreign/Joint Venture)	2	4.8	5.6
Total	36	85.7	100.0
No Aspirations	6	14.3	
Total	42	100.0	

Looking at the data on youth aspirations for the preferred sector of employment, it is evident that nearly 79% of youth aspired to government sector employment, while only 5% aspired to foreign organized private sector and 3% to employment in the informal sector. On the other hand, only 14% 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 92% of them aspire to work in the government sector.

Current activity status with regard to the above question is important to examine. All the schooling youth with an aspiration for a preferred sector of employment aspire to government sector occupations, compared to unemployed (92%) and employed youth (86%) (see *Table 6.4.3.2*).

There are no clear variations across age, gender and class divisions with regard to above question.

Table 6.4.3.2

What is the Sector in which you Prefer to be Employed? - by Activity Status (Aspirations) -Youth

Categories	General Activities			Total
	Still Schooling	Employed	Unemployed	
Government Sector	9 100.0%	12 85.7%	12 92.3%	33 91.7%
Unorganized Private Sector (Informal Sector)		1 7.1%		1 2.8%
Organized Private Sector (Foreign/Joint Venture)		1 7.1%	1 7.7%	2 5.6%
Total	9 100.0%	14 100.0%	13 100.0%	36 100.0%

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	25	59.5	71.4
Unorganized Private Sector (Informal Sector)	2	4.8	5.7
Organized Private Sector (Sri Lankan)	4	9.5	11.4
Organized Private Sector (Foreign/Joint Venture)	4	9.5	11.4
Total	35	83.3	100.0
No Expectations	7	16.7	
Total	42	100.0	

As regards youth expectations for the preferred sector of employment, it is evident that nearly 60% of them expect to work in the government sector, while another 10% expect to work in the organized private sector (local) or in foreign/joint ventures. Furthermore, youth with no expressed expectation regarding the preferred sector of employment constitute about 17%, a slightly higher percentage than that for aspirations.

When youth with expectations for a preferred sector of employment are taken together, it is significant that 71% of them expect to work in the public sector, an overwhelming preference for the sector concerned (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, 82% of youth from the middle class expect to work in the government sector, compared to lower (70%) and lower middle class youth (64%) (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)
All groups	71.4	5.7	11.4	11.4
Class				
Middle	81.8	9.1	9.1	-
Lower middle	64.3	7.1	7.1	21.4
Lower	70.0	-	20.0	10.0
Gender				
Male	57.9	10.5	10.5	21.1
Female	87.5	-	12.5	-
Current activity				
Still schooling	88.9	-	11.1	-
Employed	57.1	14.3	7.1	21.4
Unemployed	75.0	-	16.7	8.3

As for gender, 88% of females expect to work in the government sector, as against a smaller proportion of their male counterparts (58%) (see *Table 6.4.4.2*).

As for current activity status in relation to youth expectations regarding the preferred sector of employment, 89% of currently schooling youth expect to work in the government sector, compared to unemployed (75%) and employed youth (57%) (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 MADUGALLE VILLAGE SUMMARY

1. Village Background

Madugalle is a Sinhala Buddhist village located in the Central Province, about 180 km from Colombo.

The village comprises of a majority of *Govigama* (cultivators) caste members and a minority of *Nekathi* (dancing), *Padu* (weaving) and *Hena* (washing) caste members. The livelihood activities are predominantly based on vegetable cultivation. A few people are engaged in tobacco and rice cultivation. Furthermore, there are also a handful of families with at least one member occupying jobs in the government sector. Few others own rice mills and grocery shops.

2. Socio-economic Characteristics of the Sample Population

In relation to gender, there are more males in the sample population (52%) when compared to their female counterparts (48%).

It is important to note that nearly 47% 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 54% 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 post-primary education (41%). Nearly 17% of household members each have GCE O/L and A/L qualifications. However, there is only one member in the sample with a university degree.

Livelihood structure of the sample population is dominated by agriculture (47%). The rate of farming decreases with increasing educational attainment (95.2% passed Grade 1-5 and 54.4% passed Grade 6-10, whereas only 32% reached the O/L and 8% reached the A/L). There are also 20% of white-collar job holders, while 18% of members are engaged in skilled jobs.

It is noteworthy that 11% of household members are unemployed. Furthermore, unemployment among females (11%) is slightly higher, when compared to their male counterparts (13%).

Income of the sample population shows that there is a considerable gap between the lowest and the highest income categories, because 15% of them earn less than Rs. 2000, and 9% 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 educational attainment of parents and youth, it is significant that a majority of parents (47%) have post-primary level education, while nearly 16% of parents have O/L qualifications and only 4% have A/L qualifications. 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 42% respectively) compared to their parents.

When it comes to higher education, it is clear that two youths had obtained university degrees from state universities, while none of the parents in the sample had a university education.

3.2 Aspirations and Expectations for Education

3.2.1 Parents' aspirations and expectations for education

The majority of parents aspired to the O/L (33%), while another 32% to university education. Gender variations in relation to aspirations for education are noteworthy. A clear proportion of females aspired to university and A/L education, as against their male counterparts.

When it comes to parents' expectations for education as against aspirations, the proportion of parents who expect O/L (33% to 56%) qualifications has increased further, while expectations for A/L (21% to

13%) and university education (21% to 13%) have decreased. As for gender variations, a slightly higher proportion of females expect university and A/L education compared to their male counterparts. In other words, mothers had high expectations for education compared to fathers.

3.2.2 Youths' aspirations and expectations for education

It is significant that nearly 69% of the interviewed youth aspire to university education, while the rest aspire to O/L (15%) and A/L education (15%). In other words, the majority of youth have high aspirations for university education.

With regard to whether youth have sufficient means to realize their educational aspirations, a majority of youth stated that they do not have sufficient means to realize their educational aspirations, mainly due to economic reasons (62%), while 38% of youth stated that they have sufficient means to do so.

With reference to youth expectations for education, a majority of youth still expect university education (51%) even though the proportion is fairly low compared with youth aspirations (69%). Furthermore, expectations for O/L and A/L education have increased when compared to educational aspirations. As for gender, a higher proportion of females (56%) expect university education compared to their male counterparts (41%). It is worth mentioning, that a high percentage of schooling youth have expectations for university education (73%), as against unemployed (67%) and employed youth (8%).

4. Aspirations and Expectations for Professional Qualifications

4.1 Parents' Aspirations for Professional Qualifications

There were no high aspirations for professional qualification among parents when they were young because nearly 96% of them did not have any aspirations for professional qualification. Only 4% of parents had aspirations for professional education. Of those who had professional educational aspirations, a majority of them aspired to an Attorney-at-Law qualification. Nevertheless, when it came to expectations for a professional qualification, none of the parents had any expectations.

4.2 Youths' Aspirations and Expectations for Professional Qualifications

Nearly 36% of youth have aspirations for professional qualifications compared to their parents. A majority of them aspire to a MBBS qualification (67%).

With regard to whether youth have sufficient means to realize their professional aspirations, a majority of youth stated (71%) that they do not have sufficient means to realize their educational aspirations mainly due to economic (70%) reasons. On the other hand, 47% of youth stated that they have sufficient means to do so.

Most youth do not have any expectations for professional qualifications (93%), while only 7% of them have such expectations. Of youth with expectations for professional qualifications, the majority had expectations for a MBBS qualification.

5. Parents' and Youths' Aspirations for Vocational Qualifications

5.1 Parents' Aspirations and Expectations for Vocational Qualifications

It is evident that a clear proportion of parents had no vocational aspirations when they were young (67%). In relation to the type of qualification among only the youth with aspirations for vocational qualifications, 44% of them aspired to dressmaking/tailoring qualifications, while 22% to driving qualifications.

With regard to parents' expectations for vocational qualifications, 36% of parents had expectations for tailoring/dressmaking qualifications, while another 32% had expectations for driving qualifications.

5.2 Youths' Aspirations and Expectations for Vocational Qualifications

It is important to note that there are nearly 71% of youth with vocational aspirations, while only 29% of youth with no such aspirations. When one considers only the youth with aspirations for vocational qualifications, it is significant that the majority of youth aspire to computer related vocational qualifications (40%).

With regard to whether youth have sufficient means to realize their vocational aspirations, 60% of youth with vocational aspirations stated that they do not have sufficient means to realize their educational aspirations, mainly due to economic reasons, while 40% of youth stated that they have sufficient means to realize their vocational aspirations.

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

6.1 Parents' Aspirations and Expectations for Livelihoods

53% of parents with livelihood aspirations aspired to employment in the 'Professionals (B)' category, while another 12% in security services. As for gender, more females aspired to 'Professionals (B)' sector livelihoods (77%), when compared to their male counterparts (23%). When it comes to livelihood expectations nearly 20% of parents still expect 'Professionals (B)' occupations. On the other hand, another 28% of parents expect to work in the agriculture and fisheries sectors. As for gender, a clear proportion of females expect 'Professionals (B)' occupations, compared to their male counterparts.

6.2 Youths' Aspirations and Expectations for Livelihoods

Nearly 34% of youth aspire to 'Professionals (B)' category occupations, while another 20% to 'Professionals (A)' occupations. In other words, youth have high aspirations for livelihoods, compared to their parents. It is interesting to note that more males aspire to 'Professionals (A)' (30%) occupations, while more females aspire to jobs in the 'Professionals (B)' (40%) category.

With regard to whether youth have sufficient means to realize their livelihood aspirations, 50% of youth with livelihood aspirations stated that they do not have sufficient means to realize their

educational aspirations, mainly due economic reasons, while 47% of youth stated that they have sufficient means to realize their vocational aspirations.

When it comes to livelihood expectations, 23% of youth with livelihood expectations expect 'Professionals (B)' occupations, while 16% expect to work in the fields of travel, restaurants and sales. It is noteworthy that only a small proportion of youth interviewed, expect to work in the agriculture and fisheries sectors.

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 (80%). As regards expectation for the preferred sector of employment, nearly 49% of parents expect government sector employment even though the percentage is considerably lower when compared to aspirations.

7.2 Youths' Aspirations for a Preferred Sector of Employment

It is evident that a significant proportion of youth aspire to government sector employment (92%).

As regards youth expectations for the preferred sector of employment, a majority of youth still expect government sector employment (71%), while 11% of youth equally expect employment in the foreign/joint venture organized private sector and the locally organized private sector.

Annex

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