

Globalisation Qualifications and Livelihoods



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Report Number 11
Youth Aspirations and Expectations in
Lanka following Economic
Liberalisation

Location Study 7 Nachchaduwa

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SCHOOL OF
Lifelong
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Preface

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

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

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

Research Report no 11, 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 Nachchaduwa, a Muslim village in the North Central Province.

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

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Abbreviations

AGA	<i>Assistant Government Agent</i>
GCE O/L	<i>General Certificate of Education Ordinary Level</i>
GCE A/L	<i>General Certificate of Education Advanced Level</i>
KM	<i>Kilometre</i>
MBBS	<i>Bachelor of Medicine and Bachelor of Science</i>
N/A	<i>Not Applicable</i>
RS	<i>Rupees</i>

LOCATION STUDY 07 - NACHCHADUWA

1.0 INTRODUCTION

Nachchaduwa, a Muslim village, lies in the North Central Province, about 210 km from Colombo. This village is located in the Thirappane Division in the Anuradhapura District. 14 km from Nachchaduwa lies Sawasthipura, a small developing town. Sawasthipura is the closest town to Nachchaduwa connected by a decent paved road. Villagers come to Sawasthipura 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 Anuradhapura (15 km from Nachchaduwa) for commercial purposes.

The livelihood activities are predominantly based on foreign employment and business (foreign employment agencies, brick makers, grocery shop owners, rice merchants etc). There are also a few inland (fresh water) fishermen who use the Nachchaduwa tank for fishing and a handful of families with at least one member doing jobs such as nursing and teaching in the government sector. A few others own poultry farms.

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	116	53.0	53.0
Female	103	47.0	47.0
Total	219	100.0	100.0

As *Table 2.1* shows, there are more males (53%) in the household sample population, when compared to their female counterparts (47%). This is not the pattern in the relevant AGA division.

2.2 Age

Table 2.2 shows that nearly 47% of the household population belong to youth in the age category of 16-30, while only 17% are 15 years or less.

Table 2.2
Age Distribution of the Sample Household Population

Categories	Frequency	Percent	Valid Percent
0-5	10	4.6	4.6
6-10	15	6.8	6.8
11-15	12	5.5	5.5
16-20	43	19.6	19.6
21-25	40	18.3	18.3
26-30	18	8.2	8.2
31-35	8	3.7	3.7
36-40	14	6.4	6.4
41-45	17	7.8	7.8
46-50	21	9.6	9.6
51 >	21	9.6	9.6
Total	219	100.0	100.0

2.3 Marital Status of the Sample Household Population

Table 2.3
Marital Status

Categories	Frequency	Percent	Valid Percent
Unmarried	120	54.8	54.8
Married	92	42.0	42.0
Widowed	7	3.2	3.2
Total	219	100.0	100.0

Marital status of the sample population in *Table 2.3* shows that majority (55%) of the household members are unmarried and only 42% are married.

2.4 Educational Attainment

Table 2.4
Educational Attainment of Household Members

Categories	Frequency	Percent	Valid Percent
Passed grade 1-5	53	24.2	31.4
Passed grade 6-10	89	40.6	52.7
O/L	19	8.7	11.2
A/L	5	2.3	3.0
No schooling literate	2	0.9	1.2
Degree	1	0.5	0.6
Total	169	77.2	100.0
Under Age 5	7	3.2	
Still Schooling	43	19.6	
Total	219	100.0	

It is evident from *Table 2.4*, that the majority (53%) of household members have completed their post-primary education, whilst nearly 11% of members have completed their GCE Ordinary Level (O/L) and only 3% have completed their Advanced Level (A/L). Only two members have obtained literacy without having a formal school education. It is noteworthy that only one respondent obtained a Bachelor of Arts Degree.

2.5 Main Occupation

Table 2.5.1
Occupation

Categories	Frequency	Percent	Valid Percent
Unemployed	46	21.0	43.8
Paddy cultivation	11	5.0	10.5
White-collar job	3	1.4	2.9
Foreign employment	15	6.8	14.3
Farm Manager	1	0.5	1.0
Carpentry, Masonry	1	0.5	1.0
Business-Retail	21	9.6	20.0
Coolie work*	7	3.2	6.7
Total	105	47.9	100.0
Housewives	55	25.1	
Students	43	19.6	
Unable to work/Under Age 5	16	7.3	
Total	219	100.0	

* Coolie work means menial work

As regards the occupational structure, it is evident that 20% (see *Table 2.5.1*) of household members earn an income by engaging in small, medium or large scale business such as foreign employment agencies, brick making, grocery shops, rice merchants etc.

Class¹ variations in relation to the occupational structure show that more middle class household members (31%) are engaged in business compared to lower middle (20%) and lower class household members (16%) (see *Table 2.5.2*).

Foreign employment opportunities expanded rapidly after economic liberalization. While a booming oil economy in the Middle East led to a rapid expansion of the economies there resulting in unprecedented prosperity for a large part of the indigenous population, the consequent increase in the demand for labour opened up employment opportunities for workers from Asian countries like Sri Lanka. Though it was insignificant as a source of wage employment before economic liberalization, particularly for women, it became the most significant, single source of employment within several years after economic liberalization. It is noteworthy that nearly 14% of household members engaged in foreign employment are mainly in Middle East countries working as skilled and unskilled workers.

¹ Middle class – foreign employment agency owners, brick sellers, cattle owners
Lower middle class – teachers, clerks and small scale farm owners
Lower class – daily paid labourers

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

Groups	Unemployed	Farming	White-Collar-Jobs	Foreign Employment	Farm Manager	Carpenter	Business (Retail)	Coolie Work
All groups	43.8	10.5	2.9	14.3	1.0	1.0	20.0	6.7
Gender								
Male	32.5	13.8	1.3	15.0	1.3	1.3	26.3	8.8
Female	80.0	-	8.0	12.0	-	-	-	-
Age								
16-20	88.5	-	-	-	-	-	7.7	3.8
21-25	64.5	-	3.2	22.6	-	-	6.5	3.2
26-30	20.0	-	6.7	40.0	-	-	33.3	-
31-35	-	33.3	33.3	-	-	-	33.3	-
36-40	-	-	-	-	-	-	66.7	33.3
41-45	-	14.3	-	14.3	-	14.3	42.9	14.3
46-50	-	46.2	-	7.7	14.3	-	30.8	15.4
51 >	-							
Education								
Grade 1-5	22.2	27.8	-	-	-	-	27.8	22.2
Grade 6-10	40.9	9.1	3.0	18.2	1.5	-	22.7	4.5
O/L	62.5	-	6.3	18.8	-	6.3	6.3	-
AL	100.0	-	-	-	-	-	-	-
Degree	100.0	-	-	-	-	-	-	-
Class								
Middle	31.3	-	-	37.5	-	-	31.3	-
Lower middle	50.0	8.7	6.5	6.5	2.2	2.2	19.6	4.3
Lower	41.9	16.3	-	14.0	-	-	16.3	11.6

As for gender, both males and females are equally engaged in foreign employment. Education in relation to foreign employment is noteworthy. For instance, those who are engaged in foreign employment had completed only either post-primary (18.2%) or O/L education (19%), and there is no one with A/L or higher education engaged in foreign employment (see *Table 2.5.2*).

The unemployment rate of household members in Nachchaduwa is another important area to examine. As is evident, 44% of household members are unemployed while 48% engage in some income earning activity. When one looks at the relationship between unemployment and education on the one hand and gender and age on the other, one can observe some clear patterns. For example, the rate of unemployment increases with increasing educational attainment (22% of unemployed were those who had primary education whereas 63% were those who passed the O/L) (see *Table 2.5.2*).

As for age, unemployment rate decreases with increasing age (89% among 16-20 age cohort and only 20% among 26-30 age cohort respectively) (see *Table 2.5.2*).

With regard to gender, the unemployment rate is clearly higher among females (80%), when compared with their male counterparts (33%) (see *Table 2.5.2*). This appears to be a major change over the last two decades.

Class variations with regard to unemployment are noteworthy. For instance, more members from lower middle (50%) and lower class (42%) households are unemployed compared to middle class household members (31%) (see *Table 2.5.2*).

2.6 Income

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

Categories	Frequency	Percent	Valid Percent
1-2000	6	2.7	19.4
2001-5000	18	8.2	58.1
5001-7000	5	2.3	16.1
More than 7000	2	.9	6.5
Total	31	14.2	100.0
N/A	188	85.8	
Total	219	100.0	

Table 2.6 shows that the majority (58%) earn a monthly income of Rs. 2000-5000, while another 16% earn a monthly income of Rs. 5000-7000. What is also important to note here, is that there is a considerable gap between the lowest and the highest income categories. While about 19% earn less than Rs. 2000, 7% of household members report an income of over Rs. 7,000.

The relationship between income and occupation is also important. It is clear that those who earn an income less than Rs. 2,000 work as labourers in small-scale businesses.

3.0 EDUCATION

3.1 Educational Attainment of Parents and Youth

Table 3.1.1
Educational Status (Parents)

Categories	Frequency	Percent	Valid Percent
Primary	42	58.3	58.3
Post-primary	18	25.0	25.0
O/L	9	12.5	12.5
A/L	2	2.8	2.8
No schooling literate	1	1.4	1.4
Total	72	100.0	100.0

Table 3.1.2
Educational Status (Youth)

Categories	Frequency	Percent	Valid Percent
Primary	1	2.4	2.6
Post-primary	18	42.9	47.4
O/L	13	31.0	34.2
A/L	6	14.3	15.8
Total	38	90.5	100.0
Still schooling	4	9.5	
Total	42	100.0	

As is well known, the introduction of free education in 1944, facilitated upward social mobility of individuals, irrespective of caste, class, religion and ethnicity. All parents and youth who had school education had gone to government schools. On the other hand, youth who are currently schooling also go to government schools. It is evident from *Table 3.1.1* that a majority (58%) of parents have primary education, while 25% of parents have post-primary education. Furthermore, 13% have passed the O/L and only 3% of parents passed the A/L. On the other hand, educational attainment among youth is much higher. For instance, 47% of youth had post-primary education, when compared to 25% of their parents and 34% of youth had the O/L compared to 13% of parents. It is noteworthy that 16% of youth in the sample had the A/L qualification compared to 3% of parents (see *Table 3.1.2*).

3.2 Higher education

3.2.1 University Education : Parents and Youth

Table 3.2.1.1
University Education among Sampled Parents

Category	Frequency	Percent
No higher education	72	100.0

Table 3.2.1.2
University Education among Youth

Category	Frequency	Percent	Valid Percent
University of Peradeniya	1	2.4	2.4
No higher education	41	97.6	97.6
Total	42	100.0	100.0

None of the parents in the sample had university education, while only one youth had obtained a Bachelor of Arts Degree (Tamil medium) from the Peradeniya University (see *Tables 3.2.1.1 & 3.2.1.2*).

3.3 Use of Tuition

Table 3.3.1

Parents who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	1	1.4	1.4
No	70	97.2	98.6
Total	71	98.6	100.0
Not applicable	1	1.4	
Total	72	100.0	

Table 3.3.2

Youth who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	15	35.7	39.5
No	23	54.8	60.5
Total	38	90.5	100.0
Still schooling	4	9.5	
Total	42	100.0	

Taking extra tuition either in individual, small, or large groups to prepare for competitive examinations such as the year 5-scholarship 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 99% of parents who had school education had not attended tuition classes during their schooling. On the other hand, nearly 40% of youth who had finished schooling had taken tuition (see *Table 3.3.2*), while 50% of youth who are currently schooling attend tuition classes. This shows how widespread this practice is even in rural areas.

The one parent who reported going for private tuition had done so in preparation for national examinations such as GCE O/L.

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

3.4 School Dropouts Among Parents and Youth

3.4.1 School Dropouts Among Parents and Reasons

Table 3.4.1.1

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

Categories	Frequency	Percent	Valid Percent
Yes	58	80.6	81.7
No	13	18.1	18.3
Total	71	98.6	100.0
Not applicable	1	1.4	
Total	72	100.0	

In reply to the question, “did you leave school prematurely (at least before sitting for the O/L)?”, 82% of parents answered affirmatively, while only 18% answered negatively (see *Table 3.4.1.1*).

Those responses have varied by gender. For instance, school dropouts were higher among females (87%), when compared to their male counterparts (75%) (see *Table 3.4.1.2*).

Table 3.4.1.2
Premature School Dropout – by Gender (At least before O/L) (Parents)

Categories	Gender		Total
	Male	Female	
Yes	24	34	58
	75.0%	87.2%	81.7%
No	8	5	13
	25.0%	12.8%	18.3%
Total	32	39	71
	100.0%	100.0%	100.0%

Table 3.4.1.3
If Dropped Out, Reasons for Leaving School (Parents)

Categories	Frequency	Percent	Valid Percent
Economic difficulty	41	56.9	70.7
Parents did not want me to continue	14	19.4	24.1
I did not want to continue	1	1.4	1.7
Other	2	2.8	3.4
Total	58	80.6	100.0
Not applicable	14	19.4	
Total	72	100.0	

It is also important to examine the reasons given by parents for leaving school prematurely. *Table 3.4.1.3* shows that 71% of parents left school prematurely due to ‘economic reasons’, while another 24% stated that ‘parents did not want me to continue’ and only 3.4% said that they ‘did not want to continue’ (see *Table 3.4.1.3*).

Variations in relation to gender are important to examine. For instance, an overwhelming majority of males (96%) had left school due to economic reasons, compared to their female counterparts (53%). On the other hand, 41% of females left school prematurely because ‘parents did not want them to continue’. This could have been due to religious reasons. (see *Table 3.4.1.4*).

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

Categories	Gender		Total
	Male	Female	
Economic difficulty	23	18	41
	95.8%	52.9%	70.7%
Parents did not want me to continue		14	14
		41.2%	24.1%
I did not want to continue	1		1
	4.2%		1.7%
To look after domestic affairs		2	2
		5.9%	3.4%
Total	24	34	58
	100.0%	100.0%	100.0%

3.4.2 School Dropouts among Youth and Reasons

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

Categories	Frequency	Percent	Valid Percent
Yes	17	40.5	40.5
No	25	59.5	59.5
Total	42	100.0	100.0

School dropout rate among youth is nearly 41%. They have dropped out from school before sitting for the O/L examination. The dropping out is due to different reasons (see *Table 3.4.2.1*), but economic factors are very important.

Gender, age and class variations with regard to the above question are noteworthy. For instance, more lower class youth left school prematurely (56%) compared to lower middle (35%) and middle class youth (14%) (see *Tables 3.4.2.2*).

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

Groups	Yes	No
All groups	40.5	59.5
Gender		
Male	52.4	47.6
Female	28.6	71.4
Age groups		
15-19	29.4	70.6
20-24	52.6	47.4
25-29	33.3	66.7
Class		
Middle	14.3	85.7
Lower middle	35.3	64.7
Lower	55.6	44.4

As for gender, more males left school prematurely compared to their female counterparts (see *Table 3.4.2.2*).

As for age, more youth who belong to the 20-24 age cohort (53%) left school prematurely compared to the 25-29 (33%) and 15-19 (29%) age cohorts (see *Table 3.4.2.2*).

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

Categories	Frequency	Percent	Valid Percent
Economic difficulties	5	11.9	29.4
Parents did not want me to continue	1	2.4	5.9
I did not want to continue	9	21.4	52.9
Other	2	4.8	11.8
Total	17	40.5	100.0
Not applicable	25	59.5	
Total	42	100.0	

With regard to the reasons for leaving school prematurely, 53% of youth had left school early due to lack of interest and another 29% due to economic difficulties (see *Table 3.4.2.3*).

Gender differences in relation to the above question are notable. For instance, a slightly higher proportion of females (33%) left school prematurely due to economic reasons compared to males (27%) (see *Table 3.4.2.4*). Furthermore, a large proportion of males stated that they left school prematurely (73%) as they did not want to continue, in comparison to females (17%) (see *Table 3.4.2.4*).

Table 3.4.2.4
If Dropped Out, Reasons for Leaving School - by Gender (Youth)

Categories	Gender		Total
	Male	Female	
Economic difficulties	3	2	5
	27.3%	33.3%	29.4%
Parents did not want me to continue		1	1
		16.7%	5.9%
I did not want to continue	8	1	9
	72.7%	16.7%	52.9%
Other		2	2
		33.3%	11.8%
Total	11	6	17
	100.0%	100.0%	100.0%

3.5 Aspirations and Expectations for Education

3.5.1 Parents' Aspirations for Education

Table 3.5.1.1

Parents Aspirations for Education when they were Young

Categories	Frequency	Percent	Valid Percent
Primary	1	1.4	1.4
O/L	33	45.8	46.5
A/L	22	30.6	31.0
University	15	20.8	21.1
Total	71	98.6	100.0
No aspirations	1	1.4	
Total	72	100.0	

Table 3.5.1 shows that 46% of parents aspired to O/L followed by another 31% to A/L. Furthermore, another 21% aspired to university education. On the other hand, only 1.4% of parents had no aspiration for education.

Gender variations with regard to aspirations for education are notable. More females aspired to O/L (59% to 31%) than their male counterparts. On the other hand, a significant proportion of males aspired to A/L (41% to 23%) and University education (25% to 18%) compared to females (see Table 3.5.1.2).

Table 3.5.1.2

Aspirations for Education as a youth - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Primary	1		1
	3.1%		1.4%
O/L	10	23	33
	31.3%	59.0%	46.5%
A/L	13	9	22
	40.6%	23.1%	31.0%
University	8	7	15
	25.0%	17.9%	21.1%
Total	32	39	71
	100.0%	100.0%	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	4	5.6	5.7
O/L	58	80.6	82.9
A/L	7	9.7	10.0
University	1	1.4	1.4
Total	70	97.2	100.0
No expectations	2	2.8	
Total	72	100.0	

As for parents' expectations for education, it is evident from *Table 3.5.2.1* that 81% of parents expected O/L education and another 6% primary education. On the other hand, 10% of parents expected A/L education and only 1% expected university education. Also one can see a slight increase in parents with no expectation for education (3%). However, by excluding 'no expectation' parents from the analysis, it is clear that 83% of parents expected O/L whilst another 10% expected A/L education.

Gender variations with respect to expectations for education are noteworthy. For example, the proportion of females who expected O/L education (87%) is slightly higher compared to their male counterparts (78%). On the other hand, more males expected A/L education (16%) compared to their female counterparts (5.3%) (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	1	3	4
	3.1%	7.9%	5.7%
O/L	25	33	58
	78.1%	86.8%	82.9%
A/L	5	2	7
	15.6%	5.3%	10.0%
University	1		1
	3.1%		1.4%
Total	32	38	70
	100.0%	100.0%	100.0%

There is no relationship with age.

3.6 Youths' Aspirations and Expectations for Education

3.6.1 Youths' Aspirations for Education

Table 3.6.1.1

Youths' Aspirations for Education

Categories	Frequency	Percent	Valid Percent
O/L	5	11.9	11.9
A/L	3	7.1	7.1
University	34	81.0	81.0
Total	42	100.0	100.0

It is evident from *Table 3.6.1.1* that 81% of youth aspire to university education, while 12% of youth aspire to O/L and another 7% to A/L education. On the other hand, there weren't any youth with 'no aspirations for education'.

When we look at the data disaggregated by class, gender and current activity status, some interesting patterns emerge. For example, all middle class youth aspire to university education followed by 83% of lower class youth and only 71% of lower middle class youth (see *Table 3.6.1.2*).

Gender variations with respect to aspirations for education are important. The proportion of females who aspire to university and A/L education is slightly higher (86% and 10%) when compared to males (76% and 5%). On the other hand, more males aspire to O/L education (19%) than their female counterparts (5%) (see *Table 3.6.1.2*).

Table 3.6.1.2

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

Groups	O/L	A/L	University
All groups	11.9	7.1	81.0
Class			
Middle	-	-	100.0
Lower middle	11.8	17.6	70.6
Lower	16.7	-	83.3
Gender			
Male	19.0	4.8	76.2
Female	4.8	9.5	85.7
Current activity			
Still schooling	-	-	100.0
Employed	20.0	20.0	60.0
Unemployed	12.1	6.1	81.8

As for current activity status, all schooling youth in the sample aspire to university education compared with employed (60%) and unemployed (82%) youth (see *Table 3.6.1.2*).

3.6.2 Whether Youth have Sufficient Means to Realize their Educational Aspirations

Table 3.6.2.1

Sufficient Means to Realize Educational Aspirations (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	9	21.4	21.4
No	33	78.6	78.6
Total	42	100.0	100.0

In reply to the question “do you have sufficient means to realize your educational aspirations?”, 79% of youth respondents stated that they do not have sufficient means to realize their educational aspirations, while 21% of youth respondents answered in the affirmative (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 increases with increasing age (15-19 : 65% and 20-24 : 90%) (see *Table 3.6.2.2*).

As for gender, more males (91%) have no means to realize their educational aspirations compared to their female counterparts (67%) (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	21.4	78.6
Age		
15-19	35.3	64.7
20-24	10.0	89.5
25-29	16.7	83.3
Gender		
Male	9.5	90.5
Female	33.3	66.7
Current activity		
Still schooling	100.0	-
Employed	-	100.0
Unemployed	15.2	84.8

Variations with respect to current activity status are important. All schooling youth stated that they have sufficient means to realize their educational aspirations on one hand, while on the other hand, all the employed youth and 85% of unemployed youth stated that they do not have sufficient means to realize their educational aspirations (see *Table 3.6.2.2*).

3.6.3 Insufficient Means to Realize Educational Aspirations of Youth

Table 3.6.3.1

If No, the Reasons for Insufficiency (Youth)

Categories	Frequency	Percent	Valid Percent
Economic	4	9.5	12.1
Aptitude	26	61.9	78.8
Other	3	7.1	9.1
Total	33	78.6	100.0
Not applicable	9	21.4	
Total	42	100.0	

In reply to the question, "if you do not have sufficient means to realize your educational aspirations, why is it so?" nearly 79% stated that it was due to lack of aptitude, while 12% attributed it due to economic reasons (see *Table 3.6.3.1*).

Age and gender status variations are important to note. 'Cannot realize educational aspirations due to lack of aptitude' increases with increasing age (see *Table 3.6.3.2*).

Table 3.6.3.2

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

Groups	Economic	Aptitude	Other
All groups	12.1	78.8	9.1
Age			
15-19	9.1	72.7	18.2
20-24	17.6	76.5	5.9
25-29	-	100.0	-
Gender			
Male	15.8	73.7	10.5
Female	7.1	85.7	7.1

As for gender, nearly 86% of females stated that they cannot achieve their educational aspirations due to lack of aptitude compared to their male counterparts (74%) (see *Table 3.6.3.2*).

There are no class and current activity status variations with regard to the above question.

3.6.4 Expectations for Education

Table 3.6.4.1

Youths' Expectations for Education

Categories	Frequency	Percent	Valid Percent
Primary	1	2.4	2.5
O/L	23	54.8	57.5
A/L	7	16.7	17.5
University	9	21.4	22.5
Total	40	95.2	100.0
No expectations	2	4.8	
Total	42	100.0	

When youth were asked about their expectations for education, a majority of youth (55%) mentioned O/L education, even though the level is higher compared to aspirations for education (12%). On the other hand, expectations for A/L education (7% to 17%) have increased and expectations for university education (81% to 21%) have decreased when compared with educational aspiration. It is also important to note that there are nearly 5% of youth with no expectations for education (see *Table 3.6.4.1*).

Variations with regard to class, gender, age and current activity status are significant. More middle class youth expect university education (57%), while more lower middle class youth expect A/L and lower class youth, O/L education (see *Table 3.6.4.2*).

Table 3.6.4.2

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

Groups	Primary	O/L	A/L	University
All groups	2.5	57.5	17.5	22.5
Class				
Middle	-	42.9	-	57.1
Lower middle	6.3	43.8	31.3	18.8
Lower	-	76.5	11.8	11.8
Gender				
Male	-	65.0	20.0	15.0
Female	5.0	50.0	15.0	30.0
Current activity				
Still schooling	-	-	-	100.0
Employed	-	80.0	20.0	-
Unemployed	3.2	61.3	19.4	16.1

Gender variations with regard to expectations for education are also significant. 30% of females expect university education, when compared to their male counterparts (15%). On the other hand, 65% of males reported expectations for O/L education compared with only 50% among females (see *Table 3.6.4.2*).

As for current activity status, it is understandable that a high percentage of schooling youth expect university education. Furthermore, more unemployed and employed youth expect O/L education. (see *Table 3.6.4.2*).

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

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

3.7.1 Parents' Aspiration Regarding Education of the Selected Child

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

Table 3.7.1
Parents' Aspirations Regarding Education of the Selected Child

Categories	Frequency	Percent	Valid Percent
O/L	2	2.8	2.9
A/L	2	2.8	2.9
University	66	91.7	94.3
Total	70	97.2	100.0
No aspirations	2	2.8	
Total	72	100.0	

As shown in *Table 3.7.1*, 92% of parents aspire to university education for the selected child, while only 3% equally aspire to O/L and A/L education. On the other hand, there are 3% of parents with no aspiration for education of the selected child.

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

3.7.2 Parents' Expectations Regarding Education of the Selected Child

Table 3.7.2.1
Parents' Expectations Regarding their Child's Education

Categories	Frequency	Percent	Valid Percent
O/L	26	36.1	36.6
A/L	29	40.3	40.8
University	16	22.2	22.5
Total	71	98.6	100.0
No expectations	1	1.4	
Total	72	100.0	

In reply to the question "what are parents' expectations for education of the selected child?", 40% of parents expect A/L education even though the rate is higher compared to their aspirations for

education, while 36% expect O/L education for the selected child. On the other hand, 22% of parents expect university education for the selected child (see *Table 3.7.2.1*).

Gender and class variations with regard to the above are noteworthy. For instance, nearly 58% of middle class parents expect university education for their child who was interviewed compared to middle (17%) and lower class (14%) parents. On the other hand, more lower class parents expect O/L education for their child selected for the interview, compared to middle (30%) and lower middle class parents (17%). More lower middle class parents expect A/L education compared to lower (35%) and middle class parents (25%) (see *Table 3.7.2.2*).

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

Categories	Class			Total
	Middle	Lower Middle	Lower	
O/L	2	9	15	26
	16.7%	30.0%	51.7%	36.6%
A/L	3	16	10	29
	25.0%	53.3%	34.5%	40.8%
University	7	5	4	16
	58.3%	16.7%	13.8%	22.5%
Total	12	30	29	71
	100.0%	100.0%	100.0%	100.0%

3.8 Value Attached to Education Before and After Economic Liberalization

3.8.1 Value Attached to Education Before Economic Liberalization

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

Categories	Frequency	Percent	Valid Percent
Very high	5	6.9	6.9
High	67	93.1	93.1
Total	72	100.0	100.0

In reply to the question, "what was the value attached to education when parents were young?," all the parents stated that there was either a 'very high' (7%) or a 'high' value attached to education when they were young (see *Table 3.8.1*).

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

3.8.2 Value Attached to Education After Economic Liberalization

Table 3.8.2.1

Value Attached to Education at Present (Parents)

Categories	Frequency	Percent	Valid Percent
Very high	66	91.7	91.7
High	5	6.9	6.9
Low	1	1.4	1.4
Total	72	100.0	100.0

When we asked the same question in relation to the present situation, nearly 99% of parents stated that there is either a 'very high' (92%) or 'high' (7%) value attached to education, whereas only 1.4% stated that there is a 'low' value to education. Therefore, it is clear from the above data that the value for education at present has increased compared to the period before economic liberalization (see *Table 3.8.2.1*).

Class variations with regard to the above question are noteworthy. For instance, 97% of lower class parents and 93% of lower middle class parents have attached a very high value to education at present compared to middle class parents (75%) (see *Table 3.8.2.2*).

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

Table 3.8.2.2

Value Attached to Educational Qualifications at Present - by Class (Parents)

Categories	Class			Total
	Middle	Lower Middle	Lower	
Very high	9	28	29	66
	75.0%	93.3%	96.7%	91.7%
High	3	1	1	5
	25.0%	3.3%	3.3%	6.9%
Low		1		1
		3.3%		1.4%
Total	12	30	30	72
	100.0%	100.0%	100.0%	100.0%

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	14	19.4	19.4
Do not know	58	80.6	80.6
Total	72	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	14	19.4	19.4
Not applicable	58	80.6	80.6
Total	72	100.0	
03. Local qualifications higher in prestige			
No	14	19.4	19.4
Not applicable	58	80.6	80.6
Total	72	100.0	
04. Foreign qualifications greater in employment value			
Yes	14	19.4	19.4
Not applicable	58	80.6	80.6
Total	72	100.0	
05. Local qualifications greater in employment value			
No	14	19.4	19.4
Not applicable	58	80.6	80.6
Total	72	100.0	

Value differences of parents with regard to local and foreign qualifications when they were young is shown in *Table 3.9.1*. It is evident that nearly 81% of parents did not know whether there was a value difference between local and foreign educational qualifications when they were young. Only 19% of parents perceived a value difference between local and foreign educational qualifications in their youth.

If there were value differences between local and foreign educational qualifications, it is important to examine the reasons for such a perception. As is evident from *Table 3.9.1*, they attach higher prestige as well as higher employment value to foreign qualifications.

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	40	55.6	55.6
No	1	1.4	1.4
Do not know	31	43.1	43.1
Total	72	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	38	52.8	95.0
No	2	2.8	5.0
Not applicable	32	44.4	
Total	72	100.0	
03. Local qualifications higher in prestige			
Yes	2	2.8	5.0
No	38	52.8	95.0
Not applicable	32	44.4	
Total	72	100.0	
04. Foreign qualifications greater in employment value			
Yes	38	52.8	95.0
No	2	2.8	5.0
Not applicable	32	44.4	
Total	72	100.0	
05. Local qualifications greater in employment value			
Yes	2	2.8	5.0
No	38	52.8	95.0
Not applicable	32	44.4	
Total	72	100.0	

With regard to current value differences between local and foreign qualifications, 56% of parents perceive a significant difference while only 1.4% did not perceive such a difference. On the other hand, 43% of parents do not know whether there is a value difference between local and foreign educational qualifications.

If there is a value difference, it is necessary to see as to why it is so, *Table 3.9.2* shows that higher prestige (95%) and greater employment value (95%) attached to foreign qualifications are the reasons behind the differences (5% and 5%).

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

Table 3.9.3

Value Differences between Local and Foreign Educational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign educational qualifications?			
Yes	40	95.2	95.2
No	1	2.4	2.4
Do not know	1	2.4	2.4
Total	42	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	39	92.9	97.5
No	1	2.4	2.5
Not applicable	2	4.8	
Total	42	100.0	
03. Local qualifications higher in prestige			
Yes	1	2.4	2.5
No	39	92.9	97.5
Not applicable	2	4.8	
Total	42	100.0	
04. Foreign qualifications greater in employment value			
Yes	39	92.9	97.5
No	1	2.4	2.5
Not applicable	2	4.8	
Total	42	100.0	
05. Local qualifications greater in employment value			
Yes	1	2.4	2.5
No	39	92.9	97.5
Not applicable	2	4.8	
Total	42	100.0	

95% of youth perceive a difference between local and foreign educational qualifications while only 2.4% do not perceive a difference. It is clear from *Table 3.9.3* that 98% of youth think that foreign educational qualifications have higher prestige as well as a greater employment value, compared to local educational qualifications (2% and 2%).

4.0 PROFESSIONAL EDUCATION

4.1 Current Status of Professional Education of Parents and Youth

It is important to note that none of the parents interviewed had any professional educational qualifications, while only one (2.4%) youth had obtained a Chartered Accountancy national qualification in the Sinhala medium.

4.2 Aspirations and Expectations for Professional Qualifications

4.2.1 Parents' Aspirations for Professional Qualifications

Table 4.2.1

Parents' Aspirations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
MBBS	2	2.8	66.7
Management Course	1	1.4	33.3
Total	3	4.2	100.0
No aspirations	69	95.8	
Total	72	100.0	

It is clear from *Table 4.2.1* that nearly 96% of parents did not have any aspirations for professional education in their youth, while only 4% of parents had professional educational aspirations. Of those who had any aspirations for professional education (excluding the 96% of parents with no professional educational aspiration) two had aspired for a MBBS (Bachelor of Medicine and Bachelor of Science) qualification, while another parent aspired to a professional qualification in management.

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

4.3 Parents' Expectations for Professional Qualifications

Table 4.3

Parents' Expectations for Professional Qualifications when they were Young

Category	Frequency	Percent
No expectations	72	100.0

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

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
Bank Management Course	1	2.4	7.7
Attorney-at-Law	1	2.4	7.7
MBBS	10	23.8	76.9
Engineering	1	2.4	7.7
Total	13	31.0	100.0
No Aspirations	29	69.0	
Total	42	100.0	

With regard to youth aspirations for professional qualifications, a majority of youth (nearly 24%) aspire to a MBBS qualification, while 2.4% of youth equally aspire to management, engineering and Attorney-at-Law qualifications. On the other hand, it is important to note that 69% 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 77% of youth aspire to a MBBS qualification (see *Table 4.4.1.1*).

When we look at gender, class, age and current activity status variations with regard to youth aspirations for professional qualifications, some interesting patterns emerge. For instance, 83% of middle class and 75% of lower class youth aspire to MBBS qualifications compared to only 67% of lower middle class youth (see *Table 4.4.1.2*).

Table 4.4.1.2

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

Groups	Management	Attorney at Law	MBBS	Engineering
All groups	7.7	7.7	76.9	7.7
Class				
Middle	-	16.7	83.3	-
Lower middle	33.3	-	66.7	-
Lower	-	-	75.0	25.0
Age				
15-19	-	-	100.0	-
20-24	25.0	-	75.0	-
25-29	-	50.0	-	50.0
Current activity				
Still schooling	-	-	100.0	-
Employed	-	-	-	100.0
Unemployed	12.5	12.5	75.0	-

As for age, aspiration for MBBS qualifications decreases with increasing age (see *Table 4.4.1.2*).

It is worth mentioning that all currently schooling youth with aspirations for professional qualifications aspired to MBBS qualifications compared to unemployed (75%) and employed (0%) youth (see *Table 4.4.1.2*).

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

Table 4.4.2

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

Categories	Frequency	Percent	Valid Percent
Yes	3	7.1	23.1
No	10	23.8	76.9
Total	13	31.0	100.0
No aspirations	29	69.0	
Total	42	100.0	

As to the question whether 'youth have sufficient means to realize their professional aspirations', 77% of youth said 'no' while only 23% said 'yes' (see Table 4.4.2).

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

4.4.3 What do Youth Lack?

Table 4.4.3

Nature of Inadequate Means of Youth

Categories	Frequency	Percent	Valid Percent
Aptitude	10	23.8	100.0
Not applicable	32	76.2	
Total	42	100.0	

In reply to the question "why is it that youth cannot realize their professional educational aspirations?", all the youth stated that it is due to lack of aptitude.

4.5 Youths' Expectations for Professional Qualifications

Table 4.5

Youths' Expectations for Professional Qualifications

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	2	4.8	50.0
MBBS	2	4.8	50.0
Total	4	9.5	100.0
No expectations	38	90.5	
Total	42	100.0	

We discussed aspirations of youth for professional education as well as obstacles that they are faced with to realize them, in the above sections. Therefore, as to the question of 'expectation for professional qualifications', it is evident that the proportion of youth with 'no expectation for professional qualifications' has increased up to 91% compared to 'no aspiration for professional educational qualifications' (69%) owing to the reasons discussed earlier. On the other hand, expectation for the MBBS qualification has decreased to 5% compared to aspiration for professional education (24%) (see Table 4.5).

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

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

4.6.1 Parents' Aspirations for Professional Qualification of the Selected Youth

Table 4.6.1

Parents' Aspirations for Professional Qualification of the Selected Youth

Categories	Frequency	Percent	Valid Percent
MBBS	37	51.4	88.1
Engineer	2	2.8	4.8
Attorney-at-Law	3	4.2	7.1
Total	42	58.3	100.0
No aspirations	30	41.7	
Total	72	100.0	

As far as 'parents' aspirations for professional education of the selected child' are concerned, 51% of parents aspired to a MBBS (professional) qualification, whereas only 3% to engineering and 4% to a Attorney-at-Law qualification. On the other hand, 42% 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 88% of parents aspired to a MBBS professional qualification for their selected child, while only 7% aspired to a Attorney-at-Law qualification and another 5% to an engineering qualification (see *Table 4.6.1*).

Age, class and gender of parents are not factors influencing the responses to the above question.

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

Table 4.7

Parents' Expectations for Professional Qualification of the Selected Child

Categories	Frequency	Percent	Valid Percent
MBBS	4	5.6	100.0
No expectations	68	94.4	
Total	72	100.0	

With regard to 'parents' expectation for professional qualifications of the selected child', nearly 94% of parents do not have any professional/educational aspirations, while only 6% aspired to a MBBS qualification. This shows the wide gap between aspirations for professional qualifications on one hand and expectations for same on the other (see *Table 4.7*).

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

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

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	14	19.4	19.4
Do not know	58	80.6	80.6
Total	72	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	
03. Local qualifications higher in prestige			
No	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	
04. Foreign qualifications greater in employment value			
Yes	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	
05. Local qualifications greater in employment value			
No	14	19.4	0.0
Not applicable	58	80.6	
Total	72	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	
07. Local professional qualifications carry more influence (Social)			
No	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	

In reply to the question as to whether there was a 'difference in value between local and foreign professional qualifications when they were young', nearly 81% of parents did not know whether there was any difference between local and foreign professional qualifications when they were young, while only 19% of parents stated that there was a value difference between local and foreign professional qualifications (see *Table 4.8.1*). With regard to the reasons for such differences, all parents who perceived a difference between local and foreign qualifications stated that foreign professional qualifications were higher in prestige and have more employment value and recognition.

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

As regards the reasons for the value differences between local and foreign professional qualifications when they were young, nearly 81% of parents stated that foreign professional qualifications were higher in prestige, had a greater employment value and carried more social influence, compared to local professional qualifications in their youth (19%) (see *Table 4.8.1*).

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

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

Table 4.8.2.1

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

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign professional qualifications?			
Yes	41	56.9	56.9
Do not know	31	43.1	43.1
Total	72	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	39	54.2	95.1
No	2	2.8	4.6
Not applicable	31	43.1	
Total	72	100.0	
03. Local qualifications higher in prestige			
Yes	3	4.2	7.3
No	38	52.8	92.7
Not applicable	31	43.1	
Total	72	100.0	
04. Foreign qualifications greater in employment value			
Yes	39	54.2	95.1
No	2	2.8	4.6
Not applicable	31	43.1	
Total	72	100.0	
05. Local qualifications greater in employment value			
Yes	2	2.8	4.9
No	39	54.2	95.1
Not applicable	31	43.1	
Total	72	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	38	52.8	92.7
No	3	4.2	7.3
Not applicable	31	43.1	
Total	72	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	2	2.8	4.9
No	39	54.2	95.1
Not applicable	31	43.1	
Total	72	100.0	

With regard to parents' perception of current value differences between local and foreign professional qualifications, 56% of parents perceived a difference between local and foreign professional qualifications, while 43% did not know whether there is any difference between local and foreign professional qualifications (see *Table 4.8.2.1*).

Table 4.8.2.2

Is there a Value Difference between Local and Foreign Professional Qualifications? – by Gender (Present)

Categories	Gender		Total
	Male	Female	
Yes	24	17	41
	58.5%	41.5%	100.0%
	75.0%	42.5%	56.9%
Do not know	8	23	31
	25.8%	74.2%	100.0%
	25.0%	57.5%	43.1%
Total	32	40	72
	44.4%	55.6%	100.0%
	100.0%	100.0%	100.0%

Gender variations with respect to value differences between local and foreign professional qualifications are noteworthy. It is evident from *Table 4.8.2.2* that a majority of males (75%) perceived a difference between local and foreign professional qualifications when compared to their female counterparts (43%). Furthermore, there are no age and class variations in relation to the above question.

With regard to reasons behind parents' value differences between local and foreign professional qualifications, a clear majority of parents mentioned that foreign qualifications are higher in prestige (95%), have greater employment value (95%) and are socially more influential (93%) when compared to local professional qualifications (7.3%, 5% and 7.3%) (see *Table 4.8.2.1*).

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

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

As for the question "is there a difference in value between local and foreign professional qualifications?", 95% of youth perceived a difference, while 2.4% did not perceive a difference. On the other hand, another 2.4% of youth 'do not know' whether there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

Table 4.9.1.1

Value Differences between Local and Foreign Professional Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign professional qualifications?			
Yes	40	95.2	95.2
No	1	2.4	2.4
Do not know	1	2.4	2.4
Total	42	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	39	92.9	97.5
No	1	2.4	2.5
Not applicable	2	4.8	
Total	42	100.0	
03. Local qualifications higher in prestige			
Yes	1	2.4	2.5
No	39	92.9	97.5
Not applicable	2	4.8	
Total	42	100.0	
04. Foreign qualifications greater in employment value			
Yes	39	92.9	97.5
No	1	2.4	2.5
Not applicable	2	4.8	
Total	42	100.0	
05. Local qualifications greater in employment value			
Yes	1	2.4	2.5
No	39	92.9	97.5
Not applicable	2	4.8	
Total	42	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	39	92.9	97.5
No	1	2.4	2.5
Not applicable	2	4.8	
Total	42	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	1	2.4	2.5
No	39	92.9	97.5
Not applicable	2	4.8	
Total	42	100.0	

Gender and current activity status variations corresponding to the above question are also significant. 95% of both male and female youth perceived a difference between local and foreign professional qualifications at present (see *Table 4.9.1.2*).

Table 4.9.1.2

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

Categories	Gender		Total
	Male	Female	
Yes	20	20	40
	95.2%	95.2%	95.2%
No		1	1
		4.8%	2.4%
Do not know	1		1
	4.8%		2.4%
Total	21	21	42
	100.0%	100.0%	100.0%

As regards the perceived difference between local and foreign professional qualifications, most youth have stated that foreign qualifications are higher in prestige (98%), greater in employment value (98%) and are more socially influential (98%) compared to local qualifications (3%) and that these are the reasons why there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

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

Table 4.10

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

Categories	Frequency	Percent	Valid Percent
Very high	3	4.2	4.2
High	69	95.8	95.8
Total	72	100.0	100.0

With regard to the above question, all the parents perceived that there was either a 'very high' (4.2%) or 'high' (96%) value attached to professional qualifications when they were young (see *Table 4.10*).

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

Table 4.11

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

Category	Frequency	Percent	Valid Percent
Very high	72	100.0	100.0

With regard to parents' perceptions concerning the value attached to professional qualifications at present, all the parents perceived that there is a 'very high' value attached to professional qualifications (see *Table 4.11*).

5.0 VOCATIONAL EDUCATION

5.1 Parents' Vocational Education

Table 5.1

Vocational Qualifications (Parents)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	7	9.7	9.7
No	65	90.3	90.3
Total	72	100.0	
02. If yes, how did you obtain?			
Informally	1	1.4	14.3
Formally	6	8.3	85.7
Not applicable	65	90.3	
Total	72	100.0	
03. If informally, what were the main channels?			
Through friends	1	1.4	100.0
Not applicable	71	98.6	
Total	72	100.0	
04. Course Title			
Primary Teaching	1	1.4	16.7
Driving Licence	5	6.9	83.3
Shorthand and Typing	66	91.7	
Not applicable	72	100.0	
Total			
05. Sector			
Government	2	2.8	33.3
Private	4	5.6	66.7
Not applicable	66	91.7	
Total	72	100.0	

With regard to the above question, 90% of parents have had no vocational education, while only 10% report any vocational education (see *Table 5.1*).

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

5.1.1 How Parents have Obtained Vocational Education

As to the question "how have parents obtained vocational education?", among those with any kind of vocational education, 86% of parents have obtained vocational skills formally, while 14% obtained vocational education informally (see *Table 5.1*).

5.1.2 Main Informal Channels for Obtaining Vocational Skills

As mentioned earlier only one parent had obtained skills through friends (see *Table 5.1*).

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 driving (83%) and teaching (17%). The majority of parents have obtained vocational skills from private sector institutions (67%), while 33% from government sector institutions (see *Table 5.1*).

5.2 Youths' Vocational Education

Table 5.2

Vocational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	6	14.3	14.3
No	36	85.7	85.7
Total	42	100.0	
02. If yes, how did you obtain?			
Informally	2	4.8	33.3
Formally	4	9.5	66.7
Not applicable	36	85.7	
Total	42	100.0	
03. If informally, what were the main channels?			
Family centred	1	2.4	50.0
Through friends	1	2.4	50.0
Not applicable	40	95.2	
Total	42	100.0	
04. Course Title			
Driving Licence	2	4.8	50.0
Fabric Painting	1	2.4	25.0
Electrical Wiring	1	2.4	25.0
Not applicable	38	90.5	
Total	42	100.0	

It is noteworthy that a majority of youth interviewed (86%) do not have any vocational education, while only 14% report having any vocational education (see *Table 5.2*).

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

5.2.1 How Youth Obtained Vocational Education

Among those who have any vocational skill, 67% of youth had acquired vocational education formally, while only 33% obtained these skills informally (see *Table 5.2*). It appears that youth have more access to training than their parents had in the past.

5.2.2 Main Informal Channels for Obtaining Vocational Skills

33% of the youth interviewed had acquired vocational skills informally and through family (50%) and friends (50%) (see *Table 5.2*).

5.2.3 Formal Sector Vocational Courses and Related Sectors

As regards the areas of formally acquired vocational qualifications, the majority of youth acquired driving qualifications (50%), while 25% each acquired fabric painting and electrical wiring qualifications respectively (see *Table 5.2*).

5.3 Aspirations and Expectations of Parents and Youth for Vocational Qualifications

5.3.1 Parents' Aspirations for Vocational Qualifications

Table 5.3.1

Parents' Aspirations for Vocational Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Driving Licence	8	11.1	17.4
Motor Mechanism Course	1	1.4	2.2
Tailoring Course	34	47.2	73.9
Handcraft (Weaving)	1	1.4	2.2
Electrical Course	1	1.4	2.2
Engine Technical Course	1	1.4	2.2
Total	46	63.9	100.0
No Aspirations	26	36.1	
Total	72	100.0	

It is evident from *Table 5.3.1*, that a majority of parents (64%) had aspirations for vocational education when they were young, whereas only 36% had no aspiration for vocational education. Moreover, with regard to the type of qualification, 47% of parents aspired to tailoring/dressmaking and 11% to driving qualifications. Furthermore, a small percentage of parents aspired to motor mechanics, electrical and engine technical qualifications. However, when one looks only at the parents with aspirations for vocational education, it is clear that 74% of parents aspired to tailoring/dressmaking qualifications and 18% to driving qualifications.

5.3.2 Parents' Expectations for Vocational Qualifications

Table 5.3.2.1

Parents' Expectations for Vocational Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Driving Training	8	11.1	18.2
Tailoring	34	47.2	77.3
Technical Course	1	1.4	2.3
Masonry Course	1	1.4	2.3
Total	44	61.1	100.0
No Expectations	28	38.9	
Total	72	100.0	

As for parents' expectations for vocational qualifications, 61% of parents had expectations for vocational qualifications while only 39% had no such expectations. With regard to the expected area of vocational qualification, 47% of parents still expected to obtain training in tailoring/dressmaking and 11% in driving related qualifications. Furthermore, by considering parents with expectations for vocational qualifications in their youth, it is evident that 77% of parents expected to have a tailoring/dressmaking qualification, while another 18% in driving (see *Table 5.3.2.1*).

Table 5.3.2.2

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

Categories	Gender		Total
	Male	Female	
Driving Training	8		8
	100.0%		100.0%
	80.0%		18.2%
Tailoring		34	34
		100.0%	100.0%
		100.0%	77.3%
Technical Course	1		1
	100.0%		100.0%
	10.0%		2.3%
Total	10	34	44
	22.7%	77.3%	100.0%
	100.0%	100.0%	100.0%

Gender variations with regard to expectations for vocational qualifications are noteworthy. All the mothers expected to obtain tailoring (dressmaking) related qualifications (see *Table 5.3.2.2*).

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	7	16.7	18.4
Motor Mechanics Course	1	2.4	2.6
Carpentry Course	2	4.8	5.3
Driving Licence	4	9.5	10.5
Masonry Work	2	4.8	5.3
Electronics Course	1	2.4	2.6
Electrical Course	2	4.8	5.3
Tailoring Course	18	42.9	47.4
Wiring Course	1	2.4	2.6
Total	38	90.5	100.0
No Aspirations	4	9.5	
Total	42	100.0	

A majority of youth aspired to tailoring/dressmaking related qualifications, while 17% aspired to computer related qualifications (17%) and another 10% to driving qualifications. Furthermore, a small percentage of youth aspired to electronic, electrical, carpentry and motor mechanics courses. On the other hand, nearly 10% of youth had no aspirations for vocational qualifications. If one considers only the youth with vocational qualification aspirations by excluding the youth without any vocational qualification aspiration from the analysis, it is clear that 47% of youth aspired to dressmaking/tailoring related qualifications, while another 18% to computer related qualifications (see *Table 5.3.3.1*).

Class and current activity status variations with regard to aspirations for vocational qualifications are noteworthy. More lower (50%) and lower middle class youth (53%) aspired to dressmaking/tailoring related qualifications compared to middle class youth (29%), while more middle class youth aspired to computer related qualifications as against lower (13%) and lower middle class youth (7%)(see *Table 5.3.3.2*).

Table 5.3.3.2

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

Groups	Computer	Motor Mechanics	Carpentry	Driving	Masonry	Electronics	Electrical	Tailoring	Wiring
All groups	18.4	2.6	5.3	10.5	5.3	2.6	5.3	47.4	2.6
Class									
Middle	57.1	-	-	-	-	-	14.3	28.6	-
Lower middle	6.7	-	6.7	6.7	6.7	6.7	6.7	53.3	6.7
Lower	12.5	6.3	6.3	18.8	6.3	-	-	50.0	-
Gender									
Male	23.5	5.9	11.8	23.5	11.8	5.9	11.8	-	5.9
Female	14.3	-	-	-	-	-	-	85.7	-
Current activity									
Still schooling	50.0	-	-	-	-	-	-	50.0	-
Employed	-	20.0	20.0	20.0	-	-	20.0	-	20.0
Unemployed	17.2	-	3.4	10.3	6.9	3.4	3.4	55.2	-

As for gender, more males aspired to computer related qualifications (24%) compared to their female counterparts (14%), whereas 86% of females aspired to tailoring/dressmaking related qualifications (see *Table 5.3.3.2*). It is also important to note that a small proportion of males aspired to carpentry, motor mechanics, masonry, electronic and electrical courses.

As for current activity status, 50% of schooling youth aspired to computer related qualifications, while unemployed youth aspired to dressmaking related qualifications (55%). On the other hand, employed youth aspired to motor mechanics (20%), driving (20%), carpentry (20%) and electrical courses (20%) (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 Aspirations for Vocational Qualifications? (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	36	85.7	94.7
No	2	4.8	5.3
Total	38	90.5	100.0
No aspirations	4	9.5	
Total	42	100.0	

As to the question whether you have 'sufficient means to realize your vocational qualifications', 95% of youth with aspirations for vocational education stated 'yes', whereas only 5% reported not having sufficient means to realize their aspirations (see *Table 5.3.4.1*).

All the lower middle and middle class youth with aspirations for vocational education stated that they have sufficient means to realize their aspirations compared to 88% of lower class youth (see *Table 5.3.4.2*).

Table 5.3.4.2

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

Groups	Yes	No
All groups	94.7	5.3
Class		
Middle	100.0	-
Lower middle	100.0	-
Lower	87.5	12.5
Current activity		
Still schooling	100.0	-
Employed	80.0	20.0
Unemployed	96.6	3.4

As for current activity status with regard to the above question, all the schooling youth, followed by 97% of unemployed youth with vocational aspirations reported having sufficient means to realize their vocational aspirations compared to employed youth (80%) (see *Table 5.3.4.2*).

5.3.5 What do they Lack?

Table 5.3.5

Nature of Inadequate Means of Youth

Categories	Frequency	Percent	Valid Percent
Economic	2	4.8	100.0
Not applicable	40	95.2	
Total	42	100.0	

When asked 'why youth cannot realize their vocational aspirations' all youth with vocational aspirations stated that it was due to economic hardship (see *Table 5.3.5*).

5.3.6 Youths' Expectations for Vocational Qualifications

Table 5.3.6.1

Youths' Expectations Regarding Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Tailoring	17	40.5	45.9
Computer Course	8	19.0	21.6
Motor Mechanics Course	1	2.4	2.7
Carpentry Course	2	4.8	5.4
Masonry Course	2	4.8	5.4
Driving Licence	5	11.9	13.5
Electrical Course	1	2.4	2.7
Wiring Course	1	2.4	2.7
Total	37	88.1	100.0
No Expectations	5	11.9	
Total	42	100.0	

As regards 'youth expectations for vocational qualifications', one cannot see a major gap, in comparison to 'youth vocational aspirations'. Moreover, 41% of the youth expect tailoring/dressmaking qualifications, while 19% of youth expect computer related qualifications. On the other hand, the proportion of youth with expectations for qualifications in driving has slightly increased from 10% to 12% in comparison with aspirations for vocational qualifications in that field. Furthermore, the proportion of youth with 'no expectations' for vocational education is slightly higher (12%) compared to those with 'no aspirations' for vocational education (10%) (see *Table 5.3.6.1*).

When we look only at the category of youth with vocational expectations, it is noteworthy that a majority of youth (46%) expect dressmaking/tailoring related vocational qualifications, while only 22% expect computer related qualifications (see *Table 5.3.6.1*).

Class and gender are important factors that influence expectations for vocational qualifications. More middle class youth expect computer related qualifications (83%), compared to lower middle (13%) and lower class youth (6%). Furthermore, more lower (50%) and lower middle class youth (53%) expect dressmaking/tailoring related vocational qualifications compared to middle class youth (17%) (see *Table 5.3.6.2*).

As for gender, 29% of males expect computer related qualifications compared to their female counterparts (15%), while 85% of females expect dressmaking related qualifications (see *Table 5.3.6.2*).

Table 5.3.6.2

Expectations Regarding Vocational Qualifications as a Youth - by Class and Gender (Youth) (%)

Groups	Tailoring	Computer	Motor Mechanics	Carpentry	Masonry	Driving	Electrical	Wiring
All groups	45.9	21.6	2.7	5.4	5.4	13.5	2.7	2.7
Class								
Middle	16.7	83.3	-	-	-	-	-	-
Lower middle	53.3	13.3	-	6.7	6.7	6.7	6.7	6.7
Lower	50.0	6.3	6.3	6.3	6.3	25.0	-	-
Gender								
Male	-	29.4	5.9	11.8	11.8	29.4	5.9	5.9
Female	85.0	15.0	-	-	-	-	-	-

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

Table 5.4.1.1

Parents' Aspirations for Vocational Qualifications for the Selected Child

Categories	Frequency	Percent	Valid Percent
Computer Course	6	8.3	14.3
Motor Mechanics	3	4.2	7.1
Masonry Course	1	1.4	2.4
Electrical Course	1	1.4	2.4
Tailoring	30	41.7	71.4
Wiring Course	1	1.4	2.4
Total	42	58.3	100.0
Not Applicable/No Aspirations	30	41.7	
Total	72	100.0	

It is evident from *Table 5.4.1.1* that 58% of parents have aspirations for vocational qualifications for their child selected for the interview, while 42% of the parents did not have any such aspirations. When one considers the proportion of parents with any aspirations for vocational education for their children, a majority of them (42%) aspired to tailoring/dressmaking qualifications, while 8% to computer qualifications and another small percentages to masonry, motor mechanics and electrical wiring qualifications.

There are class variations with respect to parents' aspirations for vocational education for their children. 40% of middle class parents aspired to computer qualifications, as against 11% of middle class parents. On the other hand, 79% of lower class parents, followed by 72% of lower middle class

parents aspired to tailoring/dressmaking related qualifications compared to middle class parents (60%) (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	Motor Mechanics	Masonry	Electrical	Tailoring	Wiring
All groups	14.3	7.1	2.4	2.4	71.4	2.4
Class						
Middle	40.0	-	-	-	60.0	-
Lower middle	11.1	5.6	-	5.6	72.2	5.6
Lower	-	14.3	7.1	-	78.6	-
Gender						
Male	14.3	14.3	4.8	4.8	61.9	-
Female	14.3	-	-	-	81.0	4.8

As for gender, more mothers (81%) aspired to tailoring related qualifications for their child in comparison to their fathers (62%) (see *Table 5.4.1.2*).

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

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

Categories	Frequency	Percent	Valid Percent
Computer Course	7	9.7	15.9
Technical Course	1	1.4	2.3
Driving Licence	1	1.4	2.3
Carpentry	1	1.4	2.3
Motor Mechanics	2	2.8	4.5
Masonry	3	4.2	6.8
Tailoring	28	38.9	63.6
Wiring Course	1	1.4	2.3
Total	44	61.1	100.0
Not Applicable/No Expectations	28	38.9	
Total	72	100.0	

With regard to the above question, 39% of parents do not have any vocational educational expectation for their child interviewed.

As regards the parents with expectations for vocational educational qualifications for the child, 39% expect dressmaking/tailoring qualifications while 10% expect computer qualifications (see *Table 5.4.2*).

5.5 Value Differences between Local and Foreign Vocational Qualifications

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

Table 5.5.1

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

Categories	Frequency	Percentage	Valid Percentage
01. Was there a difference in value between local and foreign vocational qualifications?			
Yes	14	19.4	19.4
Do not know	58	80.6	80.6
Total	72	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	
03. Local qualifications provided better skills			
No	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	
04. Foreign qualifications greater in employment value			
Yes	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	
05. Local qualifications greater in employment value			
No	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	
06. Foreign Vocational qualifications carry more recognition			
Yes	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	
07. Local vocational qualifications carry more recognition			
No	14	19.4	100.0
Not applicable	58	80.6	
Total	72	100.0	

As to the question "was there a value difference between local and foreign vocational qualifications?", 19% of parents stated that they perceived a value difference while most parents (81%) '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, all the parents who perceived a difference felt that foreign qualifications provided better skills, greater employment value and more recognition, when 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

Table 5.5.2

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

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign vocational qualifications?			
Yes	41	56.9	56.9
Do not know	31	43.1	43.1
Total	72	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	39	54.2	95.1
No	2	2.8	4.9
Not applicable	31	43.1	
Total	72	100.0	
03. Local qualifications provided better skills			
Yes	2	2.8	4.9
No	39	54.2	95.1
Not applicable	31	43.1	
Total	72	100.0	
04. Foreign qualifications greater in employment value			
Yes	39	54.2	95.1
No	2	2.8	4.9
Not applicable	31	43.1	
Total	72	100.0	
05. Local qualifications greater in employment value			
Yes	2	2.8	4.9
No	39	54.2	95.1
Not applicable	31	43.1	
Total	72	100.0	
06. Foreign vocational qualifications carry more recognition			
Yes	39	54.2	95.1
No	2	2.8	4.9
Not applicable	31	43.1	
Total	72	100.0	
07. Local vocational qualifications carry more recognition			
Yes	2	2.8	4.9
No	39	54.2	95.1
Not applicable	31	43.1	
Total	72	100.0	

As regards parents' perception of value differences between local and foreign vocational qualifications at present, it is clear that a majority of parents (57%) perceived a difference, while 43% 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*).

In relation to the reasons for the value difference, 95% of parents stated that foreign vocational qualifications provide better skills, have greater employment value and more recognition in comparison to local vocational qualifications (5%).

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	40	95.2	95.2
No	1	2.4	2.4
Do not know	1	2.4	2.4
Total	42	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	39	92.9	97.5
No	1	2.4	2.5
Not applicable	2	4.8	
Total	42	100.0	
03. Local qualifications higher in prestige			
Yes	1	2.4	2.5
No	39	92.9	97.5
Not applicable	2	4.8	
Total	42	100.0	
04. Foreign qualifications greater in employment value			
Yes	39	92.9	97.5
No	1	2.4	2.5
Not applicable	2	4.8	
Total	42	100.0	
05. Local qualifications greater in employment value			
Yes	1	2.4	2.5
No	39	92.9	97.5
Not applicable	2	4.8	
Total	42	100.0	
06. Foreign vocational qualifications carry more recognition			
Yes	39	92.9	97.5
No	1	2.4	2.5
Not applicable	2	4.8	
Total	42	100.0	
07. Local vocational qualifications carry more recognition			
Yes	1	2.4	2.5
No	39	92.9	97.5
Not applicable	2	4.8	
Total	42	100.0	

In reply to the question “is there a value difference between local and foreign vocational qualifications?”, 95% of youth stated ‘yes’ while only 2.4% said ‘no’. On the other hand, another 2.4% of the youth said that they ‘do not know’ whether there is a value difference between local and foreign vocational qualifications (see *Table 5.5.3*).

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

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

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

Table 5.6.1

Value Parents Attached to Vocational Qualifications (Past)

Categories	Frequency	Percent	Valid Percent
Very high	1	1.4	1.4
High	70	97.2	97.2
Very low	1	1.4	1.4
Total	72	100.0	100.0

As regards parents’ perceptions of value attached to vocational qualifications prior to economic liberalization, it is significant that 98% of parents perceived either a ‘very high’ (1.4%) or a ‘high’ (97%) value associated with vocational qualifications while only 1.4% perceived a ‘very low’ value (see *Table 5.6.1*).

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

Table 5.6.2

Value Parents Attach to Vocational Qualifications (Present)

Categories	Frequency	Percent	Valid Percent
Very high	70	97.2	97.2
High	1	1.4	1.4
Very low	1	1.4	1.4
Total	72	100.0	100.0

In relation to the period after economic liberalization, one can see an increase in the proportion of parents who perceived a ‘very high’ (1.4% to 97.2%) value attached to vocational qualifications (see *Table 5.6.2*). On the other hand, only 1.4% perceived a ‘very low’ (1.4%) value attached to vocational qualifications in general, during the post-economic liberalization period (see *Table 5.6.2*).

6.0 LIVELIHOODS

6.1 Parents' Aspirations and Expectations for their Livelihoods

6.1.1 Parents' Aspirations for their Livelihoods

Table 6.1.1.1

Aspirations for Livelihoods (Parents)

	Categories	Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	2	2.8	4.7
	Professionals (A)	2	2.8	4.7
	Professionals (B)	32	44.4	74.4
	Clerks	1	1.4	2.3
	Security Services	2	2.8	4.7
	Agricultural & Fisheries	2	2.8	4.7
	Self-employment	2	2.8	4.7
	No Aspirations	29	40.3	
	Total	72	100.0	

Note: 'Professionals A'

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

'Professionals B'

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

Table 6.1.1.1, shows that a majority of parents (44%) 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 40% of parents were without any particular occupational aspiration.

If one looks at the category of parents with livelihood aspirations, it is clear that 74% of parents aspired to livelihoods related to the 'professionals (B)' sector (see Table 6.1.1.1).

Gender variations with regard to aspirations for livelihoods are important. For instance, more females aspired to professionals (B) sector livelihoods (93%), when compared with their male (64%) counterparts (see Table 6.1.1.2).

Table 6.1.1.2

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

Categories	Gender		Total
	Male	Female	
Executive, Managerial and Administrative	2		2
	7.1%		4.7%
Professionals (A)	1	1	2
	3.6%	6.7%	4.7%
Professionals (B)	18	14	32
	64.3%	93.3%	74.4%
Clerks	1		1
	3.6%		2.3%
Security Service Workers	2		2
	7.1%		4.7%
Agricultural and Fisheries Workers	2		2
	7.1%		4.7%
Self-employment	2		2
	7.1%		4.7%
Total	28	15	43
	100.0%	100.0%	100.0%

6.1.2 *Parents' Expectations for their Livelihoods*

Table 6.1.2.1

Expectations for Livelihoods (Parents)

Categories		Frequency	Percentage	Valid Percentage
Expectations	Professionals (B)	4	5.6	11.8
	Agricultural & Fisheries	9	12.5	26.5
	Elementary Occupations	5	6.9	14.7
	Self-employment	16	22.2	47.1
	No Expectations	38	52.8	
	Total	72	100.0	

As regards expectations, majority of parents expect to be self-employed, for instance in business. One can also see a gradual increase of parents' expectations for agriculture and fisheries related occupations, compared to their other occupational aspirations (3% to 12%). Furthermore, 7% of the parents have expectations for elementary occupations such as transport and unskilled labour. Only 6% of parents expect 'professionals (B)' occupations. Moreover, it is also important to note that there is an increase of the proportion of parents with no occupational expectations, i.e. 40%, when compared to their aspirations (53%).

When one looks at the category of parents having occupational expectations, it is clear that the majority (47%) of them expect self-employment, followed by 26% of parents who have expectations for agriculture and fisheries related occupations and 12% for 'professionals (B)' occupations (see *Table 6.1.2.1*).

As for gender, more females expect 'professionals (B)' occupations (50%) compared to their male counterparts (3%) (see *Table 6.1.2.2*).

Table 6.1.2.2

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

Categories	Gender		Total
	Male	Female	
Professionals (B)	1	3	4
	3.6%	50.0%	11.8%
Agricultural and Fisheries Workers	9		9
	32.1%		26.5%
Elementary Occupations (Unskilled Labourers)	2	3	5
	7.1%	50.0%	14.7%
Self-employment	16		16
	57.1%		47.1%
Total	28	6	34
	100.0%	100.0%	100.0%

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	Professionals (A)	11	26.2	28.9
	Professionals (B)	23	54.8	60.5
	Clerks	1	2.4	2.6
	Self-employment	3	7.1	7.9
	No aspirations	4	9.5	
	Total	42	100.0	

As for youths' aspirations for livelihoods, it is evident that a significant proportion of them (55%) aspire to 'professionals (B)' occupations, while 26% aspire to 'professionals (A)' occupations. Conversely, only 10% of youth indicate 'no aspirations' for a particular occupation (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 (83%) aspire to 'professionals (A)' occupations, compared to lower middle (21%) and lower class youth (17%), while 71% of the lower middle class youth, followed by 67% of lower class youth aspire to 'professionals (B)' occupations as against only 17% of middle class youth (see *Table 6.2.1.2*).

Table 6.2.1.2

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

Groups	Professionals (A)	Professionals (B)	Clerks	Self-employment
All groups	28.9	60.5	2.6	7.9
Class				
Middle	83.3	16.7	-	-
Lower middle	21.4	71.4	-	7.1
Lower	16.7	66.7	5.6	11.1
Gender				
Male	26.3	52.6	5.3	15.8
Female	31.6	68.4	-	-
Current activity				
Still schooling	100.0	-	-	-
Employed	20.0	80.0	-	-
Unemployed	20.7	65.5	3.4	10.3

As for gender, more females aspire to 'professionals (B)' (68%) occupations, compared to their male counterparts (53%) (see *Table 6.2.1.2*).

With regard to current activity status, all currently schooling youth (56%) aspire to 'professionals (A)' occupations, whereas more employed (80%) and unemployed youth (66%) aspire to 'professionals (B)' occupations (see *Table 6.2.1.2*).

Youth aspirations for occupations do not vary according to age.

6.2.2 Availability of Sufficient Means to Realize Occupational Aspirations of Youth

Table 6.2.2.1

Availability of Sufficient Means (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	9	21.4	23.7
No	29	69.0	76.3
Total	38	90.5	100.0
Not applicable	4	9.5	
Total	42	100.0	

When questioned as to whether 'they have sufficient means to realize their occupational aspirations', a majority of youth answered in the negative (76%), while 24% said 'yes' (see *Table 6.2.2.1*).

As for current activity status, more employed (80%) and unemployed youth (79%) stated that they have no sufficient means to realize their occupational aspirations, when compared with currently schooling youth (see *Table 6.2.2.2*).

Table 6.2.2.2
Sufficient Means to Realize your Aspirations for Livelihoods - by Current Activity Status (Youth)

Categories	Current activity status			Total
	Still schooling	Employed	Unemployed	
Yes	2	1	6	9
	50.0%	20.0%	20.7%	23.7%
No	2	4	23	29
	50.0%	80.0%	79.3%	76.3%
Total	4	5	29	38
	100.0%	100.0%	100.0%	100.0%

In reply to the question “why cannot youth realize their occupational aspirations?”, 97% of youth stated that it was due to lack of aptitude, while 3% attributed it to other reasons (see *Table 6.2.3*).

6.2.3 What do they Lack?

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

Categories	Frequency	Percent	Valid Percent
Aptitude	28	66.7	96.6
Other	1	2.4	3.4
Total	29	69.0	100.0
Not applicable	13	31.0	
Total	42	100.0	

6.2.4 Youths' Expectations for Livelihoods

Table 6.2.4.1
Youths' Expectations for Livelihoods

Categories	Frequency	Percentage	Valid Percentage	
Expectations	Executive, Managerial & Administrative	1	2.4	2.6
	Professionals (A)	2	4.8	5.3
	Professionals (B)	8	19.0	21.1
	Elementary Occupations	9	21.4	23.7
	Self-employment	13	31.0	34.2
	Foreign Employment	5	11.9	13.2
	No Expectations	4	9.5	
	Total	42	100.0	

When we look at youth expectations, it is significant that 31% of the youth interviewed expect to be self-employed while another 21% expect elementary occupations. On the other hand, the proportion of youth who expect to do 'professionals (A) and (B)' category jobs are only 5% and 19% respectively in comparison with youth having aspirations for such occupations (26% and 55% respectively). Also one can see 13% of youth who expect foreign employment (see *Table 6.2.4.1*).

When youth with occupational expectations are taken together, it is clear that 34% of them expect self-employment, while 24% expect elementary occupations and another 21% expect 'professionals (B)' occupations (see *Table 6.2.4.1*).

Gender variation with regard to the above question are notable. For instance, more middle class youth expect 'professionals (B)' occupations (50%) compared to lower middle (27%) and lower class youth (6%). More lower class youth expect elementary occupations (35%) and self-employment (41%) (see *Table 6.2.4.2*).

Table 6.2.4.2

What is your Expectation Regarding Livelihood as a Youth? - by Class (Youth)

Categories	Class			Total
	Middle	Lower Middle	Lower	
Executive, Managerial and Administrative	1			1
	16.7%			2.6%
Professionals (A)		1	1	2
		6.7%	5.9%	5.3%
Professionals (B)	3	4	1	8
	50.0%	26.7%	5.9%	21.1%
Elementary Occupations (Unskilled Labourers)	1	2	6	9
	16.7%	13.3%	35.3%	23.7%
Self-employment	1	5	7	13
	16.7%	33.3%	41.2%	34.2%
Foreign Employment		3	2	5
		20.0%	11.8%	13.2%
Total	6	15	17	38
	100.0%	100.0%	100.0%	100.0%

There are no gender, age and current activity status variations with regard to youth expectations for livelihoods.

6.3 Parents' Aspirations and Expectations Regarding Livelihoods for their Children

6.3.1 Parents' Aspirations Regarding Livelihoods for their Children

Table 6.3.1.1

Parents' Livelihood Aspirations for their Children

	Categories	Frequency	Percentage	Valid Percentage
Aspirations	Professionals (A)	41	56.9	57.7
	Professionals (B)	29	40.3	40.8
	Self-employment	1	1.4	1.4
	No aspirations	1	1.4	
	Total	72	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 57% of the parents aspired to 'professionals (A)' occupations for their children, 40% aspired to 'professionals (B)' category occupations. Only 1.4% of the parents aspired to self-employment for their children. There was only one parent without any livelihood aspiration for the child selected for the interview.

When we look at parents with occupational aspirations for the child separately, it is significant that about 58% aspired to 'professionals (A)' category jobs for their selected child, while 41% aspired to 'professionals (B)' occupations. In other words, their overall aspirations are very high.

Class variations with regard to occupational aspirations for the child selected for the interview are significant. For example, more lower class parents (53%) aspired to 'professionals (B)' occupations, compared to lower middle (38%) and middle class (17%) parents. On the other hand, more middle (83%) and middle class parents (62%) aspire to 'professionals (A)' category jobs for their child selected for the interview, in comparison to lower class parents (43%) (see *Table 6.3.1.2*).

Table 6.3.1.2

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

Groups	Professionals (A)	Professionals (B)	Self-employment
All groups	57.7	40.8	1.4
Class			
Middle	83.3	16.7	-
Lower middle	62.1	37.9	-
Lower	43.3	53.3	3.3
Gender			
Male	65.6	34.4	-
Female	51.3	46.2	2.6

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

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

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

When we look at parents' expectations regarding livelihoods for their children, it becomes evident that 35% of parents expect self-employment. Another 25% of them aspire to elementary occupations. On the other hand, only 8% expect to work in 'Professionals (A) occupations and 22% in 'professionals (B)' occupations. It is important to note that 8% of parents do not have any particular occupational expectation for their children (see *Table 6.3.2.1*).

Table 6.3.2.1

Expectations for Livelihoods for the Selected Child (Parents)

	Categories	Frequency	Percentage	Valid Percentage
Expectations	Professionals (A)	5	6.9	7.6
	Professionals (B)	16	22.2	24.2
	Elementary Occupations	18	25.0	27.3
	Self-employment	25	34.7	37.9
	Foreign Employment	2	2.8	3.0
	No Expectations	6	8.3	
	Total	72	100.0	

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

When we look at the data disaggregated by class and gender, some interesting patterns emerge. For instance, more lower class parents expect their children to be either self-employed or do elementary occupations. Furthermore, more middle class (55%) parents expect 'professionals (B)' category occupations compared to lower middle (30%) and lower class parents (7%) (see *Table 6.3.2.2*).

Table 6.3.2.2

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

Categories	Class			Total
	Middle	Lower Middle	Lower	
Professionals (A)	1	2	2	5
	9.1%	7.4%	7.1%	7.6%
Professionals (B)	6	8	2	16
	54.5%	29.6%	7.1%	24.2%
Elementary Occupations (Unskilled Labourers)	3	5	10	18
	27.3%	18.5%	35.7%	27.3%
Self-employment	1	11	13	25
	9.1%	40.7%	46.4%	37.9%
Foreign employment		1	1	2
		3.7%	3.6%	3.0%
Total	11	27	28	66
	100.0%	100.0%	100.0%	100.0%

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

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 for the Sector in which they Preferred to be Employed

Categories	Frequency	Percent	Valid Percent
Government sector	39	54.2	90.7
Organized private sector (Foreign/joint venture)	4	5.6	9.3
Total	43	59.7	100.0
Not applicable	29	40.3	
Total	72	100.0	

It is evident from *Table 6.4.1* that nearly 60% of parents had aspirations for a preferred sector of employment, while 40% of parents did not indicate any such aspirations. Furthermore, when one looks at the parents with aspirations for a preferred sector of employment, it is significant that the vast majority of parents (91%) aspired to government sector employment, and only 9% aspired to work in the foreign/joint venture organized private sector.

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

Table 6.4.2

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

Categories	Frequency	Percent	Valid Percent
Government sector	4	5.6	11.8
Organized private sector (Foreign/joint venture)	26	36.1	76.5
Self-employment	4	5.6	11.8
Total	34	47.2	100.0
Not applicable	38	52.8	
Total	72	100.0	

When it comes to parents' expectations regarding the sector of employment, the proportion of parents with no particular expectations for a preferred sector of employment reaches 53%, compared to 40% with no aspirations. When one looks at parents with expectations regarding the preferred sector of employment, 77% of them expect to work in the foreign organized private sector, while 12% of parents each expect to work in either self-employment or the government sector respectively (see *Table 6.4.2*).

6.4.3 Youths' Aspirations Regarding the Sector of Employment

Table 6.4.3

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

Categories	Frequency	Percent	Valid Percent
Government sector	35	83.3	92.1
Organized private sector (Foreign/joint venture)	3	7.1	7.9
Total	38	90.5	100.0
No aspirations	4	9.5	
Total	42	100.0	

Looking at the data on youth aspirations for the preferred sector of employment, it is evident that nearly 83% of youth aspired to government sector employment, while only 7% aspired to foreign organized private sector employment. On the other hand, only 10% of youth did not have any aspirations for a particular sector of employment (see *Table 6.4.3*).

When youth with aspirations for a particular sector are taken together, it is remarkable that 92% of them aspire to work in the government sector.

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

6.4.4 Youths' Expectations Regarding the Sector of Employment

Table 6.4.4.1

Youths' Expectations Regarding the Preferred Sector of Employment

Categories	Frequency	Percent	Valid Percent
Government sector	11	26.2	28.9
Organized private sector (Foreign/joint venture)	19	45.2	50.0
Self-employment	7	16.7	18.4
Overseas	1	2.4	2.6
Total	38	90.5	100.0
No expectations	4	9.5	
Total	42	100.0	

As regards youth expectations for the preferred sector of employment, it is evident that nearly 45% of them expect to work in the organized private sector (joint/foreign), while another 26% expect to work in the government sector. On the other hand, 17% of youth expect self-employment. Furthermore, there are only 10% of youth with no expectations for a preferred sector of employment.

When youth with expectations for a preferred sector of employment are taken together, it is significant that 50% of them expect to work in the organized private sector (foreign/joint venture) and another 29% in government employment (see *Table 6.4.4.1*).

Class, gender and current activity status variations with regard to youth expectations for a preferred sector of employment are also noteworthy. For example, 67% of youth from the middle class expect to work in the government sector, compared to lower (33%) and lower middle class youth (12%). Furthermore, more lower class youth (65%) expect to work in the organized private sector compared to lower middle (40%) and middle class youth (33%) (see *Table 6.4.4.2*).

Table 6.4.4.2

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

Groups	Government sector	Organized private sector (Foreign)	Self-employment	Overseas
All groups	28.9	50.0	18.4	2.6
Class				
Middle	66.7	33.3	-	-
Lower middle	33.3	40.0	20.0	6.7
Lower	11.8	64.7	23.5	-
Gender				
Male	15.0	60.0	25.0	-
Female	44.4	38.9	11.1	5.6
Current activity				
Still schooling	36.4	-	-	-
Employed	-	80.0	20.0	-
Unemployed	24.1	51.7	20.7	3.4

As for gender, 44% of females expect to work in the government sector, as against a smaller proportion of their male counterparts (15%). More males expect organized private sector employment (60%) compared to females (39%) (see *Table 6.4.4.2*).

As for current activity status with regard to youth expectations in relation to the preferred sector of employment, all currently schooling youth expect to work in the government sector, while employed youth (80%) expect to work in the organized private sector (foreign/joint venture). In other words, those who are still in school have much higher expectations regarding the preferred sector of employment.

7.0 NACHCHADUWA VILLAGE SUMMARY

1. Village Background

Nachchaduwa, a rural Muslim village is located in the North Central Province, about 210 km from Colombo. The livelihood activities are predominantly based on foreign employment and business.

2. Socio-economic Characteristics of the Sample Population

In relation to gender, there are more males in the sample population (53%) when compared to their female counterparts, who constitute 47%.

It is important to note that nearly 47% of the household population belong to youth in the age category of 16-30. It is also evident from marital status of the household population that nearly 55% 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 (53%). 11% of household members have passed the O/L, while only 3% have passed the A/L. However, there is only one member in the sample with a university degree.

Livelihood structure of the sample population is predominantly small, medium and large-scale businesses. It is noteworthy that nearly 44% of household members are unemployed. Unemployment among females (80%) is higher, when compared to their male counterparts (33%). 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 19% of the sample household population earn less than Rs. 2000, and 7% of household members report a monthly income of over Rs. 7,000.

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 (58%) have primary level education. On the other hand, 13% and 3% of parents have O/L and A/L qualifications

respectively. In relation to youth educational attainment, one can see a huge increase in the proportion of youth with O/L and A/L qualifications (34% and 16% respectively), compared to their parents.

When it comes to higher education, only one youth has a university degree and none of the parents have degrees.

3.2 Aspirations and Expectations for Education

3.2.1 Parents' aspirations and expectations for education

The majority of parents aspired to an O/L (47%) qualification, while another 31% to an A/L qualification and only 21% to a university education.

When it comes to parents' expectations for education, the proportion of parents who had expectations for O/L education had significantly increased from 47% to 83% on the one hand, while on the other, expectations for a university education decreased (21% to 1.4%).

3.2.2 Youths' aspirations and expectations for education

It is significant that 81% of youth interviewed aspired to a university education, while 12% to an O/L and only 7% to an A/L qualification. In other words, the majority of youth have high aspirations for a university education. It is also important to note, that more females aspire to a university and A/L education (86% and 10%), compared to their male counterparts (76% and 5%).

With regard to whether youth have sufficient means to realize their educational aspirations, a clear majority of youth stated that they do not have sufficient means to do so (79%), mainly due to a lack of aptitude, while 21% of youth stated that they have sufficient means to realize their educational aspirations.

With reference to youth expectations for education, a majority of youth had expectations for O/L education (58%), while 23% for a university education. As for gender, a clear proportion of females (30%) expect a university education, compared to their male counterparts (15%). It is worth mentioning that a high percentage of schooling youth have expectations for a university education, as against unemployed and employed youth.

4. Aspirations and Expectations for Professional Qualifications

4.1 Parents' Aspirations for Professional Qualifications

There were no high aspirations among parents for professional qualifications when they were young, due to a significant proportion of parents with no aspirations for professional qualifications (96%). However, nearly two thirds of parents with professional qualification aspirations aspired to a MBBS qualification.

It is important to note that when it comes to parents' expectations for professional education, none of the parents had expectations for professional qualifications.

4.2 Youths' Aspirations and Expectations for Professional Qualifications

Nearly one third of the youth interviewed had aspirations for professional qualifications when compared to their parents. With regard to the type of qualification, 77% of youth with professional qualification aspirations, aspired to a MBBS qualification.

With regard to whether youth have sufficient means to realize their professional aspirations, a significant proportion of youth stated that they do not have sufficient means to realize their educational aspirations (77%), due to a lack of aptitude; while 23% said that they have sufficient means to do so.

As regards youth expectations for professional qualifications, it is notable that the proportion of youth with no expectations for professional education increased up to 91%. However, 50% of youth with expectations for professional education, expected an Attorney-at-Law professional qualification, while the rest, a MBBS qualification.

5. Parents' and Youths' Aspiration for Vocational Qualifications

5.1 Parents' Aspirations and Expectations for Vocational Qualifications

The majority of parents had aspirations for vocational education (64%). In relation to the type of qualifications among only the parents with vocational qualification aspirations, 74% of them aspired to a dressmaking/tailoring qualification, while 17% to a driving qualification.

With regard to parents' expectations for vocational qualifications, nearly 77% of parents who had vocational expectations, expected dressmaking/tailoring related qualifications.

5.2 Youths' Aspirations and Expectations for Vocational Qualifications

It is important to note that 91% of youth had vocational aspirations, while only 9% of youth had no such aspirations. When one considers only youth with vocational aspirations, it is significant that the majority of youth aspired to tailoring/dressmaking vocational qualifications (55%), while 18% to a computer related qualification. As for gender, 86% of females aspired to a dressmaking qualification, while 24% of males aspired to computer related qualifications.

With regard to whether youth have sufficient means to realize their vocational aspirations, 95% of youth with vocational aspirations, stated that they have sufficient means to realize their educational aspirations, while 5% of youth stated that they do not have sufficient means to do so, mainly due to economic reasons.

In relation to youths' expectations for vocational qualifications, still the majority of youth have expectations for dressmaking qualifications (46%), while 22% for a computer related qualification. As

for gender, a clear proportion of females have expectations for dressmaking related qualifications (85%), while more males have expectations for computer related qualifications (29%).

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

6.1 Parents' Aspirations and Expectations for Livelihoods

Nearly 74% of parents with aspirations for livelihood, aspired to be employed in the 'Professionals (B)' category. When it comes to expectations for livelihood, 47% of parents had expectations for self-employment, while another 27% for the agriculture and fisheries sector.

6.2 Youths' Aspirations and Expectations for Livelihoods

The majority of youth aspire to 'Professionals (B)' (61%) category occupations, while another 29% to 'Professionals (A)' occupations.

With regard to whether youth have sufficient means to realize their livelihood aspirations, 76% of youth with aspirations for livelihoods stated that they do not have sufficient means to realize their educational aspirations, mainly due to a lack of aptitude (97%), while 24% of youth stated that they have sufficient means to do so.

When it comes to livelihood expectations, 34% of youth had expectations for self-employment, while 24% for elementary occupations.

7. Preferred Sector of Employment

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

A significant proportion of parents aspired to government sector occupations (91%), while 9% aspired to foreign/joint venture organized private sector employment. It is notable, that the proportion of parents who had expectations for foreign/joint venture organized private sector employment increased up to 77%, with regard to parents' expectations for livelihood.

7.2 Youths' Aspirations for a Preferred Sector of Employment

Youths' aspirations for government sector employment are significant (92%). In relation to youths' expectations for a preferred sector of employment, nearly 58% of youth had expectations for foreign/joint venture organized private sector employment, while another 29% had expectations for government sector employment.

Annex

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