

Globalisation Qualifications and Livelihoods



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Youth Aspirations and Expectations in
Sri Lanka following Economic
Liberalisation

Location Study 2 Padeniya

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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 6, 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 Padeniya, a Sinhala Buddhist village in the North Western 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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Location Study 02 - Padeniya

1.0 Introduction

Padeniya, a Sinhala, Buddhist village in the North Western Province, is situated about 125 km from Colombo. It is in the Wariyapola Division of the Kurunegala District. The closest town connected by a decent paved road is the developing town of Wariyapola, not only to obtain the services of government administrative institutions, but also for other services, both public and private such as banks, hospitals etc. Villagers also go to Kurunegala (25 km from Padeniya) for commercial purposes.

The village comprises of a majority of *Govigama* (cultivators) caste members and a minority of *Hena* (Washing) and *Berava* (Drummers) caste members¹. The livelihood activities are predominantly based on rice cultivation on small plots of land, which range from 0.25 acres to about 1 acre. There are also a small number of coconut estate owners who own more than 6 acres of land. There are a handful of families with at least one member occupying jobs such as clerks and teachers in the government sector. A few others own hardware, textile or 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	91	49.2	49.2
Female	94	50.8	50.8
Total	185	100.0	100.0

As *Table 2.1* shows, there are more females (51%) in the household sample population, when compared to their male counterparts who constitute 49%. This is also the pattern in the relevant AGA division, perhaps indicating a higher level of rural-urban migration among families.

¹ Govi is the highest caste in the Sinhalese system. They also constitute the majority of the Sinhala population, other caste groups in many villages constituting minorities. In some parts of the country, lower caste groups comprise the vast majority. Like Padeniya, many villages have people belonging to several casts.

2.2 Age

Table 2.2 Age Distribution of the Sample Household Population

Categories	Frequency	Percent	Valid Percent
0-5	5	2.7	2.7
6-10	5	2.7	2.7
11-15	15	8.1	8.1
16-20	38	20.5	20.5
21-25	30	16.2	16.2
26-30	9	4.9	4.9
31-35	5	2.7	2.7
36-40	4	2.2	2.2
41-45	21	11.4	11.4
46-50	18	9.7	9.7
51>	35	18.9	18.9
Total	185	100.0	100.0

Table 2.2 shows that nearly 42% of the household population belong to youth in the age category of 16-30, while only 13% are under 15 years or less.

Marital Status of the Sample Household Population

Table 2.3 Marital Status

Categories	Frequency	Percent	Valid Percent
Never married	96	51.9	51.9
Married	75	40.5	40.5
Widowed	10	5.4	5.4
Divorced	1	0.5	0.5
Separated	3	1.6	1.6
Total	185	100.0	100.0

Marital status of the sample population in *Table 2.3* shows that the majority (52%) of the household members are unmarried, while only 41% are married.

Educational Attainment

Table 2.4 Distribution of Household Education

Categories	Frequency	Percent	Valid Percent
Passed grade 1-5	20	10.8	14.9
Passed grade 6-10 (post-primary)	44	23.8	32.8
O/L	35	18.9	26.1
A/L	27	14.6	20.1
No schooling literate	4	2.2	3.0
Passed GAQ	2	1.1	1.5
Degree	2	1.1	1.5
Total	134	72.4	100.0
Under Age 5	5	2.7	
Still schooling	46	24.9	
Total	185	100.0	

It is evident from *Table 2.4* that the majority (33%) of household members have completed their post primary education, whilst nearly 26% of members have completed their GCE Ordinary Level (O/L), and another 20% have also completed their GCE Advanced Level (A/L). Only 3% have obtained literacy without having a formal school education. It is noteworthy that only 2% of the respondents have university degrees.

Main Occupation

Table 2.5.1 Occupation

Categories	Frequency	Percent	Valid Percent
White Collar Jobs	26	14.1	26.5
Skilled jobs	13	7.0	13.3
Farming	15	8.1	15.3
Unemployed	20	10.8	20.4
Business	12	6.5	12.2
Housemaid	1	0.5	1.0
A Labourer/ Coolie Worker*	6	3.2	6.1
Foreign Employment (Housemaid)	1	0.5	1.0
Self-employment	4	2.2	4.1
Total	98	53.0	100.0
Student	46	24.9	
Housewife	32	17.3	
Unable to work & under age 5	9	4.9	
Total	185	100.0	

* Coolie Worker means menial worker

As regards the occupational structure, it is evident that 15% (see *Table 2.5*) of household members earn an income from agriculture, mainly by rice cultivation.

However, the rate of farming decreases with increasing educational attainment (19% passed grades 1-5 and 29% passed grades 6-10, whereas only 7% reached O/L and 9% reached A/L (see *Table 2.6*).

Table 2.6 Occupation by gender, age, education and income

Groups	White-Collar Jobs	Skilled Jobs	Farming	Unemployed	Business	Housemaid	Casual Workers	Foreign Employment	Self-employment
All groups	26.5	13.3	15.3	20.4	12.2	1.0	6.1	1.0	4.1
Gender									
Male	24.2	14.5	21.0	14.5	14.5	1.6	6.5	-	3.2
Female	30.6	11.1	5.6	30.6	8.3	-	5.6	2.8	5.6
Age									
6-10	50.0	-	-	50.0	-	-	-	-	-
16-20	21.4	21.4	-	50.0	-	-	7.1	-	-
21-25	26.1	17.4	4.3	39.1	4.3	-	-	-	8.7
26-30	37.5	12.5	-	12.5	37.5	-	-	-	-
31-35	80.0	-	-	20.0	-	-	-	-	-
36-40	-	50.0	-	-	-	-	25.0	-	25.0
41-45	25.0	-	12.5	-	25.0	12.5	25.0	-	-
46-50	38.5	15.4	30.8	-	7.7	-	-	-	7.7
51 >	9.5	4.8	42.9	4.8	23.8	-	9.5	4.8	-
Education									
Grade 1-5	25.0	6.3	18.8	12.5	25.0	-	6.3	-	6.3
Grade 6-10	7.1	14.3	28.6	14.3	17.9	-	14.3	3.6	-
O/L	25.9	22.2	7.4	25.9	7.4	3.6	-	-	7.4
AL	50.0	9.1	9.1	22.7	4.5	-	-	-	4.5
No schooling	-	-	-	50.0	-	-	50.0	-	-
GAQ	50.0	-	-	50.0	-	-	-	-	-
Degree	100.0	-	-	-	-	-	-	-	-
Income (Rs)									
1-1999	16.7	-	50.0	-	16.7	-	16.7	-	-
2000-4999	22.2	27.8	16.7	-	11.1	5.6	11.1	-	5.6
5000-7999	42.9	21.4	14.3	-	14.3	-	-	-	7.1
8000-9999	33.3	16.7	16.7	-	16.7	-	-	16.7	-
10000 >	60.0	-	30.0	-	10.0	-	-	-	-

In relation to gender, more males work as farmers compared to their female counterparts (see *Table 2.5.2*).

As for age, it is clear that farming is more popular among the older age groups than the young ones.

The unemployment rate of household members in Padeniya, is another important area to examine. As is evident, 20% of household members are unemployed, while 80% 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 (23% unemployment among those who have passed A/L, 26% among those who passed O/Ls, whereas among those who have an education between grade 6 to 10, unemployment rate is 14%.

As for age, the unemployment rate is highest in the age cohort of 16-20 years (nearly 50%) and gradually decreases with increasing age (39% among 21-25 age cohort and only 12% among 26-30 age cohort respectively) (see *Table 2.5.2*).

With regard to gender, the unemployment rate is higher among females (31%), when compared with their male counterparts (15%) (see *Table 2.5.2*). This appears to be a major change over the last two decades.

It is important to note that 12% of the household members are involved in small, medium and large-scale business.

Income

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

Categories	Frequency	Percent	Valid Percent
1-1999	6	3.2	10.7
2000-4999	18	9.7	32.1
5000-7999	15	8.1	26.8
8000-9999	7	3.8	12.5
10,000 >	10	5.4	17.9
Total	56	30.3	100.0
N/A or not earning income	129	69.7	
Total	185	100.0	

Table 2.6 shows that the majority (32%) earn a monthly income of Rs. 2000-4999, while another 27% 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 11% earn less than Rs. 2000, and 18% of household members report a monthly income of over Rs. 10,000.

3.0 Education

Educational Attainment of Parents and Youth

Table 3.1.1 Educational Status (Parents)

Categories	Frequency	Percent	Valid Percent
Primary	15	21.1	21.1
Post-primary	40	56.3	56.3
O/L	2	2.8	2.8
A/L	14	19.7	19.7
Total	71	100.0	100.0

Table 3.1.2 Educational Status (Youth)

Categories	Frequency	Percent	Valid Percent
Primary	5	12.2	13.9
Post-primary	18	43.9	50.0
O/L	4	9.8	11.1
A/L	9	22.0	25.0
Total	36	87.8	100.0
Still schooling	5	12.2	
Total	41	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 (57%) of parents have post primary level education, while 21% of parents only have primary education, and another 20% have gone up to A/L. On the other hand, educational attainment among youth is slightly higher. For instance, 22% of youth had reached A/L, when compared to 20% of their parents. On the other hand, 10% of youth had reached O/L compared to only 3% of parents. It is noteworthy, therefore, that 56% of parents had post-primary education, compared with 44% of youth (see *Table 3.1.2*).

3.2 Higher Education

University Education: Parents and Youth

Table 3.2.1.1 University Education among Sampled Parents

Categories	Frequency	Percent	Valid Percent
University of Peradeniya	1	1.4	1.4
No higher education	70	98.6	98.6
Total	71	100.0	100.0

Table 3.2.1.2 University Education among Youth

Categories	Frequency	Percent	Valid Percent
University of Colombo	1	2.4	25.0
University of Kelaniya	1	2.4	25.0
University of Jayawardenepura	2	4.9	50.0
Total	4	9.8	100.0
Not applicable/Not relevant	37	90.2	
Total	41	100.0	

Only one parent in the sample had a university education, while four youths have gone to university securing local degrees in the Sinhala and English medium, from three State Universities leading to BA, B.Sc and B.Com qualifications. (see *Tables 3.2.1 & 3.2.2*).

Use of Tuition

Table 3.3.1 Parents who Attended Tuition Classes During their Schooling Period

Categories	Frequency	Percent	Valid Percent
Yes	6	8.5	8.5
No	65	91.5	91.5
Total	71	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 exam, O/L and A/L is now a common practice among school children. It is also evident from *Table 3.3.1* that nearly 92% of parents who had school education had not attended tuition classes during their schooling. On the other hand, 78% of youth who had finished schooling had

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

Table 3.3.2 Youth who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	18	43.9	78.3
No	5	12.2	21.7
Total	23	56.1	100.0
Still schooling	18	43.9	
Total	41	100.0	

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 such subjects as English, Science and Maths. On the other hand, those who were preparing for the A/L examination have taken private tuition for Arts, Commerce and Science 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	40	56.3	56.3
No	31	43.7	43.7
Total	71	100.0	100.0

To the question, “did you leave school prematurely (at least before sitting for the O/L)”, 56% of parents answered affirmatively, while only 44% answered negatively (see *Table 3.4.1.1*).

The responses varied according to age and gender. For instance, the highest rate of dropouts (70%) is reported from the age group of 41-45 years, and the least from the age group 46-50 (see *Table 3.4.1.2*).

With regard to gender, school dropouts were higher among males (65%), when compared to their female counterparts (50%) (see *Table 3.4.1.2*).

Table 3.4.1.2 Parents who Left School Prematurely - by Age and Gender

Groups	Yes	No
All groups	56.3	43.7
Age groups		
Not disclosed	50.0	50.0
34-40	66.7	33.3
41-45	70.0	30.0
46-50	37.5	62.5
51-55	60.0	40.0
56-60	-	100.0
61-65	50.0	50.0
65 and above	100.0	-
Gender		
Male	64.5	35.5
Female	50.0	50.0

Table 3.4.1.3 If Yes, Reasons for Leaving School (Parents)

Categories	Frequency	Percent	Valid Percent
Economic difficulty	25	35.2	69.4
Parents did not want me to continue	3	4.2	8.3
I did not want to continue	5	7.0	13.9
Further education - To go to Pirivena Education	1	1.4	2.8
Look after the home	2	2.8	5.6
Total	36	50.7	100.0
Not applicable	35	49.3	
Total	71	100.0	

Pirivena Education – Buddhist Temple School

It is also important to examine the reasons given by parents for leaving school prematurely. *Table 3.4.1.3* shows that 69.4% of parents left school prematurely due to 'economic difficulties', while another 14% stated that they 'did not want', and only 8% said that 'parents did not want me to continue'.

Variations in relation to gender in the above regard are also significant. For instance, a clear majority of males (77%) had left school due to economic reasons, compared to their female counterparts (63%) (see *Table 3.4.1.4*).

Table 3.4.1.6 Reason for Leaving School - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Economic difficulty	13 76.5%	12 63.2%	25 69.4%
Parents did not want me to continue		3 15.8%	3 8.3%
I did not want	3 17.6%	2 10.5%	5 13.9%
Further education - To go to Pirivena education	1 5.9%		1 2.8%
Look after a home		2 10.5%	2 5.6%
Total	17 100.0%	19 100.0%	36 100.0%

3.4.2 School Dropouts among Youth and Reasons

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

Categories	Frequency	Percent	Valid Percent
Yes	8	19.5	19.5
No	33	80.5	80.5
Total	41	100.0	100.0

The school dropout rate among youth is not as high when compared to their parents because nearly 81% youth have not dropped out from school before sitting for their O/L, and only 19% had left school prematurely, due to different reasons (see *Table 3.4.2.1*).

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

Categories	Frequency	Percent	Valid Percent
Economic difficulties	6	14.6	75.0
I did not want to continue	1	2.4	12.5
Failure	1	2.4	12.5
Total	8	19.5	100.0
Not applicable	33	80.5	
Total	41	100.0	

With regard to the reasons for leaving school prematurely, 75% of youth had left school early due to economic reasons, others due to lack of interest and failure (see *Table 3.4.2.2*).

3.5 Aspirations and Expectations for Education

3.5.1 Parents' Aspirations for Education

Table 3.5.1.1 Parents' Aspirations for Education when they were Young

Categories	Frequency	Percent	Valid Percent
Literacy only	3	4.2	4.8
Primary	2	2.8	3.2
O/L	24	33.8	38.1
A/L	11	15.5	17.5
University	22	31.0	34.9
Other	1	1.4	1.6
Total	63	88.7	100.0
No aspiration	8	11.3	
Total	71	100.0	

Table 3.5.1.1 shows that 34% of parents aspired to O/L followed by another 31% to university education and 16% to A/L. On the other hand, 11% of parents had no aspiration for education. However, when we exclude parents who had no aspiration from the analysis, and consider parents with aspiration for education, it is clear that 38% of parents aspired to O/L while another 35% to university education and only 18% to A/L education.

Gender variations with regard to aspirations for education are notable. More females aspired to A/L (22%) and university education (40.5%) than their male counterparts. On the other hand, a clear proportion of males aspired to O/L (50%) when compared to females (30%) (see Table 3.5.1.2).

Table 3.5.1.2 What was your Aspiration Regarding Education, when you were a Youth? - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Literacy only	2 7.7%	1 2.7%	3 4.8%
Primary		2 5.4%	2 3.2%
O/L	13 50.0%	11 29.7%	24 38.1%
A/L	3 11.5%	8 21.6%	11 17.5%

University	7 26.9%	15 40.5%	22 34.9%
Prarambha Exam (Grade 9)	1 3.8%		1 1.6%
Total	26 100.0%	37 100.0%	63 100.0%

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	5	7.0	8.6
O/L	26	36.6	44.8
A/L	18	25.4	31.0
University	7	9.9	12.1
Other	2	2.8	3.4
Total	58	81.7	100.0
No expectation	13	18.3	
Total	71	100.0	

In relation to parents' expectations for education, it is evident from *Table 3.5.2.1* that 37% of parents expected an O/L education and another 25% an A/L education. On the other hand, 10% of parents had expectations for university education. Also one can see a slight increase in parents with no expectation for education (18%). However, by excluding 'no expectation' for education from the analysis, it is clear that 45% of parents had expectation for O/L, whilst another 31% had expectation for A/L education. Furthermore, 12% of parents had expectations for university education.

Gender variations with respect to expectations for education are noteworthy. For example, the proportion of females who had expectations for A/L (40%) and university education is slightly higher (26%) when compared to their male counterparts. On the other hand, a higher number of males had more expectations for O/L education (52%) when compared to their female counterparts (40%) (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 8.7%	3 8.6%	5 8.6%
O/L	12 52.2%	14 40.0%	26 44.8%
A/L	6 26.1%	12 34.3%	18 31.0%
University	2 8.7%	5 14.3%	7 12.1%
Prarambha exam (Grade 9)	1 4.3%		1 1.7%
Up to Grade 8		1 2.9%	1 1.7%
Total	23 100.0%	35 100.0%	58 100.0%

There is no relationship with age.

3.6 Youth Aspirations and Expectations for Education

3.6.1 Youth Aspirations for Education

Table 3.6.1.1 Youths' Aspirations for Education

Categories	Frequency	Percent	Valid Percent
O/L	3	7.3	7.3
A/L	8	19.5	19.5
University	30	73.2	73.2
Total	41	100.0	100.0

It is evident from Table 3.6.1.1, that 73% of youth aspire to university education, while 7% of youth aspire to O/L and 20% to A/L education.

When we look at the data disaggregated by class, age, gender and current activity status, some interesting patterns emerge. For example, aspiration for university education gradually decreases with increasing age (age 15-19 : 80% and age 25-29 : 63%) (see *Table 3.6.1.2*).

Table 3.6.1.2 Aspirations Regarding Education - by Age, Gender and Current Activity Status (Youth)

Groups	O/L	A/L	University
All groups	7.3	19.5	73.2
Age			
15-19	-	20.0	80.0
20-24	15.4	15.4	69.2
25-29	12.5	25.0	62.5
Gender			
Male	14.3	19.0	66.7
Female	-	20.0	80.0
Current activity			
Still schooling	-	16.7	83.3
Employed	14.3	21.4	64.3
Unemployed	11.1	22.2	66.7

Gender variations with respect to aspiration for education are important. The proportion of females who aspire to university education is higher (80%), when compared to males (67%) (see *Table 3.6.1.2*).

As for current activity status, 83% of schooling youth aspire to university education, when compared to employed (64%) and unemployed youth (67%) (see *Table 3.6.1.2*).

3.6.2 Whether Youth have Sufficient Means to Realize their Educational Aspirations

Table 3.6.2.1 Do You have Sufficient Means to Realize your Educational Aspirations? (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	23	56.1	56.1
No	18	43.9	43.9
Total	41	100.0	100.0

To the question “do you have sufficient means to realize your educational aspirations?”, 56% of youth respondents answered in the affirmative, while 44% of youth respondents said that they do not have sufficient means to realize their educational aspirations (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 (85%), when compared to the 25-29 (50%) and 15-19 (15%) age cohorts (see *Table 3.6.2.2*).

Table 3.6.2.2 Sufficient Means to Realize Educational/education Aspirations - by Age, Gender and Current Activity Status (Youth)

Groups	Yes	No
All groups	56.1	43.9
Age		
15-19	85.0	15.0
20-24	15.4	84.6
25-29	50.0	50.0
Gender		
Male	42.9	57.1
Female	70.0	30.0
Current activity		
Still schooling	83.3	16.7
Employed	28.6	71.4
Unemployed	44.4	55.6

In relation to gender, more males (57%) have no means to realize their educational aspirations when compared to their female counterparts (30%) (see *Table 3.6.2.2*).

Variations with respect to current activity status are important. 71% of employed youth stated that they do not have sufficient means to realize their educational aspirations when compared to unemployed (56%) and still schooling youth (17%) (see *Table 3.6.2.2*).

Insufficient Means to Realize Educational Aspirations of Youth

To the question, “if you do not have sufficient means to realize your educational aspirations why it is so?,” nearly 78% stated that it was due to economic reasons, while 17% attributed it to social reasons and another 6% to aptitude (see *Table 3.6.3.1*).

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

Categories	Frequency	Percent	Valid Percent
Economic	14	34.1	77.8
Social	3	7.3	16.7
Aptitude	1	2.4	5.6
Total	18	43.9	100.0
Not applicable	23	56.1	
Total	41	100.0	

Age, gender, class and current activity status variations are important to note. Nearly 83% of females stated that they cannot achieve their educational aspirations due to economic reasons compared to their male counterparts (75%) (see *Table 3.6.3.2*).

Table 3.6.3.2 If No, What are they - by Gender and Class (Youth)

Groups	Economic	Social	Aptitude
All groups	77.8	16.7	5.6
Gender			
Male	75.0	16.7	8.3
Female	83.3	16.7	-
Class			
Middle	50.0	50.0	-
Lower Middle	66.7	-	33.3
Lower	90.9	9.1	-

Class² variations with regard to the above question are also important to note. 91% of lower class youth cannot achieve their educational aspirations due to economic reasons, followed by 67% from the lower middle class and only 50% from the middle class. (see *Table 3.6.3.3*).

3.6.4 Expectations for Education

When youth were asked about their expectation for education, a majority of them (44%) mentioned university education, even though the level is lower compared to aspiration for education (73%) (see *Table 3.6.1.1*). On the other hand, expectations for A/L (37%) and O/L (20%) have increased when compared with educational aspirations.

Table 3.6.4.1 Youths' Expectations for Education

Categories	Frequency	Percent	Valid Percent
O/L	8	19.5	19.5
A/L	15	36.6	36.6
University	18	43.9	43.9
Total	41	100.0	100.0

Variations with regard to class, gender, age and current activity status are significant. More lower middle class (58%) and middle class (50%) youth have expectation for university education, compared to the lower class youth (32%). On the other hand, 47% of lower class youth have expectation for A/L education (see *Table 3.6.4.2*).

Gender variations with regard to expectation for education is also significant. 65% of females have expectations for university education, when compared to their male counterparts (24%). On the other hand, 48% of males reported expectations for A/L education compared with only 25% among females (see *Table 3.6.4.2*).

² Middle class – monthly income of Rs 12,000 or more, coconut land owners, shop owners (hardware, grocery and textile)
 Lower middle – Rs 5000-12,000 per month, Teachers, clerks, machine operators
 Lower class – Rs 5000 or less per month, Helpers in Garment factories and daily paid labourers

As for current activity status, it is understandable that a high percentage of schooling youth (61%) have expectations for university education compared to unemployed (33%) and employed youth (29%) (see *Table 3.6.4.2*).

Table 3.6.4.2 Expectations for Education, as a Youth - by Age, Class, Gender and Current Activity Status (Youth)

Groups	O/L	A/L	University
All groups	19.5	36.6	43.9
Age			
15-19	5.0	35.0	60.0
20-24	30.8	46.2	23.1
25-29	37.5	25.0	37.5
Class			
Middle	30.0	20.0	50.0
Lower Middle	8.3	33.3	58.3
Lower	21.1	47.4	31.6
Gender			
Male	28.6	47.6	23.8
Female	10.0	25.0	65.0
Current activity			
Still schooling	-	38.9	61.1
Employed	35.7	35.7	28.6
Unemployed	33.3	33.3	33.3

In relation to age, expectations for O/L rises with increasing age. On the other hand, 60% of youth who belong to the age category 15-19 have expectations for university education, compared to other age groups (20-24 : 23% and 25-29 : 38%) (see *Table 3.6.4.2*).

3.7 Parents' Aspirations and Expectations for Education of the Youth Selected for the Interview

3.7.1 Parents' Aspirations Regarding Education of the Selected Child

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

As shown in *Table 3.7.1.1*, 78% of parents aspire to university education for the selected child, while only 7% aspire to A/L education. On the other hand, 13% of parents do not have any educational aspiration for the selected child. If we consider parents with aspirations for education of the selected child, it is clear that 89% of parents aspire to university education for their selected child, while only 8% aspire to A/L education.

Table 3.7.1.1 Parents' Aspirations Regarding Education of the Selected Child

Categories	Frequency	Percent	Valid Percent
O/L	2	2.8	3.2
A/L	5	7.0	8.1
University	55	77.5	88.7
Total	62	87.3	100.0
No aspiration	9	12.7	
Total	71	100.0	

Parent's gender, class and age differences in relation to the above question are also significant. All middle class parents' aspire to university education, followed by 92% of lower middle class and 80% of lower class, for their child who was interviewed. On the other hand, 16% of lower class parents aspired 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	3.2	8.1	88.7
Class			
Middle	-	-	100.0
Lower Middle	4.2	4.2	91.7
Lower	4.0	16.0	80.0
Gender			
Male	-	4.2	95.8
Female	5.3	10.5	84.2

As for gender, 96% of fathers aspire to university education for their child selected for the interview, when compared to the mothers (84%) (see *Table 3.7.1.2*).

There are no age differences in relation to the above question.

Parents' Expectations for Education of the Selected Child

Table 3.7.2.1 Parents' Expectations Regarding their Child's Education

Categories	Frequency	Percent	Valid Percent
O/L	1	1.4	1.9
A/L	16	22.5	30.2
University	34	47.9	64.2
Other	2	2.8	3.8
Total	53	74.6	100.0
No expectation/Not applicable	18	25.4	
Total	71	100.0	

To the question "what are parents' expectations of education for the selected child?" it was found that 48% of the parents have expectations for university education even though the rate is lower compared to their aspiration for education. 23% have expectations for A/L education for the selected child. On the other hand, 25% of the sample of parents has no expectation. Nevertheless, when we look into the real expectation of parents for education by excluding parents with 'no expectation' for education for their selected child, from the analysis, it is clear that 64% of parents expect a university education, while only 30% a A/L education (see *Table 3.7.2.1*).

Gender and class variations in the above regard are noteworthy. For instance, nearly 77% of lower middle class parents have expectations for a university education for their child who was interviewed, compared to middle (62%) and lower class (57%) parents. On the other hand, more lower class parents have expectations for A/L education for their child selected for the interview, (44%) compared to middle (15%) and lower middle class parents (24%) (see *Table 3.7.2.2*).

In relation to gender, it is clear that more fathers (71%) have expectations for university education for their child selected for the interview compared to mothers (59%). While more mothers (38%) have expectation for A/L for their selected child, compared to fathers (19%) (see *Table 3.7.2.2*).

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

Groups	O/L	A/L	University	Other
All groups	1.9	30.2	64.2	3.8
Class				
Middle	7.7	15.4	61.5	15.4
Lower Middle	-	23.5	76.5	-

Lower	-	43.5	56.5	-
Gender				
Male	-	19.0	71.4	9.5
Female	3.1	37.5	59.4	-

3.8 Value Attached to Education Before and After Economic Liberalization

3.8.1 Value Attached to Education before Economic Liberalization

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

Categories	Frequency	Percent	Valid Percent
Very high	53	74.6	74.6
High	13	18.3	18.3
Low	3	4.2	4.2
No idea	2	2.8	2.8
Total	71	100.0	100.0

In reply to the question, “what was the value attached to education when parents were youth?” 75% of parents stated ‘very high’ while another 18% said that there was a ‘high’ value for education. Therefore, it is clear that nearly 93% of parents had either a ‘very high’ or ‘high’ value for education when they were youth. On the other hand, only 4% of parents stated that they had a ‘low’ value for education (see *Table 3.8.1*). There is no relationship with age, gender and class in relation to the above question.

3.8.2 Value Attached to Education After Economic Liberalization

When one asked the same question in relation to the present situation, nearly 69% of parents stated that there is either a ‘very high’ (39%) or ‘high’ (30%) value attached to education, whereas only 28% stated that there is a ‘low’ value. Therefore, it is clear from the above data, that the present value attached to education has decreased, compared to the period before economic liberalization (see *Table 3.8.2.1*).

Table 3.8.2.1 Value Attached to Educational at present (Parents)

Categories	Frequency	Percent	Valid Percent
Very high	28	39.4	39.4
High	21	29.6	29.6
Low	20	28.2	28.2
Do not know	2	2.8	2.8
Total	71	100.0	100.0

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

Class variations in relation to the above question are important to note. For instance, 82% of lower class parents at present, perceived either a 'very high' or 'high' value attached to educational qualifications at present, compared to middle (67%) and lower middle (55%) class parents (see *Table 3.8.2.2*).

Table 3.8.2.2 What is the Value Attached to Educational Qualifications at present - by Class? (Parents)

Categories	Class			Total
	Middle	Lower Middle	Lower	
Very high	5 33.3%	11 40.7%	12 41.4%	28 39.4%
High	5 33.3%	4 14.8%	12 41.4%	21 29.6%
Low	5 33.3%	12 44.4%	3 10.3%	20 28.2%
Do not know			2 6.9%	2 2.8%
Total	15 100.0%	27 100.0%	29 100.0%	71 100.0%

There is no relationship between age and gender 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	35	49.3	49.3
No	7	9.9	9.9
Do not know	29	40.8	40.8
Total	71	100.0	
02. If yes, foreign qualifications higher in prestige			

Yes	31	43.7	88.6
No	4	5.6	11.4
Not applicable	36	50.7	
Total	71	100.0	
03. Local qualifications higher in prestige			
Yes	5	7.0	14.3
No	30	42.30	85.7
Not applicable	36	50.7	
Total	71	100.0	
04. Foreign qualifications greater in employment value			
Yes	33	46.5	94.3
No	2	2.8	5.7
NOT applicable	36	50.7	
Total	71	100.0	
05. Local qualifications greater in employment value			
Yes	3	4.2	8.6
No	32	45.1	91.4
NOT applicable	36	50.7	
Total	71	100.0	

Value differences of parents in regard to foreign and local qualifications in their youth, are shown in *Table 3.9.1*. It is evident that nearly 49% of parents perceived that there was a value difference between local and foreign educational qualifications in their youth. Nearly 41% of parents, however, do not know whether there was a value difference.

If there were value differences between foreign and local educational qualifications, it is important to examine the reasons for such a perception. As is evident from *Table 3.9.1*, they attach a higher prestige (89%) as well as higher employment value (94%) to foreign qualifications in comparison with local educational qualifications (14% and 9%).

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

Table 3.9.2 Parents' Value Differences between Local and Foreign Educational Qualifications at Present

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign Educational qualifications?			
Yes	49	69.0	69.0

No	12	16.9	16.9
Do not know	10	14.1	14.1
Total	71	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	41	57.7	83.7
No	8	11.3	16.3
Not applicable	22	31.0	
Total	71	100.0	
03. Local qualifications higher in prestige			
Yes	8	11.3	16.3
No	41	57.7	83.7
Not applicable	22	31.0	
Total	71	100.0	
04. Foreign qualifications greater in employment value			
Yes	41	57.7	83.7
No	8	11.3	16.3
Not applicable	22	31.0	
Total	71	100.0	
05. Local qualifications greater in employment value			
Yes	8	11.3	16.3
No	41	57.7	83.7
Not applicable	22	31.0	
Total	71	100.0	

With regard to current value differences between foreign and local qualifications, 69% of parents perceive a significant difference, while 17% did not perceive such a difference. On the other hand, 14% of parents do not know whether there is a value difference between local and foreign educational qualifications.

If there is a value difference it is necessary to see as to why it is so. *Table 3.9.2.1* shows that high prestige (84%) and greater employment value (84%) of foreign qualifications are the reasons for the value difference 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
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01. Is there a difference in value between local and foreign educational qualifications?			
Yes	35	85.4	85.4
No	5	12.2	12.2
Do not know	1	2.4	2.4
Total	41	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	27	65.9	77.1
No	8	19.5	22.9
Not applicable	6	14.6	
Total	41	100.0	
03. Local qualifications higher in prestige			
Yes	8	19.5	22.9
No	27	65.9	77.1
Not applicable	6	14.6	
Total	41	100.0	
04. Foreign qualifications greater in employment value			
Yes	30	73.2	85.7
No	5	12.2	14.3
Not applicable	6	14.6	
Total	41	100.0	
05. Local qualifications greater in employment value			
Yes	5	12.2	14.3
No	30	73.2	85.7
Not applicable	6	14.6	
Total	41	100.0	

85% of youth perceive a difference between local and foreign educational qualifications, while only 12% do not perceive a difference. It is clear from *Table 3.9.3.1* that 77% of youth think that foreign educational qualifications have higher prestige as well as a greater employment value (86%), compared to local educational qualifications (23% and 14%).

4.0 Professional Education

4.1 Current Status of Professional Education of Parents and Youth

It is important to note that only one parent interviewed had a professional educational qualification, while two youth had obtained a Chartered Accountancy national qualification in the Sinhala medium, and another youth had obtained an international qualification in Chartered Management in the English medium.

4.2 Aspiration and Expectations for Professional Qualifications

4.2.1 Parents' Aspirations for Professional Qualifications

Table 4.2.1 Parents' aspirations for professional qualifications when they were youth

Categories	Frequency	Percent	Valid Percent
Ayurvedic	1	1.4	20.0
Nursing	1	1.4	20.0
MBBS	3	4.2	60.0
Total	5	7.0	100.0
Not applicable/No aspirations	66	93.0	
Total	71	100.0	

It is clear from *Table 4.2.1*, that nearly 93% of parents did not have any aspiration for professional education when they were youth, while only 7% of parents had professional educational aspirations. Of those who had any aspiration for professional education (excluding the 93% of parents with no professional educational aspirations), three had aspired to an MBBS (Bachelor of Medicine and Bachelor of Science) qualification, while one parent aspired to a nursing qualification and another to become an Ayurvedic doctor.

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

4.3 Parents' Expectations for Professional Qualifications

As regards the expectation of parents for professional qualifications in their youth, it is significant that only two parents had an expectation for the Ayurvedic and nursing fields.

Table 4.3 Parents' Expectations for Professional Qualifications in their Youth

Categories	Frequency	Percent	Valid Percent
Ayurvedic	1	1.4	50.0
Nursing	1	1.4	50.0
Total	2	2.8	100.0
Not applicable/No expectation	69	97.2	
Total	71	100.0	

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
Business Management	4	9.8	23.5
Attorney-at-Law	1	2.4	5.9
A.A.T	2	4.9	11.8
Nursing	1	2.4	5.9
MBBS	4	9.8	23.5
Engineering	5	12.2	29.4
Total	17	41.5	100.0
No aspiration	24	58.5	
Total	41	100.0	

With regard to youth aspirations for professional qualifications, a majority of youth (nearly 12%) aspire to engineering qualifications, while another 10% equally aspire to Business Management and MBBS qualifications. On the other hand, it is important to note that about 59% of youth are without any professional aspirations. Furthermore, if we exclude youth with no professional aspiration from the analysis and look at youth with such aspirations, it is clear that 29% of youth aspire to Engineering qualifications while another 24% aspire equally to the MBBS and Business Management qualifications (see *Table 4.4.1.1*).

When we look at gender, class, age and current activity status, with regard to youth aspirations for professional qualifications, some interesting patterns emerge. For instance, 63% of lower class youth aspire to engineering qualifications. On the other hand, a majority of middle class youth (40%) with aspirations for professional qualifications aspire to Business Management, while a majority of lower middle class youth aspire to the MBBS qualification (50%) (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	Business Management	Attorney-at-Law	AAT	Nursing	MBBS	Engineering
All groups	23.5	5.9	11.8	5.9	23.5	29.4
Class						
Middle	40.0	20.0	40.0	-	-	-
Lower Middle	25.0	-	-	25.0	50.0	-

Lower	12.5	-	-	-	25.0	62.5
Age						
15-19	33.3	-	-	-	44.4	22.2
20-24	-	16.7	16.7	16.7	-	50.0
25-29	50.0	-	50.0	-	-	-
Gender						
Male	50.0	-	-	-	-	50.0
Female	9.1	9.1	18.2	9.1	36.4	18.2
Current activity						
Still schooling	37.5	-	-	-	37.5	25.0
Employed	20.0	-	20.0	20.0	-	40.0
Unemployed	-	25.0	25.0	-	25.0	25.0

As for age, more youth who are in the age category of 15 –19 (44%) aspire to the MBBS, while 50% of youth in the age cohort of 20-24 aspire to engineering qualifications. On the other hand, 50% of youth who belong to the age category of 25-29 equally aspire to Business Management and AAT Qualifications (see *Table 4.4.1.2*).

In relation to gender, more males aspire to both engineering and business management qualifications compared to their female counterparts (18% and 9% respectively) (see *Table 4.4.1.2*).

It is worth mentioning that 38% of currently schooling youth with aspirations for professional qualifications equally aspired to the MBBS and Business Management qualifications. On the other hand, more employed youth (40%) aspired to an engineering qualification (see *Table 4.4.1.2*).

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

Table 4.4.2.1 Do you have Sufficient Means to Realize your Professional Aspirations? (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	8	19.5	47.1
No	9	22.0	52.9
Total	17	41.5	100.0
Not applicable/No aspirations	24	58.5	
Total	41	100.0	

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

Class variations with regard to the above question are noteworthy. Understandably, 63% of lower class youth stated that they could not realize their professional aspirations, compared to lower middle (25%) and middle class (60%) youth (see *Table 4.4.2.2*).

Table 4.4.2.2 Sufficient means to realize your Professional qualifications aspirations by class and gender (Youth)

Groups	Yes	No
All groups	47.1	52.9
Class		
Middle	40.0	60.0
Lower Middle	75.0	25.0
Lower	37.5	62.5
Gender		
Male	33.3	66.7
Female	54.5	45.5
Current Activity		
Schooling	87.5	12.5
Employed	-	100.0
Unemployed	25.0	75.0

In terms of gender, more males (67%) stated that they could not realize their professional educational aspirations compared to their female counterparts (46%) (see *Table 4.4.2.2*).

With regard to current activity status in relation to the above question, all the employed youth stated that they cannot realize their aspirations compared to unemployed (75%) and schooling youth (13%) (see *Table 4.4.2.2*).

4.4.3 What do Youth Lack?

Table 4.4.3 If no, the Reasons for Insufficiency (Youth)

Categories	Frequency	Percent	Valid Percent
Economic	4	9.8	44.4
Aptitude	4	9.8	44.4
Other	1	2.4	11.1
Total	9	22.0	100.0
Not applicable	32	78.0	
Total	41	100.0	

In reply to the question as to 'why is it that youth cannot realize their professional educational aspirations?' 44% of youth equally stated that it is due to economic and aptitude reasons while the rest stated that it is due to other reasons.

As for gender, a slightly higher proportion of males (50%) stated that as a result of economic reasons they could not realize their aspirations for professional education compared to their female (40%) counterparts. On the other hand, more females (60%) could not realize their professional educational aspirations due to aptitude (see *Table 4.4.3.2*).

Table 4.4.3.2 If No, What are they - by Gender (Youth)

Categories	Gender		Total
	Male	Female	
Economic	2 50.0%	2 40.0%	4 44.4%
Aptitude	1 25.0%	3 60.0%	4 44.4%
No time	1 25.0%		1 11.1%
Total	4 100.0%	5 100.0%	9 100.0%

4.5 Youths' Expectations for Professional Qualifications

Table 4.5.1 Youths' Expectations for Professional Qualifications

Categories	Frequency	Percent	Valid Percent
MBBS	4	9.8	80.0
B.Sc.	1	2.4	20.0
Total	5	12.2	100.0
No expectation	36	87.8	
Total	41	100.0	

We discussed aspirations of youth for professional education as well as obstacles that they are faced with to realize them in the above sections. Therefore, as to the question of expectation for professional qualifications, it is understandable that the proportion of youth with no expectation for professional qualifications has increased up to 88% compared to no aspiration for professional educational qualifications (59%) owing to the reasons discussed earlier. On the other hand, expectation for MBBS qualifications has not decreased, compared to aspiration for professional education (10%) (see *Table 4.5.1*).

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 Qualifications of the Youth Selected for the Interview

4.6.1 Parents' Aspirations for Professional Qualifications of the Selected Youth

Table 4.6.1.1 Parents' Aspirations for Professional Qualifications of the Selected Child

Categories	Frequency	Percent	Valid Percent
MBBS	12	16.9	60.0
Accountancy	3	4.2	15.0
Management (Bank)	1	1.4	5.0
Attorney-at-Law	1	1.4	5.0
Engineering	2	2.8	10.0
Teaching	1	1.4	5.0
Total	20	28.2	100.0
Not applicable/No aspirations	51	71.8	
Total	71	100.0	

As far as parents' aspiration for professional education of the selected child is concerned, 17% of parents aspired to a MBBS professional qualification, whereas only 4% aspired to an accountancy qualification, while 72% of parents had no professional educational aspiration for the selected child. If we consider parents with professional aspirations for the selected child, it is clear that 60% of parents aspired to the MBBS professional qualification for their selected child, while only 15% aspired to accountancy and another 5% to Management qualifications (see *Table 4.6.1.1*).

When we look at the disaggregated data by gender and class, some interesting patterns emerge. For instance, more lower class parents (67%) with aspirations for professional education for the selected child aspired to a MBBS qualification, compared to 63% 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	Management (Bank)	Attorney-at-Law	Engineering	Teaching
All groups	60.0	15.0	5.0	5.0	10.0	5.0
Class						
Middle	50.0	33.3	-	16.7	-	-
Lower Middle	62.5	12.5	12.5	-	12.5	-
Lower	66.7	-	-	-	-	16.7

Gender						
Male	66.7	16.7	16.7	-	-	-
Female	57.1	14.3	-	7.1	14.3	7.1

As for gender, 67% of fathers with aspirations for professional education for the selected child aspired to a MBBS professional educational qualification, compared with mothers (57%) (see *Table 4.6.1.2*).

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

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

With regard to parents' expectation for professional qualification of the selected child, nearly 87% of parents do not have any professional/educational aspirations. Only 4% aspire to a MBBS qualification, while another 3% aspire to accountancy qualifications (see *Table 4.7.1*).

Table 4.7.1 Parents' Expectations for Professional Qualifications of the Selected Child

Categories	Frequency	Percent	Valid Percent
Computer	1	1.4	11.1
Management	1	1.4	11.1
MBBS	3	4.2	33.3
Accountancy	2	2.8	22.2
Attorney-at-Law	1	1.4	11.1
Engineering	1	1.4	11.1
Total	9	12.7	100.0
Not applicable/No expectation	62	87.3	
Total	71	100.0	

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).

To the question as to whether there was a 'difference in value between local and foreign professional qualifications when they were youth', 44% of parents stated 'yes' while 16% stated 'no'. On the other hand, nearly 41% of parents did not know whether there was any difference in value between foreign and local professional qualifications when they were young (see *Table 4.8.1*).

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

As regards the reasons for the value differences between local and foreign professional qualifications when they were youth, all parents with perception of value difference between local and foreign professional qualifications stated that in their youth foreign professional qualifications were higher in prestige, had a greater employment value and carried more social influence, compared to local professional qualifications (see *Table 4.8.1*).

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

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	31	43.7	43.7
No	11	15.5	15.5
Do not know	29	40.8	40.8
Total	71	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	31	43.7	100.0
Not applicable	40	56.3	
Total	71	100.0	
03. Local qualifications higher in prestige			
No	31	43.7	100.0
Not applicable	40	56.3	
Total	71	100.0	
04. Foreign qualifications greater in employment value			
Yes	31	43.7	100.0
Not applicable	40	56.3	
Total	71	100.0	
05. Local qualifications greater in employment value			
No	31	43.7	100.0
Not applicable	40	56.3	
Total	71	100.0	
06. Foreign professional qualifications have more influence (Social)			
Yes	31	43.7	100.0

Not applicable	40	56.3	
Total	71	100.0	
07. Local professional qualifications have more influence (Social)			
No	31	43.7	100.0
Not applicable	40	56.3	
Total	71	100.0	

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	43	60.6	60.6
No	15	21.1	21.1
Do not know	13	18.3	18.3
Total	71	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	40	56.3	93.0
No	3	4.2	7.0
Not applicable	28	39.4	
Total	71	100.0	
03. Local qualifications higher in prestige			
Yes	2	2.8	4.7
No	41	57.7	95.3
Not applicable	28	39.4	
Total	71	100.0	
04. Foreign qualifications greater in employment value			
Yes	5	7.0	88.4
No	38	53.5	11.6
Not applicable	28	39.4	
Total	71	100.0	
05. Local qualifications greater in employment value			
Yes	35	49.3	18.6
No	8	11.3	81.4
Not applicable	28	39.4	
Total	71	100.0	
06. Foreign professional qualifications have more influence (Social)			

Yes	42	59.2	97.7
No	1	1.4	2.3
Not applicable	28	39.4	
Total	71	100.0	
07. Local professional qualifications have more influence (Social)			
Yes	5	7.0	11.6
No	38	53.5	88.4
Not applicable	28	39.4	
Total	71	100.0	

With regard to parents' perception of current value differences between foreign and local professional qualifications, 61% of parents perceived a difference between foreign and local professional qualifications, while only 21% did not perceive a difference. On the other hand, 18% 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 Parents' Value Differences between Local and Foreign Professional Qualifications at Present – by Gender and Class

Groups	Yes	No	Do not know
All groups	60.6	21.1	18.3
Class			
Middle	73.3	20.0	6.7
Lower Middle	55.6	29.6	14.8
Lower	58.6	13.8	27.6
Gender			
Male	48.4	35.5	16.1
Female	70.0	10.0	20.0

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 (70%) perceived a difference between local and foreign professional qualifications, when compared to their male counterparts (48%).

With regard to class, 73% of middle class parents perceived a difference between local and foreign qualifications compared to lower middle (56%) and lower class parents (59%). There are no age variations in relation to the above question.

With regard to reasons behind parents' value differences between local and foreign professional qualifications, more parents mentioned that foreign qualifications are higher in prestige (93%), have

greater employment value (89%) and are socially more influential (98%), when compared to 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 Youths' Perceptions of Value Differences

between Local and Foreign Professional Qualifications

Table 4.9.1.1 Value Differences between Local and Foreign Professional Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign Professional qualifications?			
Yes	35	85.4	85.4
No	5	12.2	12.2
Do not know	1	2.4	2.4
Total	41	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	33	80.5	94.3
No	2	4.9	5.7
Not applicable	6	14.6	
Total	41	100.0	
03. Local qualifications higher in prestige			
Yes	2	4.9	5.7
No	33	80.5	94.3
Not applicable	6	14.6	
Total	41	100.0	
04. Foreign qualifications greater in employment value			
Yes	7	17.1	80.0
No	28	68.3	20.0
Not applicable	6	14.6	
Total	41	100.0	
05. Local qualifications greater in employment value			
Yes	28	68.3	20.0
No	7	17.1	80.0
Not applicable	6	14.6	
Total	41	100.0	
06. Foreign professional qualifications have more influence (Social)			
Yes	33	80.5	94.3
No	2	4.9	5.7
Not applicable	6	14.6	

Total	41	100.0	
07. Local professional qualifications have more influence (Social)			
Yes	2	4.9	5.7
No	33	80.5	94.3
Not applicable	6	14.6	
Total	41	100.0	

To the question “is there a difference in value between local and foreign professional qualifications,” 85% of youth perceived a difference, while 12% did not perceive a difference. On the other hand, only 2% of youth did not know whether there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

Current activity status variations corresponding to the above question are also significant. 94% of schooling youth perceived a difference between local and foreign professional qualifications, compared to unemployed (89%) and employed youth (71%) (see *Table 4.9.1.2*).

Table 4.9.1.2 Is there a Difference in Value Between Local and Foreign Professional Qualifications? - by Activity Status (Youth)

Categories	General Activities			Total
	Schooling	Employed	Unemployed	
Yes	17 94.4%	10 71.4%	8 88.9%	35 85.4%
No	1 5.6%	4 28.6%		5 12.2%
Do not know			1 11.1%	1 2.4%
Total	18 100.0%	14 100.0%	9 100.0%	41 100.0%

There are no age, gender and class differences in the responses to the above question.

As to the question “is there a difference between local and foreign professional qualifications, if so, why is it so?,” a clear majority of youth have stated that foreign qualifications are higher in prestige (94%), greater in employment value (80%) and are more socially influential (94%), compared to local qualifications, and that these are the reasons for the difference in value 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

With regard to the above question, nearly 89% of parents perceived that there was either a 'very high' (73%) or 'high' (16%) value attached to professional qualifications when they were youth, whereas only 6% of parents perceived a 'low' value and another 6% who did not know whether there was a value attached to professional qualifications when they were young (see *Table 4.10*).

Table 4.10 What was the Value Attached to Professional Qualifications, in your Youth? (Parents)

Categories	Frequency	Percent	Valid Percent
Very high	52	73.2	73.2
High	11	15.5	15.5
Low	4	5.6	5.6
Do not know	4	5.6	5.6
Total	71	100.0	100.0

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	38	53.5	53.5
High	20	28.2	28.2
Low	10	14.1	14.1
Do not know	3	4.2	4.2
Total	71	100.0	100.0

With regard to parents' perceptions concerning the value attached to professional qualifications at present, 82% of parents perceived that there is either a 'very high' (54%) or 'high' (28%) value attached to professional qualifications, compared to only 14% of parents who saw a 'low' value attached to professional qualifications, and another 4% of parents who 'do not know' (see *Table 4.11*).

5 Vocational Education

5.1 Parents' Vocational Education

With regard to the above question, 62% of parents have had no vocational education, while only 38% report any vocational education (see *Table 5.1.1*).

Gender differences in relation to the above question are noteworthy. For instance, more fathers (48%) had vocational education when compared to mothers (30%) (see *Table 5.1.2*)

Table 5.1.1 Vocational Qualifications (Parents)

Categories	Frequency	Percentage	Valid Percentage
01. Did you have any Vocational qualifications?			
Yes	27	38.0	38.0
No	44	62.0	62.0
Total	71	100.0	
02. If yes, how did you obtain?			
Informally	20	28.2	74.1
Formally	7	9.9	25.9
Not applicable	44	62.0	
Total	71	100.0	
03. If informally, what were the main channels?			
On-the-job	8	11.3	40.0
Self-learning	6	8.5	30.0
Family centred	6	8.5	30.0
Not applicable	51	71.8	
Total	71	100.0	
04. Course Title			
Primary Teaching	1	1.4	14.3
Engineering Technician	1	1.4	14.3
Business Management	1	1.4	14.3
Bank Management	1	1.4	14.3
Business Studies	1	1.4	14.3
Fabric Weaving	1	1.4	14.3
Short hand & Typing	1	1.4	14.3
Not applicable	64	90.1	
Total	71	100.0	
05. Sector			
Government	2	2.8	28.6
Private	3	4.2	42.9
NGOs	1	1.4	14.3
Semi-government	1	1.4	14.3
Not applicable	64	90.1	
Total	71	100.0	

Table 5.1.2

Did you have any Vocational Education? - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Yes	15 48.4%	12 30.0%	27 38.0%
No	16 51.6%	28 70.0%	44 62.0%
Total	31 100.0%	40 100.0%	71 100.0%

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

5.1.1 How Parents obtained Vocational Education

As to the question of 'how have parents have obtained vocational education?', among those with any kind of vocational education, 74% of parents obtained vocational skills informally, while 26% obtained vocational education formally (see Table 5.1.1).

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 5.1.1 that among those with informally acquired vocational skills, the majority of parents had learned those skills by doing a job (40%), self-learning (30%), while 30% of them learned it from the family.

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 typing, weaving, motor mechanics etc. Many parents have acquired their vocational skills from public as well as private sources (see Table 5.1.1).

5.2 Youths' Vocational Education

Table 5.2.1 Vocational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	13	31.7	31.7
No	28	68.3	68.3
Total	41	100.0	
02. If yes, how did you obtain?			
Informally	6	14.6	46.2
Formally	7	17.1	53.8
Not applicable	28	68.3	
Total	41	100.0	
03. If informally, what were the main channels?			
On-the-job	3	7.3	50.0
Self-learning	2	4.9	33.3
Family centred	1	2.4	16.7

Not applicable	35	85.4	
Total	41	100.0	
04. Course Title			
Computer	4	9.8	57.1
Printing	1	2.4	14.3
Electrical Wiring	1	2.4	14.3
Juki Machine Training	1	2.4	14.3
Not applicable	34	82.9	
Total	41	100.0	

It is noteworthy that a majority of youth interviewed (68.3%) do not have any vocational education, while only 32% report having any vocational education (see *Table 5.2.1*).

Class variations with regard to the above question are important. For example, 42% of lower class youth have vocational education, compared to lower middle (17%) and middle class youth (30%) (see *Table 5.2.2*).

Table 5.2.2 Do you have any Vocational Education? - by Class and Current Activity Status (Youth)

Groups	Yes	No
All groups	31.7	68.3
Class		
Middle	30.0	70.0
Lower Middle	16.7	83.3
Lower	42.1	57.9
Current activity		
Still schooling	5.6	94.4
Employed	50.0	50.0
Un-employed	55.6	44.4

As for current activity status, 56% of unemployed youth have vocational education compared to employed (50%) and still schooling youth (6%) (see *Table 5.2.2*).

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

5.2.1 How Youth Obtained Vocational Education

Among those who have had any vocational skill, 54% of youth had acquired vocational education formally, while only 46.2% obtained these skills informally (see *Table 5.2.1*). It appears that youth have more access to training than their parents.

5.2.2 Main Informal Channels for Obtaining Vocational Skills

Youth who have acquired vocational skills informally did so mainly by doing a job (50%), while 33% obtained it through self-learning and another 17% through the family (see *Table 5.2.1*).

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 (57%) while an equal percentage (14.3%) of youth acquired printing, electrical wiring and Juki machine training qualifications (see *Table 5.2.1*).

Class variations with regard to youth who followed formal vocational courses are noteworthy. All middle class youth obtained computer related qualifications, compared to lower middle and lower class youth, while lower class youth have acquired electrical and Juki machine qualifications.

As for gender, more females acquired computer related qualifications, compared to their male counterparts.

Table 5.2.3 Vocational Education by Sector

Categories	Sector		Total
	Government	Private	
Yes	2 28.6% 100.0%	5 71.4% 100.0%	7 100.0% 100.0%
Total	2 28.6% 100.0%	5 71.4% 100.0%	6 100.0% 100.0%

With regard to the sector of the qualification, 71% of youth acquired qualifications from private institutions, while another 29% from the government sector.

5.3 Aspirations and Expectations of Parents and Youth for Vocational Qualifications

5.3.1 Parents' Aspirations for Vocational Qualifications

Table 5.3.1 Parents' Aspirations for Vocational Education when they were Young

Categories	Frequency	Percent	Valid Percent
English Training	1	1.4	4.2
Driving License	2	2.8	8.3
Coir Work	1	1.4	4.2
Carpentry Course	1	1.4	4.2
Engineering Technical Course	1	1.4	4.2
Tailoring Course	11	15.5	45.8
Agriculture Course	2	2.8	8.3

Shorthand & Typing	3	4.2	12.5
Batik Course	2	2.8	8.3
Total	24	33.8	100.0
No aspiration	47	66.2	
Total	71	100.0	

It is evident from Table 5.3.1, that a majority of parents (66%) did not have any aspiration for vocational education when they were youth, whereas only 34% had aspiration for vocational education. Moreover, with regard to the type of qualification, 16% of parents aspired to tailoring, 3% for driving and 4% to shorthand and typing qualifications. However, when we look only at the parents with vocational educational aspiration, it is clear that 46% of parents aspired to a tailoring qualification, 8% to driving and another 13% to shorthand typing qualifications.

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	2	2.8	9.5
Coir	1	1.4	4.8
Carpentry Course	1	1.4	4.8
Engineering Technician Course	1	1.4	4.8
Tailoring/Dressmaking Course	10	14.1	47.6
Shorthand and Typing	2	2.8	9.5
Flower Plantation	1	1.4	4.8
Batik Course	2	2.8	9.5
Dancing	1	1.4	4.8
Total	21	29.6	100.0
No expectations	50	70.4	
Total	71	100.0	

With regard to parents' expectations for vocational qualifications, 70% of parents had no expectation for vocational qualifications, while only 30% had any expectation for such qualifications. With regard to the expected area of vocational qualification, 14% expected to obtain training in tailoring, 3% in driving and 3% in shorthand typing. Furthermore, when considering parents with expectations for vocational

qualifications when they were youth, it is evident that 48% of parents expected to have a tailoring qualifications, while another 10% each a driving or shorthand typing qualification (see *Table 5.3.2.1*).

Gender variations with regard to expectation for vocational qualifications are noteworthy. 63% of mothers expected to obtain tailoring (dressmaking) related qualifications, compared to their male counterparts (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	2 40.0%		2 9.5%
Training for Fibre Industry	1 20.0%		1 4.8%
Carpentry Course	1 20.0%		1 4.8%
Engineering Technical Course	1 20.0%		1 4.8%
Tailoring Course (Weaving)		10 62.5%	10 47.6%
Diploma in Business Studies		1 6.3%	1 4.8%
Shorthand and Typing		2 12.5%	2 9.5%
Flower Plantation		1 6.3%	1 4.8%
Batik Industry Course		1 6.3%	1 4.8%
Dancing		1 6.3%	1 4.8%
Total	5 100.0%	16 100.0%	21 100.0%

5.3.3 Youths' Aspirations for Vocational Qualifications

Table 5.3.3.1 Youths' Aspirations for Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Computer Course	14	34.1	56.0
Motor Mechanic Course	2	4.9	8.0
Shorthand & Typing Course	2	4.9	8.0
Technical Course	1	2.4	4.0
Welding Course	1	2.4	4.0
Carpentry Course	2	4.9	8.0
Driving Licence	2	4.9	8.0
Masonry Works	1	2.4	4.0
Total	25	61.0	100.0
No aspiration	16	39.0	
Total	41	100.0	

A majority of youth aspired to computer related qualifications (34%), while 5% each to driving, motor mechanic qualifications, carpentry and shorthand and typing qualifications. On the other hand, 39% of youth had no aspirations for vocational qualifications. If we consider youth only with vocational qualification aspirations, by excluding youth without vocational qualification aspiration from the analysis, it is clear that 56% of youth aspired to a computer related qualification on the one hand, and 8% each to driving, motor mechanic, carpentry and shorthand and typing 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 middle class youth aspired to computer related vocational qualifications (75%), compared to lower (50%) and middle class (40%) youth. On the other hand, more middle class youth aspired to motor mechanic qualifications (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 mechanic	Shorthand & typing	Technical	Welding	Carpentry	Driving	Masonry
All groups	56.0	8.0	8.0	4.0	4.0	8.0	8.0	4.0
Class								
Middle	40.0	40.0	20.0	-	-	-	-	-
Lower Middle	75.0	-	-	-	12.5	12.5	-	-
Lower	50.0	-	8.3	8.3	-	8.3	16.7	8.3
Gender								
Male	33.3	8.3	-	8.3	8.3	16.7	16.7	8.3
Female	76.9	7.7	15.4	-	-	-	-	-
Current activity								
Still schooling	84.6	-	-	-	-	-	15.4	-
Employed	16.7	-	-	16.7	16.7	33.3	-	16.7
Unemployed	33.3	33.3	33.3	-	-	-	-	-

In relation to gender, 77% of females aspired to computer related qualifications compared to their male counterparts (33%) (see *Table 5.3.3.2*).

As for current activity status, 84% of currently schooling youth aspired to computer related qualifications compared to employed (17%) and unemployed youth (33%) (see *Table 5.3.3.2*).

5.3.4 Sufficient Means to Realize Vocational Aspirations of Youth

Table 5.3.4.1 Do you have Sufficient Means to Realize your Vocational Aspirations? (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	20	48.8	80.0
No	5	12.2	20.0
Total	25	61.0	100.0
No aspiration	16	39.0	
Total	41	100.0	

As to the question whether “you have sufficient means to realize your vocational qualifications?”, 80% of youth with vocational educational aspirations stated ‘yes’, whereas only 20% reported not having sufficient means to realize their aspirations (see *Table 5.3.4.1*).

33% of lower class youth stated that they do not have sufficient means to realize their vocational aspirations, compared to lower middle class (13%) and middle class youth (see *Table 5.3.4.2*).

Table 5.3.4.2 Sufficient Means to Realize your Vocational Qualifications Aspirations - by Class and Current Activity Status (Youth)

Groups	Yes	No
All groups	80.0	20.0
Class		
Middle	100.0	-
Lower Middle	87.5	12.5
Lower	66.7	33.3
Current activity		
Still schooling	76.9	23.1
Employed	66.7	33.3
Unemployed	100.0	-

With regard to the current activity status relating to the above question, 33% of employed and 23% of schooling youth reported not having sufficient means to realize their vocational aspirations (see *Table 5.3.4.2*).

5.3.5 What do they Lack?

Table 5.3.5 If No, the Reasons for Insufficiency (Youth)

Categories	Frequency	Percent	Valid Percent
Economic	5	12.2	100.0
Not applicable	36	87.8	
Total	41	100.0	

When asked why youth cannot realize their vocational aspirations, all the youth stated that it was due to economic hardships (see *Table 5.3.5.1*).

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

5.3.6 Youths' Expectations for Vocational Qualifications

Table 5.3.6.1 Youths' Expectations Regarding Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Tailoring	1	2.4	4.5
Bridal Designing	1	2.4	4.5
Computer Course	12	29.3	54.5
Motor Mechanic Course	1	2.4	4.5
Shorthand & Typing Course	1	2.4	4.5
Hand Craft	1	2.4	4.5
Welding Course	1	2.4	4.5
Carpentry Course	1	2.4	4.5
Masonry Course	1	2.4	4.5
Electronic Course	1	2.4	4.5
Driving Licence	1	2.4	4.5
Total	22	53.7	100.0
No expectations	19	46.3	
Total	41	100.0	

As regards 'youth expectations for vocational qualifications,' one cannot see a major gap, in comparison to youth vocational aspirations. Moreover, 29% of the youth expect computer related qualifications, while 2.4% each expect qualifications in motor mechanism, shorthand and typing, bridal designing, tailoring etc.

On the other hand, the proportion of youth with 'no expectation' for vocational education is much higher (46%), compared to those with no aspirations for vocational education (39%) (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 (55%) have expectations for computer related vocational qualifications (see *Table 5.3.6.1*).

Class, gender and current activity status are important factors that influence expectation for vocational qualifications. More lower middle class (71%), and lower class youth (60%) have expectations for computer related qualifications, compared to middle class youth (20%) (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 Mechanic	Shorthand & Typing	Hand Craft	Welding	Carpentry	Masonry	Electric Wiring	Driving
All groups	4.5	4.5	54.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Class											
Middle	20.0	20.0	20.0	20.0	20.0	-	-	-	-	-	-
Lower Middle	-	-	71.4	-	-	14.3	14.3	-	-	-	-
Lower	-	-	60.0	-	-	-	-	10.0	10.0	10.0	10.0
Gender											
Male	-	-	30.0	10.0	-	10.0	10.0	10.0	10.0	10.0	10.0
Female	8.3	8.3	75.0	-	8.3	-	-	-	-	-	-
Current activity											
Still schooling	8.3	-	75.0	-	-	-	-	8.3	-	-	8.3
Employed	-	-	25.0	-	-	-	25.0	-	25.0	25.0	-
Unemployed	-	16.7	33.3	16.7	16.7	16.7	-	-	-	-	-

As for gender, 75% of females have expectations for computer related qualifications, compared to their male counterparts (30%) (see *Table 5.3.6.2*).

With regard to current activity status, the expectation for vocational qualifications, shows that 75% of schooling youth have expectations for computer related vocational qualifications, when compared to unemployed youth (33%) and employed youth (25%) (see *Table 5.3.6.2*)

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

5.4.1 Parents' Aspirations for 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
Computer	11	15.5	36.7
Teachers' training collage	1	1.4	3.3
Motor Mechanic	5	7.0	16.7
Typing	2	2.8	6.7
Motivate for cultivate training programmes	2	2.8	6.7
Handcraft (Timber)	1	1.4	3.3
Carpentry Course	2	2.8	6.7
Training for Masonry	1	1.4	3.3
Technical Course	3	4.2	10.0
Tailoring Course	2	2.8	6.7
Total	30	42.3	100.0
Not applicable/No aspiration	41	57.7	
Total	71	100.0	

It is evident from *Table 5.4.1.1*, that 58% 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 aspiration for vocational education for their children, a majority of them (16%) aspired to computer related qualifications, while 7% to motor mechanics and another 4.2% to technical qualifications. If one considers the parents only with aspirations for vocational education for the child interviewed, it is clear that 37% of parents aspired to computer related qualifications for their child who was interviewed.

With regard to class variations with respect to parents' aspirations for vocational education for their children, 54% of lower middle class parents aspired to computer qualifications, as against 31% of lower class parents. On the other hand, 25% of middle class parents equally aspired to motor mechanism and short hand typing 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	Computer	Teaching	Motor mechanic	Shorthand & Typing	Cultivation	Handcraft	Carpentry	Masonry	Technical	Tailoring
All groups	36.7	3.3	16.7	6.7	6.7	3.3	6.7	3.3	10.0	6.7
Class										
Middle	-	25.0	25.0	25.0	-	-	-	-	-	25.0
Lower Middle	53.8	-	15.4	7.7	15.4	7.7	-	-	-	-
Lower	30.8	-	15.4	-	-	-	15.4	7.7	23.1	7.7
Gender										
Male	-	9.1	18.2	-	18.2	9.1	18.2	9.1	18.2	-
Female	57.9	-	15.8	10.5	-	-	-	-	5.3	10.5

As for gender, more mothers (58%) aspired to computer related qualifications for their child, in comparison to the fathers (see Table 5.4.1.2).

5.4.2 Parents' Expectations Regarding Vocational Qualifications

for the Child Selected for the Interview

Table 5.4.2.1 Expectations Regarding the Child's Vocational Qualifications (Parents)

Categories	Frequency	Percent	Valid Percent
Computer	12	16.9	42.9
Teachers' Training Collage	2	2.8	7.1
Technical Course	5	7.0	17.9
Shorthand & Typing Course	2	2.8	7.1
Electric Wiring Course	1	1.4	3.6
Driving Licence	1	1.4	3.6
Tailoring Course	5	7.0	17.9
Total	28	39.4	100.0
Not applicable/No expectations	43	60.6	
Total	71	100.0	

With regard to the above question, 61% of parents do not have any vocational educational expectation for their child interviewed. In relation to parents with any expectation for vocational educational qualifications for the child, 17% have expectation for computer related qualifications, while 7% each for technical and tailoring qualifications (see Table 5.4.2.1).

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

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

Table 5.5.1.1 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	25	35.2	35.2
No	13	18.3	18.3
Do not know	33	46.5	46.5
Total	71	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	25	35.2	100.0
Not applicable	46	64.8	
Total	71	100.0	
03. Local qualifications provided better skills			
No	25	35.2	100.0
Not applicable	46	64.8	
Total	71	100.0	
04. Foreign qualifications greater in employment value			
Yes	24	33.8	96.0
No	1	1.4	4.0
Not applicable	46	64.8	
Total	71	100.0	
05. Local qualifications greater in employment value			
Yes	1	1.4	4.0
No	24	33.8	96.0
Not applicable	46	64.8	
Total	71	100.0	
06. Foreign Vocational qualifications more recognition			
Yes	25	35.2	100.0
Not applicable	46	64.8	
Total	71	100.0	
07. Local professional qualifications more recognition			
No	25	35.2	100.0
Not applicable	46	64.8	
Total	71	100.0	

In reply to the question “was there a value difference between local and foreign vocational qualifications?”, 35% of parents stated that they perceived a value difference, while 18% stated there was ‘no difference’ between local and foreign vocational qualifications. On the other hand, most parents (47%) ‘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, approximately 35% 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 the parents who only perceived a value difference between local and foreign vocational qualifications when they were youth, percentages for those who stated that foreign qualifications provide better skills, greater employment value, and more recognition, increased up to 96% compared to local vocational qualifications (see *Table 5.5.1*).

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

As regards parents' perception of value differences between foreign and local vocational qualifications at present, it is clear that a majority of parents (49%) perceived a difference, while only 28% did not perceive such a difference. On the other hand, 23% 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, more parents stated that foreign vocational qualifications provide better skills (86%), have greater employment value (83%) and more recognition (86%) in comparison to local vocational qualifications.

Table 5.5.2.1 Parents' value differences between local and foreign vocational qualifications (Now)

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign vocational qualifications?			
Yes	35	49.3	49.3
No	20	28.2	28.2
Do not know	16	22.5	22.5
Total	71	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	30	42.3	85.7
No	5	7.0	14.3
Not applicable	36	50.7	
Total	71	100.0	
03. Local qualifications provided better skills			
Yes	5	7.0	14.3
No	30	42.3	85.7
Not applicable	36	50.7	
Total	71	100.0	

04. Foreign qualifications greater in employment value			
Yes	29	40.8	82.9
No	6	8.5	17.1
Not applicable	36	50.7	
Total	71	100.0	
05. Local qualifications greater in employment value			
Yes	6	8.5	17.1
No	29	40.8	82.9
Not applicable	36	50.7	
Total	71	100.0	
06. Foreign vocational qualifications have more recognition			
Yes	30	42.3	85.7
No	5	7.0	14.3
Not applicable	36	50.7	
Total	71	100.0	
07. Local vocational qualifications have more recognition			
Yes	5	7.0	14.3
No	30	42.3	85.7
Not applicable	36	50.7	
Total	71	100.0	

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	35	85.4	85.4
No	6	14.6	14.6
Total	41	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	31	75.6	88.6
No	4	9.8	11.4
Not applicable	6	14.6	
Total	41	100.0	
03. Local qualifications higher in prestige			
Yes	4	9.8	11.4
No	31	75.6	88.6

Not applicable	6	14.6	
Total	41	100.0	
04. Foreign qualifications greater in employment value			
Yes	32	78.0	91.4
No	3	7.3	8.6
Not applicable	6	14.6	
Total	41	100.0	
05. Local qualifications greater in employment value			
Yes	3	7.3	8.6
No	32	78.0	91.4
Not applicable	6	14.6	
Total	41	100.0	
06. Foreign Vocational qualifications have more recognition			
Yes	31	9.8	88.6
No	4	75.6	11.4
Not applicable	6	14.6	
Total	41	100.0	
07. Local vocational qualifications have more recognition			
Yes	4	9.8	11.4
No	31	75.6	88.6
Not applicable	6	14.6	
Total	41	100.0	

In reply to the question “is there a value difference between local and foreign vocational qualifications?”, 85% of youth stated ‘yes’ while only 15% stated ‘no’ (see *Table 5.5.3*).

When one looks at the perceived reasons for the value differences, a majority of the youth stated that this is due to foreign qualifications having a higher level of prestige (89%), greater employment value (91%) and more recognition (89%), compared to local vocational qualifications (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 Attach to Vocational Qualifications (Past)

Categories	Frequency	Percent	Valid Percent
Very high	22	31.0	31.0
High	25	35.2	35.2
Low	13	18.3	18.3
Do not know	11	15.5	15.5
Total	71	100.0	100.0

As regards parents' perceptions of value attached to vocational qualifications prior to economic liberalization, it is significant that 66% of parents' perceived either a 'very high' (31%) or a 'high' (35%) value associated with vocational qualifications, while 18% perceived a 'low' value (see Table 5.6.1). On the other hand, 16% of parents 'do not know' about the value attached to vocational qualifications prior to economic liberalization.

5.6.2 Parents' Perceptions of Value Attached to Vocational Qualifications

After Economic Liberalization

Table 5.6.2 Value Parents Attach to Vocational Qualifications (Present)

Categories	Frequency	Percent	Valid Percent
Very high	19	26.8	26.8
High	35	49.3	49.3
Low	9	12.7	12.7
Do not know	8	11.3	11.3
Total	71	100.0	100.0

In relation to the period after economic liberalization, one can see a slight increase in the proportion of parents (76%) who perceived either a 'very high' (27%) or a 'high' (49%) value attached to vocational qualifications (see Table 5.6.2). On the other hand, only 13% perceived a 'low' value attached to vocational qualifications in general, during the post economic liberalization period, while 11% belong to the 'do not know' category (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 Livelihood (Parents)

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	3	4.2	5.3
	Professionals (A)	2	2.8	3.5
	Professionals (B)	29	40.8	50.9
	Technicians & Associate Professionals	1	1.4	1.8
	Clerks	1	1.4	1.8
	Travel, Restaurant & Sales Workers	5	7.0	8.8
	Security Services	6	8.5	10.5
	Agricultural & Fisheries	1	1.4	1.8
	Craft & Related	2	2.8	3.5
	Plant & Machine Operators	3	4.2	5.3
	Elementary Occupation	4	5.6	7.0
	No aspirations	14	19.7	
	Total	71	100.0	

(Note – Professionals A and B)

Table 6.1.1.1, shows that a majority of parents (41%) aspired to be professionals in teaching, nursing and other 'professionals (B)' areas, while only 3% aspired to be 'professionals (A)' in areas such as engineering, medicine and law. Furthermore, it is important to note that 20% of parents were without any particular occupational aspirations.

If one looks at the category of parents with livelihood aspirations, it is clear that 51% of parents aspired to livelihoods related to 'professionals (B)', while 11% to security services and 9% to travel, restaurants and sales workers (see Table 6.1.1.1).

Gender variations with regard to aspirations for livelihoods is important. For instance, more females aspired to professional (B) sector livelihoods (72%), when compared with their male (29%) counterparts (see Table 6.1.1.2).

Table 6.1.1.2 What was your aspirations regarding livelihood as a youth by gender (Parents)

Categories	Gender		Total
	Male	Female	
Executive, Managerial and Administrative	2 7.1%	1 3.4%	3 5.3%
Professionals (A)		2 6.9%	2 3.5%
Professionals (B)	8 28.6%	21 72.4%	29 50.9%
Technicians and Associate Professionals		1 3.4%	1 1.8%
Clerks		1 3.4%	1 1.8%
Travel, Restaurant and Sales Workers	2 7.1%	3 10.3%	5 8.8%
Security Service Workers	6 21.4%		6 10.5%
Agricultural and Fisheries Workers	1 3.6%		1 1.8%
Craft and Related Workers (Skilled Workers)	2 7.1%		2 3.5%
Plant and Machine Operators and Assemblers	3 10.7%		3 5.3%
Elementary Occupations (Unskilled Labourers)	4 14.3%		4 7.0%
Total	28 100.0%	29 100.0%	57 100.0%

6.1.2 Parents' Expectations for Livelihoods

As regards expectations, one can see a gradual decrease of parents' expectations for 'professionals (B)' occupations, as compared to their other occupational aspirations (41% to 27%). On the other hand, 10% of the parents have expectations for 'elementary occupations' such as transport and unskilled labour occupations. Moreover, it is also important to note that there is a slight increase of the proportion of parents with no occupational expectations (28%), when compared to no aspirations (20%).

Table 6.1.2.1 Expectations for Livelihood (Parents)

Categories		Frequency	Percentage	Valid Percentage
Expectations	Executive, Managerial & Administrative	3	4.2	5.9
	Professionals (A)	1	1.4	2.0
	Professionals (B)	19	26.8	37.3
	Technicians & Associate Professionals	1	1.4	2.0
	Clerks	3	4.2	5.9
	Travel, Restaurant & Sales Workers	3	4.2	5.9
	Security Services	3	4.2	5.9
	Agricultural & Fisheries	5	7.0	9.8
	Craft & Related	5	7.0	9.8
	Plant & Machine Operators	1	1.4	2.0
	Elementary Occupation	7	9.9	13.7
	No Expectation	20	28.2	
	Total	71	100.0	

When one looks at the category of parents having occupational expectations, it is clear that the majority (37%) of them expect 'professionals (B)' occupations, followed by 14% of parents who have expectation for elementary occupations (14%) and 'agriculture and fisheries' occupations (10%) (see *Table 6.1.2.1*).

Class and gender variations with regard to expectations for livelihoods are noteworthy. For instance, more lower class (57%) and middle class parents (50%) expect 'professionals (B)' occupations when compared to lower middle class parents (46%). On the other hand, more lower class parents expect to work in the 'elementary occupations' (9%) and craft related work (4%) (see *Table 6.1.2.2*).

As for gender, more females expect 'professionals (B)' occupations (58%), compared to their male counterparts (16%) (see *Table 6.1.2.2*).

Table 6.1.2.2 What was your expectations regarding livelihood as a youth 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	5.9	2.0	37.3	2.0	5.9	5.9	5.9	9.8	9.8	2.0	13.7
Class											
Middle	8.3	-	50.0	-	-	-	16.7	-	-	8.3	16.7
Lower Middle	9.1	9.1	45.5	4.5	-	13.6	9.1	4.5	4.5	-	-
Lower	-	-	56.5	-	4.3	8.7	8.7	-	4.3	8.7	8.7
Gender											
Male	4.0	-	16.0	4.0	8.0	12.0	12.0	12.0	12.0	-	20.0
Female	7.7	3.8	57.7	-	3.8	-	-	7.7	7.7	3.8	7.7

6.2 Youths' Aspirations and Expectations for Livelihoods

6.2.1 Youths' Aspirations for Livelihoods

Table 6.2.1.1 Youths' Aspirations for Livelihoods

Categories	Frequency	Percentage	Valid Percentage	
Aspirations	Executive, Managerial & Administrative	4	9.8	9.8
	Professionals (A)	8	19.5	19.5
	Professionals (B)	9	22.0	22.0
	Technicians & Associate Professionals	3	7.3	7.3
	Clerks	5	12.2	12.2
	Travel, Restaurant & Sales Workers	3	7.3	7.3
	Security Services	1	2.4	2.4
	Craft & Related	7	17.1	17.1
	Plant & Machine Operators	1	2.4	2.4
	Total	41	100.0	

As for youths' aspirations for livelihoods, it is evident that a significant proportion of them (22%) aspire to 'professionals (B)' occupations, while 20% aspire to 'professionals (A) occupations' and 17% to 'craft related occupations'. (see Table 6.2.1.1).

Youth aspirations for occupations vary according to class, age, gender and current activity status. For instance, more middle class youth (40%) aspire to 'professionals (B) occupations', while 33% of the lower

middle class youth aspire to 'professionals (A) occupations' and more lower class youth to 'craft related occupations' (21%) (see *Table 6.2.1.2*).

Table 6.2.1.2 What are your Aspirations Regarding Livelihood as a Youth - by Class, Gender and Current Activity Status (Youth)

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Technicians	Clerks	Travel, Restaurant & Sales Workers	Security Service Workers	Craft Related	Plant & Machine Operators
All groups	9.8	19.5	22.0	7.3	12.2	7.3	2.4	17.1	2.4
Class									
Middle	10.0	10.0	40.0	-	-	20.0	10.0	10.0	-
Lower Middle	16.7	33.3	16.7	8.3	-	8.3	-	16.7	-
Lower	5.3	15.8	15.8	10.5	26.3	-	-	21.1	5.3
Gender									
Male	9.5	9.5	4.8	9.5	19.0	9.5	4.8	28.6	4.8
Female	10.0	30.0	40.0	5.0	5.0	5.0	-	5.0	-
Current activity									
Still schooling	5.6	22.2	33.3	5.6	11.1	-	-	16.7	5.6
Employed	14.3	7.1	14.3	14.3	14.3	14.3	7.1	14.3	-
Un-employed	11.1	33.3	11.1	-	11.1	11.1	-	22.2	-

As for gender, more females aspire to 'professionals (A)' (30%) and professionals (B) (40%) occupations, compared to their male counterparts, and more males aspire to 'craft related' (29%) as well as clerical (19%) occupations (see *Table 6.2.1.2*).

With regard to current activity status, more currently schooling youth (33%) aspire to 'professionals (B) occupations', whereas more unemployed youth aspire to 'professionals (A) occupations' (33%) (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	29	70.7	70.7
No	12	29.3	29.3
Total	41	100.0	100.0

When questioned as to whether ‘they have sufficient means to realize their occupational aspirations’, a majority of youth said ‘yes’ (71%), while only 29% said that they didn’t have sufficient means to realize their aspirations (see *Table 6.2.2.1*).

As for current activity status, more currently schooling youth (78%) stated that they have sufficient means to realize their occupational aspirations, when compared to unemployed (67%) and employed youth (64%) (see *Table 6.2.2.2*).

Table 6.2.2.2 Sufficient Means to Realize your occupational aspirations - by Current Activity Status and Gender (Youth)

Groups	Yes	No
All groups	70.7	29.3
Current activity		
Still schooling	77.8	22.2
Employed	64.3	35.7
Unemployed	66.7	33.3
Gender		
Male	66.7	33.3
Female	75.0	25.0

In relation to gender, more females (75%) mentioned that they have sufficient means to realize their occupational aspirations, as against their male counterparts (67%) (see *Table 6.2.2.2*).

6.2.3 What do Youth Lack?

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 (75%), while 25% mentioned lack of aptitude (see *Table 6.2.3.1*).

Table 6.2.3 If no, the Reasons for Insufficient Means (Youth)

Categories	Frequency	Percent	Valid Percent
Economic	9	22.0	75.0
Aptitude	3	7.3	25.0
Total	12	29.3	100.0
Not applicable	29	70.7	
Total	41	100.0	

6.2.4 Youths' Expectations for Livelihoods

Table 6.2.4 Youth expectations for livelihoods

Categories		Frequency	Percentage	Valid Percentage
Expectations	Executive, Managerial & Administrative	4	9.8	10.0
	Professionals (A)	3	7.3	7.5
	Professionals (B)	9	22.0	22.5
	Technicians & Associate Professionals	2	4.9	5.0
	Clerks	5	12.2	12.5
	Travel, Restaurant & Sales Workers	2	4.9	5.0
	Security Services	3	7.3	7.5
	Craft & Related	11	26.8	27.5
	Plant & Machine Operators	1	2.4	2.5
	No Expectation	1	2.4	
	Total	41	100.0	

When one looks at youth expectations, it is significant that 22% of the youth interviewed expect 'professional (B) category' jobs, while 27% expect 'craft related occupations', and another 12% clerical jobs. Furthermore, 2.4% of youth had no livelihood expectation. On the other hand, the proportion of youth who expect to do 'professionals (A) category' jobs is only 7.3% in comparison with youth having aspirations for such occupations (20%) (see *Table 6.2.4*).

When youth with occupational expectations are taken together, it is clear that 28% of them expect to work in 'craft and related occupations', while 23%% expect 'professionals (B)' occupations and another 13% have expectations for a clerical occupation (see *Table 6.2.4.1*).

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 Parent's livelihood aspirations for their children

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	4	5.6	7.4
	Professionals (A)	12	16.9	22.2
	Professionals (B)	27	38.0	50.0
	Technicians & Associate Professionals	2	2.8	3.7

	Clerks	3	4.2	5.6
	Travel, Restaurant & Sales Workers	1	1.4	1.9
	Security Services	1	1.4	1.9
	Craft & Related	3	4.2	5.6
	Plant & Machine Operators	1	1.4	1.9
	No Aspirations	17	23.9	
	Total	71	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 17% of the parents' aspired to 'professionals (A) occupations' for their children, 38% aspired to 'professionals (B)' category occupations. There were no parents with aspirations for agricultural occupations for their children. It is also noteworthy that 24% 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 22% of them aspired to 'professionals (A)' category jobs for their selected child, while 50% 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 middle class parents (64%) aspired for 'professionals (B) occupations', compared to lower middle (43%) and lower class (47%) parents. On the other hand, more lower middle (29%) parents aspired to 'professionals (A)' category jobs for their child selected for the interview, in comparison to lower class parents (16%) (see *Table 6.3.1.2*).

Table 6.3.1.2 What was/is your aspirations regarding your child's livelihood by class and gender (Parents)

Groups	Executive, Managerial & administrative	Professionals (A)	Professionals (B)	Technicians	Clerks	Travel, Restaurant & Sales Workers	Security Service Workers	Craft Related	Plant & Machine Operators
All groups	7.4	22.2	50.0	3.7	5.6	1.9	1.9	5.6	1.9
Class									
Middle	-	21.4	64.3	-	-	7.1	-	7.1	-
Lower Middle	14.3	28.6	42.9	4.8	9.5	-	-	-	-
Lower	5.3	15.8	47.4	5.3	5.3	-	5.3	10.5	5.3
Gender									
Male	12.5	12.5	45.8	4.2	8.3	4.2	-	8.3	4.2
Female	3.3	30.0	53.3	3.3	3.3	-	3.3	3.3	-

As for gender, more mothers aspire to 'professionals (B)' (53%) and (A)' (30%) category jobs for their children than their fathers (46% and 13% respectively) (see *Table 6.3.1.2*).

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

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

Table 6.3.2.1 Expectations for livelihoods for the selected child (Parents)

Categories		Frequency	Percentage	Valid Percentage
Expectations	Executive, Managerial & Administrative	5	7.0	12.8
	Professionals (A)	4	5.6	10.3
	Professionals (B)	14	19.7	35.9
	Technicians & Associate Professionals	4	5.6	10.3
	Clerks	5	7.0	12.8
	Travel, Restaurant & Sales Workers	2	2.8	5.1
	Security Services	1	1.4	2.6
	Craft & Related	3	4.2	7.7
	Plant & Machine Operators	1	1.4	2.6
	No Expectation	32	45.1	
	Total	71	100.0	

When we look at parents' expectations regarding livelihoods for their children, it becomes evident that 20% of parents expect 'professionals (B)' category occupations, while 7% of them aspire to executive and managerial occupations. Clerical work is aspired to by another 7% of the respondents. It is important to note that 45% of parents do not have any particular occupational expectations for their children (see *Table 6.3.2.1*).

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

When we look at the data disaggregated by class and gender, some interesting patterns emerge. For instance, more middle class parents have expectations that their children do 'professionals (B)' category occupations (57%) compared to lower middle (29%) and lower class parents (33%). On the other hand, more lower middle class parents (21%) have expectations for executive and managerial jobs from their child who was interviewed, compared to middle (14%) and lower class parents (6%) (see *Table 6.3.2.2*).

Table 6.3.2.2 What was/is your Expectation Regarding your Child's Livelihood? - by Class and Gender (Parents)

Groups	Executive, Managerial & administrative	Professionals (A)	Professionals (B)	Technicians	Clerks	Travel, Restaurant & Sales Workers	Security Service Workers	Craft Related	Plant & Machine Operators
All groups	12.8	10.3	35.9	10.3	12.8	5.1	2.6	7.7	2.6
Class									
Middle	14.3	14.3	57.1	-	-	14.3	-	-	-
Lower Middle	21.4	14.3	28.6	14.3	14.3	7.1	-	-	-
Lower	5.6	5.6	33.3	11.1	16.7	-	5.6	16.7	5.6
Gender									
Male	13.3	6.7	26.7	13.3	13.3	6.7	-	13.3	6.7
Female	12.5	12.5	41.7	8.3	12.5	4.2	4.2	4.2	-

As for gender, more mothers (42%) expect their children to do 'professionals (B)' category jobs when compared with fathers (27%) (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 Parents aspirations on the sector in which they preferred to be employed

Categories	Frequency	Percent	Valid Percent
Government sector	44	62.0	80.0
Un-organized private sector (Informal sector)	4	5.6	7.3
Organized private sector (Sri Lankan)	3	4.2	5.5
Organized private sector (Foreign/joint venture)	4	5.6	7.3
Total	55	77.5	100.0
Not applicable	16	22.5	
Total	71	100.0	

It is evident from *Table 6.4.1* that nearly 78% of parents had aspirations for the sector of employment, while 23% of parents did not indicate any such aspirations. Furthermore, when one looks at the parents with aspirations for a particular sector of employment, it is significant that the vast majority of parents (80%) aspired to government sector employment, and only 7% equally aspired to work in foreign organized private sector and the informal sector.

Class variations in the above regard are also significant. 91% of middle class parents had aspirations to work in the government sector, followed by 81% of parents from the lower middle class and only 74% from the lower class (see *Table 6.4.2.2*). In other words, aspirations have been influenced by their class position to a considerable extent.

As for gender, more females (87%) aspired to work in the government sector as compared to their male counterparts (72%) (see *Table 6.4.2.2*).

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

Table 6.4.2.1 Parents' Expectations for the Sector in which they Preferred to be Employed

Categories	Frequency	Percent	Valid Percent
Government sector	38	53.5	73.1
Un-organized private sector (Informal sector)	4	5.6	7.7
Organized private sector (Sri Lankan)	2	2.8	3.8
Organized private sector (Foreign/joint venture)	8	11.3	15.4
Total	52	73.2	100.0
Not applicable	19	26.8	
Total	71	100.0	

When one looks at parents with expectations regarding the preferred sector of employment, 73% of them expected to work in the government sector, while 15% of parents expect to work in the organized private sector (foreign) (see *Table 6.4.2.1*).

Class variations with regard to the above question are noteworthy. For instance, more middle class (91%) and lower middle class parents (81%) expected to work in the government sector, compared to lower class parents (74%) when they were young (see *Table 6.4.2.2*). On the other hand, more lower class parents expected to work in the informal sector (9.5%) and organized private sector (4.9%), compared to the lower middle and middle class parents (see *Table 6.4.2.2*). In other words, parents' own expectations have also been influenced by their class position.

Table 6.4.2.2 What was the Sector in which you Preferred to be Employed? - by Class and Gender (Aspirations) -Parents

Groups	Government sector	Unorganized private sector	Organized private sector (S.L)	Organized private sector (Foreign)
All groups	80.0	7.3	5.5	7.3
Class				
Middle	90.9	-	-	9.1
Lower Middle	81.0	9.5	4.8	4.8
Lower	73.9	8.7	8.7	8.7
Gender				

Male	72.0	12.0	12.0	4.0
Female	86.7	3.3	-	10.0

As for gender, more mothers expected to work in the government sector (87%) compared to fathers (72%) (see *Table 6.4.2.2*).

6.4.3 Youths' Aspirations Regarding the Sector of Employment

Table 6.4.3.1 Youth Aspirations Regarding the Sector in which they Preferred to be Employed

Categories	Frequency	Percent	Valid Percent
Government sector	28	68.3	70.0
Unorganized private sector (Informal sector)	1	2.4	2.5
Organized private sector (Sri Lankan)	5	12.2	12.5
Organized private sector (Foreign/joint venture)	4	9.8	10.0
Self-employment	1	2.4	2.5
Overseas	1	2.4	2.5
Total	40	97.6	100.0
No aspiration	1	2.4	
Total	41	100.0	

It is evident from *Table 6.4.3.1* that nearly 98% of youth had aspirations for the sector of employment, while 2% of youth did not indicate any such aspirations. Furthermore, when one looks at the youth with aspirations for the sector of employment, it is significant that the vast majority of youth (70%) aspired to government sector employment, while 13% aspired to work in the organized private sector (Sri Lankan), and 10% in the foreign organized private sector.

Class variations with regard to the above question are important. For instance, more lower middle class youth (83%) aspire for government sector employment compared to middle (60%) and lower class youth (67%). On the other hand, more middle class youth aspire to work in the locally organised private sector (see *Table 6.4.3.2*).

Table 6.4.3.2 What is the Sector in which you Prefer to be Employed - by Class, Current Activity Status and Gender (Aspirations) -Youth

Groups	Government sector	Unorganized private sector	Organized private sector (S.L)	Organized private sector (Foreign)	Self-employment	Overseas
All groups	70.0	2.5	12.5	10.0	2.5	2.5
Class						
Middle	60.0	-	30.0	10.0	-	-
Lower Middle	83.3	-	8.3	-	8.3	-
Lower	66.7	5.6	5.6	16.7	-	5.6

Current activity						
Still schooling	83.3	5.6	-	-	5.6	5.6
Employed	53.8	-	23.1	23.1	-	-
Unemployed	66.7	-	22.2	11.1	-	-
Gender						
Male	65.0	5.0	15.0	15.0	-	-
Female	75.0	-	10.0	5.0	5.0	5.0

Current activity status with regard to the above question is important to examine. 83% of schooling youth with an aspiration for a preferred sector of employment, aspire for government sector occupations, compared to unemployed (67%) and employed youth (54%) (see *Table 6.4.3.2*).

With regard to gender, more females aspire for government sector jobs compared to their male counterparts (see *Table 6.4.3.2*).

There are no clear variations across age, with regard to the above question.

6.4.4 Youths' Expectations Regarding the Sector of Employment

Table 6.4.4.1 Youth Expectations Regarding the Preferred Sector of Employment

Categories	Frequency	Percent	Valid Percent
Government sector	26	63.4	68.4
Unorganized private sector (Informal sector)	1	2.4	2.6
Organized private sector (Sri Lankan)	8	19.5	21.1
Organized private sector (Foreign/joint venture)	3	7.3	7.9
Total	38	92.7	100.0
No expectation	3	7.3	
Total	41	100.0	

As regards youth expectations for the preferred sector of employment, it is evident that 63% of them expect to work in the government sector, while another 20% expect to work in the organized private sector (local). Furthermore, youth with no expressed expectation regarding the preferred sector of employment, constitute about 7%, a higher percentage than that for aspirations.

When youth with expectations for a preferred sector of employment are taken together, it is significant that 68.4% of them expect to work in the government sector, signifying 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, 78% of youth from the lower class expect to work in the government sector, compared to lower middle (64%) and middle class youth (56%) (see *Table 6.4.4.2*).

As for gender, 78% of females expect to work in the government sector, as against a smaller proportion of their male counterparts (60%) (see *Table 6.4.4.2*).

With regard to the current activity status of youth expectation for the preferred sector of employment, 82% of schooling youth expect to work in the government sector, compared to unemployed (50%) and employed youth (62%) (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 than youth who are employed and unemployed.

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	68.4	2.6	21.1	7.9
Class				
Middle	55.6	-	33.3	11.1
Lower Middle	63.6	-	36.4	-
Lower	77.8	5.6	5.6	11.1
Gender				
Male	60.0	5.0	25.0	10.0
Female	77.8	-	16.7	5.6
Current activity				
Still schooling	82.4	5.9	11.8	-
Employed	61.5	-	23.1	15.4
Unemployed	50.0	-	37.5	12.5

7.0 Padeniya Village Summary

1. Village background

Padeniya, a Buddhist Sinhala village is located in the North Western Province, about 125 km from Colombo on the Kurunegala-Anuradhapura main road. It is 5 km from Wariyapola.

The village comprises of a majority of *Govigama* (cultivators) caste members and a minority of *Hena* (washing) and *Berava* (drummers) caste members. The livelihood activities are predominantly based on rice cultivation. Few coconut estate owners who own more than 6 acres of coconut land can also be

found in the village. Furthermore, there are also a handful of families with at least one member occupying jobs in the government sector.

2. Socio-economic characteristics of the sample population

In relation to gender, there are more females in the sample population (51%) when compared to their male counterparts, who constitute 49%.

It is important to note that nearly 42% of the household population belong to the youth in the age category of 16-30. It is also evident from marital status of the household population that nearly 52% of the sample population are not married.

With regard to educational attainment of the sample population, it is clear that the majority of household members have completed their post primary education (33%). Nearly 26% of household members have completed the GCE O/L, while 20% have completed the A/L. However, there are only two members in the sample who have university degrees.

Livelihood structure of the sample population is predominantly white collar jobs (27%), while 15% are engaged in rice cultivation which dominates village income earning activity. It is noteworthy that 20% of household members are unemployed. Unemployment among females (31%) is higher when compared to their male counterparts (16%). Also the rate of unemployment increases with increasing educational attainment.

Income of the sample population shows that there is a considerable gap between the lowest and the highest income categories because 11% of the sample population earn less than Rs. 2000, and 18% of household members report a monthly income of over Rs. 10,000.

3. Education

3.1 Educational attainment of parents and youth

With regard to parents' and youths' educational attainment, it is significant that a majority of parents (57%) have post-primary level education and only 3% and 20% of parents have O/L and A/L qualifications respectively. In relation to youths' educational attainment, one can see a slight increase in the proportion of youth who have O/L and A/L qualifications (11% and 25% respectively) compared to their parents.

When it comes to higher education, it is clear that four youth had obtained university degrees from state universities, while only one parent had university education. This could be due to the fact that more universities came into being in the 1990s.

3.2 Aspirations and expectations for education

3.2.1 Parents' aspirations and expectations for education

The majority of parents aspired to O/L (38%), while another 35% to university education. Gender variations in relation to the aspirations for education is noteworthy. A clear proportion of females aspired to university and A/L education as against their male counterparts. On the other hand, more males aspired to O/L education.

When it comes to parents' expectation for education as against aspiration, the proportion of parents who expect O/L (38% to 45%) and A/L (18% to 31%) education increased further. On the one hand, expectation for university education decreased (35% to 13%). As for gender variations, a clear proportion of females expect university and A/L education compared to their male counterparts. On the other hand, more males expect an O/L qualification. In other words, mothers had high expectations for education compared to fathers.

3.2.2 Youth aspiration and expectation for education

It is significant that nearly 73% of the interviewed youth aspire to university education, while the rest aspire to O/L (7%) and A/L (20%). In other words, the majority of youth have a high aspiration for university education. It is also important to note that a higher proportion of females aspire to university education (80%), compared to their male counterparts (67%).

With regard to whether youth have sufficient means to realize their educational aspirations, a majority of youth stated that they have sufficient means to realize their educational aspirations (56%), while 44% of youth stated that they do not have sufficient means to realize their educational aspirations, mainly due to economic reasons (78%).

With reference to youth expectation for education, a majority of youth expect a university education (44%), even though the proportion is fairly low compared with youth aspirations (73%). Furthermore, expectations for O/L and A/L education have increased, when compared to educational aspirations. As for gender, a higher proportion of females (65%) expect a university education, compared to their male counterparts (24%). It is worth mentioning that a high percentage of schooling youth have an expectation for university education (61%), as against unemployed (33%) and employed youth (29%).

4. Aspirations and expectations for professional qualifications

4.1 Parents' aspirations for professional qualifications

There were no high aspirations among parents for professional qualification when they were young, because nearly 93% of them do not have any professional qualification aspiration, while only 7% of parents had professional educational aspirations. Of those who had professional educational aspirations,

a majority of them aspired to a MBBS qualification. Nevertheless, when it comes to expectation for professional qualification, only one parent had expectations for an Ayurvedic qualification and another parent for nursing.

4.2 Youths' aspirations and expectations for professional qualifications

Nearly 42% of youth had aspirations for professional qualifications compared to their parents, while other youth aspired to Engineering (29%), MBBS (24%) and Business Management professional qualifications (24%).

With regard to whether youth have sufficient means to realize their professional aspirations, a majority of youth stated that they do not have sufficient means to realize their educational aspirations (53%) due to economic (44%) and aptitude reasons (44%), while 47% of youth stated that they have sufficient means to realize their educational aspirations.

A significant proportion of youth do not have any expectation for professional qualifications, while only 12% of youth have such expectations. With regard to only the youth with professional qualification expectations, the majority of them 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 aspiration when they were young (66%). In relation to the type of qualification among only the youth with vocational qualification aspirations, 46% of them aspire to a Dressmaking/Tailoring qualification, while 13% to Shorthand and Typing.

With regard to parents' expectation for vocational qualifications, expectations for Tailoring/Dressmaking qualifications further increased upto 52.4%.

5.2 Youths' aspirations and expectations for vocational qualifications

It is important to note that there are nearly 61% of youth with aspirations for a vocational qualification, while there were only 39% of youth with no such aspirations. When one considers only the youth with vocational aspirations, it is significant that the majority of youth aspire to computer related vocational qualifications. As for gender, a more significant proportion of females aspire to computer qualifications (77%), compared to their male counterparts (33%).

With regard to whether youth have sufficient means to realize their vocational aspirations, 80% of youth with aspirations for vocational qualifications stated that they have sufficient means to realize their educational aspirations, while 20% of youth stated that they do not have sufficient means to realize their vocational aspirations.

In relation to youths' expectations for vocational qualifications, still a majority of youth have expectations for computer related qualifications. As for gender, a clear proportion of females have expectations for computer related qualifications (75%), as against their male counterparts (30%)

6. Parents' and youths' aspirations and expectations for livelihoods

6.1 Parents' aspirations and expectations for livelihoods

Nearly 51% of parents with livelihood aspirations aspired to employment in the 'Professionals (B)' category, while another 11% to security services. As for gender, more females aspired to 'Professionals (B)' sector livelihoods (72%), when compared to their male counterparts (29%). When it comes to livelihood expectations, nearly 37% of parents still expect 'Professional (B)' occupations, while another 14% expect elementary occupations. As for gender, a higher proportion of females expect 'Professionals (B)' occupations (58%) compared to their male counterparts (16%).

6.2 Youths' aspirations and expectations for livelihoods

Nearly 22% of youth aspire to 'Professionals (B)' category occupations, while another 20% to 'Professionals (A)' occupations. In other words, youth have high aspiration for livelihoods when compared to their parents. It is interesting to note that more females aspire to 'Professionals (A)' (30%) and 'Professionals B' (40%) occupations, compared to their male counterparts.

With regard to whether youth have sufficient means to realize their livelihood aspirations, 71% of youth with livelihoods aspirations stated that they have sufficient means to realize their educational aspirations, while 29% of youth stated that they do not have sufficient means to realize their vocational aspirations, mainly due economic reasons.

When it comes to expectations for livelihood, 27% of youth have expectations for craft and related work, while only 22% of youth expect 'Professionals (B)' occupations. It is noteworthy that none of the youth interviewed expect to work in the agriculture and fisheries sectors.

7. Preferred sector of employment

7.1 Parents' aspirations and expectations for 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 the an expectation for the preferred sector of employment, nearly 73% of parents expect government sector employment, even though the percentage is slightly lower compared to aspirations.

7.2 *Youths' aspirations for preferred sector of employment*

Nearly 70% of youth aspire to government sector employment. On the other hand, 13% of youth aspire to locally organized private sector employment, and 10% to the foreign/joint venture organized private sector.

In relation to youth expectation for the preferred sector of employment, a majority of youth expect government sector employment (68%), while 21% of youth expect employment in the locally organized private sector.

Annex

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Other published output from the GQL project

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