

Globalisation Qualifications and Livelihoods



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Youth Aspirations and Expectations in
Lanka following Economic
Liberalisation

Location Study 9 Vogan Estate

N.Fernando and S.T.Hettige

SCHOOL OF
Lifelong
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Development

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 13, 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 Vogan Estate, a low country private tea estate in the Western Province in which the majority of the population is Indian Tamil.

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

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

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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>Kilo Metre</i>
MBBS	<i>Bachelor of Medicine and Bachelor of Science</i>
N/A	<i>Not Applicable</i>
NGO	<i>Non Governmental Organization</i>
RS	<i>Rupees</i>

LOCATION STUDY 09 - VOGAN ESTATE

1.0 INTRODUCTION

Vogan Estate is a low country, private estate, managed by Kotagala Plantations Limited. It is located in the Western Province, about 68 km from Colombo. This estate is in the Mathugama Division of the Kalutara District. 7 km from Vogan Estate lies the developing town, Mathugama. It is the closest town to Vogan Estate connected by a decent paved road. Villagers come to Mathugama not only to obtain the services of government administrative institutions, but also for other services, both private as well as public, such as banks, hospitals etc. Villagers also go to Kalutara (26 km from Vogan Estate) for commercial purposes.

The livelihood activities are predominantly based on tea estate work by tea pluckers, sundry workers and other estate workers. There are a few families who own poultry farms. There are also a handful of families with at least one member doing non-estate jobs such as teaching and clerical in government and private institutions.

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	92	49.5	49.5
Female	94	50.5	50.5
Total	186	100.0	100.0

As *Table 2.1* shows, there are an equal percentage of males and females in the household sample population. This is not the pattern in the relevant AGA division as there are more females.

2.2 Age

Table 2.2 shows that nearly 50% of the household population belong to youth in the age category of 16-30, while only 10% are 15 years or less.

Table 2.2
Age Distribution of the Sample Household Population

Categories	Frequency	Percent	Valid Percent
1-5	4	2.2	2.2
6-10	6	3.2	3.2
11-15	8	4.3	4.3
16-20	35	18.8	18.8
21-25	37	19.9	19.9
26-30	20	10.8	10.8
31-35	9	4.8	4.8
36-40	9	4.8	4.8
41-45	7	3.8	3.8
46-50	13	7.0	7.0
51 >	38	20.4	20.4
Total	186	100.0	100.0

2.3 Marital Status of the Sample Household Population

Table 2.3
Marital Status

Categories	Frequency	Percent	Valid Percent
Unmarried	98	52.7	52.7
Married	77	41.4	41.4
Widowed	10	5.4	5.4
Not registered the marriage	1	0.5	0.5
Total	186	100.0	100.0

Marital status of the sample population in *Table 2.3* shows that majority (53%) of household members are unmarried and only 41% are married.

2.4 Educational Attainment

Table 2.4
Educational Attainment of Household Members

Categories	Frequency	Percent	Valid Percent
Primary (Passed grade 1-5)	60	32.3	38.0
Post-primary (Passed grade 6-10)	76	40.9	48.1
O/L	14	7.5	8.9
A/L	2	1.1	1.3
No schooling literate	5	2.7	3.2
Degree	1	0.5	0.6
Total	158	84.9	100.0
Under age 5	4	2.2	
Still schooling	24	12.9	
Total	186	100.0	

It is evident from *Table 2.4*, that 48% of household members have completed their post primary education, whilst 38% of members have completed their primary education. On the other hand, nearly 9% of members have completed their GCE O/L, while two household members have completed their GCE A/L and only one member has a university degree.

2.5 Main Occupation

Table 2.5.1
Occupation

Categories	Frequency	Percent	Valid Percent
Unemployed	35	18.8	27.6
Skilled jobs	11	5.9	8.7
Estate worker (Tea pluckers, Collectors, Labourers)	58	31.2	45.7
White-collar jobs	10	5.4	7.9
Foreign employment	6	3.2	4.7
Poultry Farmer	1	0.5	0.8
Daily paid worker (Outside the estate)	2	1.1	1.6
Retired	2	1.1	1.6
Business	2	1.1	1.6
Total	127	68.3	100.0
Housewife	21	11.3	
Student	24	12.9	
Unable to work/Under age 5	14	7.5	
Total	186	100.0	

As regards the occupational structure, it is evident that 46% (see *Table 2.5.1*) of household members earn an income by engaging in estate work.

Class¹ variations in relation to the occupational structure show that more lower (52%) and lower middle class (41%) household members are engaged in estate work in comparison to middle class household members (35%) (see *Table 2.5.2*).

As for gender, a slightly higher proportion of females (47%) are employed in estate work compared to their male counterparts (44%) (see *Table 2.5.2*).

In relation to education, it is clear that the proportion of household members who engage in estate work decreases with increasing educational attainment (grade 1-5 : 63%, 6-10 : 40% and O/L : 14%) (see *Table 2.5.2*).

¹ Middle class – teachers, clerks, field staff, factory and welfare staff
Lower middle class - Kangani and Thalavar (work superior)
Lower class – daily paid labourers

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

Groups	Unemployed	Skilled Jobs	Estate Workers	White-Collar Jobs	Foreign Employment	Poultry Farming	Daily Paid Workers	Retired	Business (Retail)
All groups	27.6	8.7	45.7	7.9	4.7	0.8	1.6	1.6	1.6
Gender									
Male	22.2	12.5	44.4	11.1	-	1.4	2.8	2.8	2.8
Female	34.5	3.6	47.3	3.6	10.9	-	-	-	-
Age									
16-20	72.7	9.1	13.6	-	-	-	-	-	4.5
21-25	44.1	14.7	32.4	2.9	5.9	-	-	-	-
26-30	23.5	11.8	41.2	11.8	-	5.9	-	-	5.9
31-35	-	-	62.5	12.5	25.0	-	-	-	-
36-40	-	12.5	87.5	-	-	-	-	-	-
41-45	-	-	50.0	25.0	25.0	-	-	-	-
46-50	-	-	90.0	10.0	-	-	-	-	-
51 >	-	4.2	58.3	16.7	4.2	-	8.3	8.3	-
Education									
Grade 1-5	14.6	4.9	63.4	2.4	2.4	2.4	2.4	4.9	2.4
Grade 6-10	32.3	12.3	40.0	7.7	4.6	-	1.5	-	1.5
O/L	50.0	-	14.3	28.6	7.1	-	-	-	-
AL	50.0	50.0	-	-	-	-	-	-	-
No schooling	-	-	100.0	-	-	-	-	-	-
Degree	-	-	-	-	100.0	-	-	-	-
Class									
Middle	11.8	11.8	35.3	41.2	-	-	-	-	-
Lower middle	26.1	13.0	41.3	4.3	8.7	2.2	2.2	2.2	-
Lower	32.8	4.7	51.6	1.6	3.1	-	1.6	1.6	3.1

It is also important to note that 3.2% of household members engaged in estate work as supervisors and other related officer level positions.

As is well known, new job opportunities were created due to the open economic policies not only in the ready-made garment industry field but also in foreign employment, for both rural as well as estate people. It is clear from the above data that nearly 5% of household members work in Middle-East countries as housemaids, while another 2% work in ready-made garment factories, as machine operators and helpers.

It is also important to note that a small proportion of household members work as teachers in government schools.

The unemployment rate of household members in Vogan Estate is another important area to examine. As is evident, 28% of household members are unemployed while 73% are engaged in some income earning activity. When one looks at the relationship between unemployment on the one hand and education, gender and age on the other, one can observe some clear patterns. For example, the rate of unemployment increases with increasing educational attainment (15% unemployed were those who had primary education whereas 50% were those who passed the O/L) (see *Table 2.5.2*).

As for age, unemployment rate decreases with increasing age (73% among 16-20 age cohort and only 24% among 26-30 age cohort respectively) (see *Table 2.5.2*).

With regard to gender, the unemployment rate is slightly higher among females (35%), when compared with their male counterparts (22%) (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 (33%) and lower middle class (26%) household members are unemployed compared to middle class household members (12%) (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	24	12.9	32.9
2001-5000	35	18.8	47.9
5001-8000	12	6.5	16.4
8001 >	2	1.1	2.7
Total	73	39.2	100.0
N/A	113	60.8	
Total	186	100.0	

Table 2.6 shows that the majority (48%) earn a monthly income of Rs. 2001-5000, while another 33% earn a monthly income of Rs. 1-2000. What is also important to note here, is that there is a considerable gap between the lowest and the highest income categories. While about 80% earn less than Rs. 5000, 20% of household members report an income of over Rs. 5,000.

3.0 EDUCATION

3.1 Educational Attainment of Parents and Youth

Table 3.1.1

Educational Status (Parents)

Categories	Frequency	Percent	Valid Percent
Primary	35	60.3	60.3
Post-primary	18	31.0	31.0
O/L	1	1.7	1.7
No schooling literate	4	6.9	6.9
Total	58	100.0	100.0

Table 3.1.2

Educational Status (Youth)

Categories	Frequency	Percent	Valid Percent
Primary	5	13.9	16.1
Post-primary	18	50.0	58.1
O/L	5	13.9	16.1
A/L	2	5.6	6.5
No school education	1	2.8	3.2
Total	31	86.1	100.0
Still schooling	5	13.9	
Total	36	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 still schooling also go to government schools. It is evident from *Table 3.1.1* that a majority (60%) of parents have primary education, while 31% of parents have post-primary education. Furthermore, only one parent had passed O/L and none of the parents had passed the A/L. On the other hand, educational attainment among youth is much higher. For instance, 58% of youth had post-primary education, when compared to 31% of their parents. 16% of youth had O/L qualifications compared to 2% of their parents. It is noteworthy that nearly 7% of youth had A/L qualifications.

3.2 Higher Education

3.2.1 University Education : Parents and Youth

Table 3.2.1.1

University Education among Sampled Parents

Categories	Frequency	Percent	Valid Percent
No higher education	54	93.1	100.0
Not applicable	4	6.9	
Total	58	100.0	

Table 3.2.1.2
University Education among Youth

Categories	Frequency	Percent	Valid Percent
No higher education	35	97.2	100.0
Not applicable/Not relevant	1	2.8	
Total	36	100.0	

None of the parents and youth in the sample had university education.

3.3 Use of Tuition

Table 3.3.1
Parents who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	5	8.6	9.3
No	49	84.5	90.7
Total	54	93.1	100.0
Not applicable	4	6.9	
Total	58	100.0	

Table 3.3.2
Youth who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	12	33.3	41.4
No	17	47.2	58.6
Total	29	80.6	100.0
Not applicable	1	2.8	
Still schooling	6	16.7	
Total	36	100.0	

Taking extra tuition in either 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 only 9% of the parents who had school education had attended tuition classes during their schooling. On the other hand, nearly 41% of youth who had finished schooling had taken tuition (see *Table 3.3.2*), while 50% of youth who are still schooling attend tuition classes. This shows how widespread this practice is even in estate areas.

The one parent who reported going for private tuition had done so in preparation for national examinations such as the 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 in 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	45	77.6	83.3
No	9	15.5	16.7
Total	54	93.1	100.0
Not applicable	4	6.9	
Total	58	100.0	

In reply to the question, “did you leave school prematurely (at least before sitting for the O/L)?”, 83% of parents answered affirmatively, while only 17% answered negatively (see *Table 3.4.1.1*).

Gender variations with regard to the above question are noteworthy. For instance, more females (93%) had left school prematurely as against their male counterparts (74%) (see *Table 3.4.1.2*).

Table 3.4.1.2

Did you Leave School Prematurely? - by Gender (At least before O/L) (Parents)

Categories	Gender		Total
	Male	Female	
Yes	20	25	45
	74.1%	92.6%	83.3%
No	7	2	9
	25.9%	7.4%	16.7%
Total	27	27	54
	100.0%	100.0%	100.0%

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

It is also important to examine the reasons given by parents for leaving school prematurely. *Table 3.4.1.3* shows that 76% of parents left school prematurely due to ‘economic reasons’, while another 9% stated that ‘parents did not want me to continue’ and 7% stated that ‘I did not want to continue’ (see *Table 3.4.1.3*).

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

Categories	Frequency	Percent	Valid Percent
Economic difficulty	34	58.6	75.6
Parents did not want me to continue	4	6.9	8.9
I did not want to continue	3	5.2	6.7
Failure	1	1.7	2.2
Due to change of school	1	1.7	2.2
Social problems	2	3.4	4.4
Total	45	77.6	100.0
Not applicable	13	22.4	
Total	58	100.0	

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

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	12	33.3	33.3
No	24	66.7	66.7
Total	36	100.0	100.0

The school dropout rate among youth is not as high when compared to that of their parents, because nearly 67% of youth have not dropped out from school before sitting for the O/L, and only 33% had left school prematurely due to different reasons (see *Table 3.4.2.1*).

Age and class variations with regard to the above question are noteworthy. For instance, more lower class youth left school prematurely (39%) compared to lower middle (33%) and middle class youth (17%) (see *Table 3.4.2.2*).

Table 3.4.2.2
Premature School Dropout - by Gender, Age and Class (At least before O/L) (Youth) (%)

Groups	Yes	No
All groups	33.3	66.7
Gender		
Male	27.8	72.2
Female	38.9	61.1
Age groups		
15-19	-	100.0
20-24	53.3	46.7
25-29	40.0	60.0
Class		
Middle	16.7	83.3
Lower middle	33.3	66.7
Lower	38.9	61.1

As for age, more youth who belong to the 20-24 age cohort (53%) left school prematurely compared to the 25-29 (40%) and 15-19 (0%) age cohorts (see *Table 3.4.2.2*).

In relation to gender, 39% of females left school prematurely compared to 28% of male youth (see *Table 3.4.2.2*).

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

Categories	Frequency	Percent	Valid Percent
Economic difficulties	5	13.9	41.7
Parents did not want me to continue	2	5.6	16.7
I did not want to continue	3	8.3	25.0
Illness	1	2.8	8.3
Ethnic conflict	1	2.8	8.3
Total	12	33.3	100.0
Not applicable	24	66.7	
Total	36	100.0	

With regard to the reasons for leaving school prematurely, 42% of youth had left school early due to 'economic difficulties', while another 25% stated that it was due to lack of interest and another 16% due to the reason 'parents did not want me to continue' (see *Table 3.4.2.3*).

Gender differences in relation to the above question are notable. For instance, a higher proportion of males (60%) left school prematurely due to economic reasons compared to their female counterparts (29%) (see *Table 3.4.2.4*).

Table 3.4.2.4
If Dropped Out, Reason for Leaving School - by Gender and Class (Youth) (%)

Groups	Economic	Parents did not want	I did not want	Illness	Ethnic conflict
All groups	41.7	16.7	25.0	8.3	8.3
Gender					
Male	60.0	-	20.0	20.0	-
Female	28.6	28.6	28.6	-	14.3
Class					
Middle	-	-	-	-	100.0
Lower middle	25.0	-	50.0	25.0	-
Lower	57.1	28.6	14.3	-	-

As for class, 57% of lower class youth left school prematurely due to economic reasons compared to lower middle (25%) and middle class youth (see *Table 3.4.2.4*).

3.5 Aspirations and Expectations for Education

3.5.1 Parents' Aspirations for Education when they were Young

Table 3.5.1.1

Parents' Aspirations for Education when they were Young

Categories	Frequency	Percent	Valid Percent
Primary	11	19.0	19.3
O/L	28	48.3	49.1
A/L	10	17.2	17.5
University	8	13.8	14.0
Total	57	98.3	100.0
No aspirations	1	1.7	
Total	58	100.0	

Table 3.5.1.1 shows that 48% of parents aspired to O/L education followed by another 19% to primary education. Furthermore, another 17% aspired to A/L and only 14% to university education. On the other hand, only 2% of parents had no aspiration for education.

Gender variations with regard to aspirations for education are notable. More males aspired to O/L, A/L and university education (53%, 18% and 18% respectively) than their female counterparts (45%, 17% and 10% respectively). On the other hand, a clear proportion of females (28%) aspired to primary education compared to males (11%) (see Table 3.5.1.2).

Table 3.5.1.2

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

Categories	Gender		Total
	Male	Female	
Primary	3	8	11
	10.7%	27.6%	19.3%
O/L	15	13	28
	53.6%	44.8%	49.1%
A/L	5	5	10
	17.9%	17.2%	17.5%
University	5	3	8
	17.9%	10.3%	14.0%
Total	28	29	57
	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	16	27.6	29.1
O/L	31	53.4	56.4
A/L	7	12.1	12.7
University	1	1.7	1.8
Total	55	94.8	100.0
No expectations	3	5.2	
Total	58	100.0	

In relation to parents' expectations for education, it is evident from *Table 3.5.2.1* that 53% of parents expected O/L education and another 28% primary education. On the other hand, 12% of parents expected A/L and only 2% of parents expected university education. Also one can see a slight increase in parents with no expectations for education (5%). However, by excluding 'no expectation' parents from the analysis, it is clear that 56% of parents expected O/L education, whilst another 29% expected primary education.

Gender variations with respect to expectations for education are noteworthy. For example, the proportion of males (61%, 18% and 4%) who expected O/L, A/L and university education are higher when compared to their female (52%, 7.4% and 0%) counterparts. On the other hand, more females expected primary education (41%) compared to their male counterparts (18%) (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	5	11	16
	17.9%	40.7%	29.1%
O/L	17	14	31
	60.7%	51.9%	56.4%
A/L	5	2	7
	17.9%	7.4%	12.7%
University	1		1
	3.6%		1.8%
Total	28	27	55
	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
Primary	1	2.8	2.8
O/L	4	11.1	11.1
A/L	2	5.6	5.6
University	29	80.6	80.6
Total	36	100.0	100.0

It is evident from *Table 3.6.1.1* that 81% of youth aspire to university education, while 11% of youth aspire to O/L and another 6% to A/L education. On the other hand there weren't any youth without aspirations for education.

When we look at the data disaggregated by class, gender and current activity status, some interesting patterns emerge. For example, 83% each of middle class and lower class youth aspire to university education followed by 75% of lower class youth (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	Primary	O/L	A/L	University
All groups	2.8	11.1	5.6	80.6
Class				
Middle	-	16.7	-	83.3
Lower middle	-	16.7	8.3	75.0
Lower	5.6	5.6	5.6	83.3
Gender				
Male	5.6	5.6	-	88.9
Female	-	16.7	11.1	72.2
Current activity				
Still schooling	-	-	-	100.0
Employed	11.1	33.3	-	55.6
Unemployed	-	4.8	9.5	85.7

Gender variations with respect to aspirations for education are important. The proportion of males who aspire to university education is significantly higher (89%) when compared to females (72%) (see *Table 3.6.1.2*).

As for current activity status, all schooling youth in the sample aspire to university education compared with 86% of unemployed youth and only 56% of employed 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	12	33.3	33.3
No	24	66.7	66.7
Total	36	100.0	100.0

In reply to the question “do you have sufficient means to realize your educational aspirations?”, 67% of youth respondents answered negatively, while 33% of youth respondents said that they have sufficient means to realize their educational aspirations (see *Table 3.6.2.1*)

Age variations with respect to sufficient means to realize educational aspirations are noteworthy. The proportion of youth who have no means to realize their aspirations for education increases with increasing age (15-19 : 36% and 20-24 : 80%) (see *Table 3.6.2.2*).

Table 3.6.2.2

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

Groups	Yes	No
All groups	33.3	66.7
Age		
15-19	63.6	36.4
20-24	20.0	80.0
25-29	20.0	80.0
Class		
Middle	66.7	33.3
Lower middle	50.0	50.0
Lower	11.1	88.9
Current activity		
Still schooling	100.0	-
Employed	22.2	77.8
Unemployed	19.0	81.0

Variations with respect to current activity status are important. All schooling youth stated that they have sufficient means to realize their aspirations for education, while 78% of employed youth and 81% of unemployed youth stated that they do not have sufficient means to do so (see *Table 3.6.2.2*).

With regard to class, 89% of lower class youth stated that they cannot realize their aspirations for education compared to lower middle (50%) and middle class youth (33%) (see *Table 3.6.2.2*).

There is no gender variation with regard to the above question.

3.6.3 Insufficient Means to Realize Educational Aspirations of Youth

Table 3.6.3.1

Reasons for Insufficient Means to Realize Educational Aspirations (Youth)

Categories	Frequency	Percent	Valid Percent
Economic	7	19.4	29.2
Aptitude	16	44.4	66.7
Illness	1	2.8	4.2
Total	24	66.7	100.0
Not applicable	12	33.3	
Total	36	100.0	

In reply to the question, "if you do not have sufficient means to realize your educational aspirations why is it so?" nearly 67% stated that it was due to a lack of aptitude, while 29% said that it was due to economic reasons (see *Table 3.6.3.1*).

As for gender, 75% of females with educational aspirations stated that they cannot achieve their educational aspirations due to a lack of aptitude compared to their male counterparts (58%) (see *Table 3.6.3.2*).

Table 3.6.3.2

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

Categories	Gender		Total
	Male	Female	
Economic	4	3	7
	33.3%	25.0%	29.2%
Aptitude	7	9	16
	58.3%	75.0%	66.7%
Illness	1		1
	8.3%		4.2%
Total	12	12	24
	100.0%	100.0%	100.0%

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

3.6.4 Expectations for Education

When youth were asked about their expectations for education, a majority of youth (36%) mentioned university education, even though the rate is very much lower compared to aspirations for education (36%). On the other hand, expectations for O/L (11% to 31%) and A/L education (6% to 17%) have increased. It is also important to note that there are nearly 11% of youth with no expectations for education (see *Table 3.6.4.1*).

Table 3.6.4.1
Youths' Expectations for Education

Categories	Frequency	Percent	Valid Percent
Primary	2	5.6	6.3
O/L	11	30.6	34.4
A/L	6	16.7	18.8
University	13	36.1	40.6
Total	32	88.9	100.0
No expectations	4	11.1	
Total	36	100.0	

If one excludes the youth with no expectation for education from the analysis, it is clear that the majority of youth expect university education (41%), while 34% expect O/L and 19%, A/L education.

Variations with regard to class and current activity status are significant. More middle class youth expect university education (67%), compared to lower middle (46%) and lower class youth (27%) (see *Table 3.6.4.2*).

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

Groups	Primary	O/L	A/L	University
All groups	6.3	34.4	18.8	40.6
Class				
Middle	-	33.3	-	66.7
Lower middle	-	36.4	18.2	45.5
Lower	13.3	33.3	26.7	26.7
Current activity				
Still schooling	-	-	-	100.0
Employed	-	66.7	-	33.3
Unemployed	10.0	35.0	30.0	25.0

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

Finally, there is no clear relationship with age and gender in relation to youth expectations for education.

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

3.7.1 Parents' Aspirations Regarding Education of the Selected Child

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

Table 3.7.1.1
Parents' Aspirations Regarding Education of the Selected Child

Categories	Frequency	Percent	Valid Percent
O/L	6	10.3	10.9
A/L	2	3.4	3.6
University	47	81.0	85.5
Total	55	94.8	100.0
No aspirations	3	5.2	
Total	58	100.0	

As shown in *Table 3.7.1.1*, 86% of parents aspire to university education for the selected child, while only 11% aspire to O/L and another 4% to A/L education. On the other hand, 5% of parents had no aspirations for education of the selected child.

Class variations with regard to the above question are noteworthy. For instance, all the middle class parents aspire to university education for their child selected for the interview compared to lower middle (88%) and lower class parents (78%) (see *Table 3.7.1.2*).

Table 3.7.1.2
Aspirations Regarding Child's General Educational Qualifications - by Class (Parents)

Categories	Class			Total
	Middle	Lower Middle	Lower	
O/L		1	5	6
		5.9%	18.5%	10.9%
A/L		1	1	2
		5.9%	3.7%	3.6%
University	11	15	21	47
	100.0%	88.2%	77.8%	85.5%
Total	11	17	27	55
	100.0%	100.0%	100.0%	100.0%

3.7.2 Parents' Expectations for Education of the Selected Child

Table 3.7.2.1
Parents' Expectations Regarding their Child's Education

Categories	Frequency	Percent	Valid Percent
Primary	1	1.7	2.0
O/L	15	25.9	29.4
A/L	15	25.9	29.4
University	20	34.5	39.2
Total	51	87.9	100.0
No expectations	7	12.1	
Total	58	100.0	

In reply to the question regarding 'parents' expectation of education for the selected child', 39% of the parents expect university education even though the rate is lower compared to their aspiration (86%) for education, while 29% equally expect A/L and O/L education for the selected child. On the other hand, 2% of parents expect primary education for the selected child (see *Table 3.7.2.1*).

Class variations with regard to the above are noteworthy. For instance, nearly 80% of middle class parents expect university education for their child who was interviewed compared to middle (47%) and lower class (19%) parents. On the other hand, more lower class parents expect A/L (39%) education for their child selected for the interview, compared to middle (20%) and lower middle class parents (20%) (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	
Primary			1	1
			3.8%	2.0%
O/L		5	10	15
		33.3%	38.5%	29.4%
A/L	2	3	10	15
	20.0%	20.0%	38.5%	29.4%
University	8	7	5	20
	80.0%	46.7%	19.2%	39.2%
Total	10	15	26	51
	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	14	24.1	24.1
High	43	74.1	74.1
No idea	1	1.7	1.7
Total	58	100.0	100.0

In reply to the question, "what was the value attached to education when parents were young?", nearly 74% of the parents stated that there was a 'high' value for education when they were young, while 24% stated that there was a 'very high' value for education (see *Table 3.8.1*). It is important to note that only 2% of the parents did not know the value attached to education when they were young.

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

3.8.2 Value Attached to Education After Economic Liberalization

Table 3.8.2

Value Attached to Education at Present (Parents)

Categories	Frequency	Percent	Valid Percent
Very high	46	79.3	79.3
High	11	19.0	19.0
Low	1	1.7	1.7
Total	58	100.0	100.0

When we asked the same question in relation to the present situation, nearly 79% of parents stated that there is a 'very high' value attached to education, whereas only 19% stated that there is a 'high' value for education. On the other hand, only 2% of parents stated that there is a 'low' value for education. Therefore, it is clear from the above data that the present value for education has increased compared to the period before economic liberalization (see *Table 3.8.2*).

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

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

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

Value differences of parents in regard to local and foreign qualifications when they were young are shown in *Table 3.9.1*. It is evident that nearly 83% of parents did not know whether there was a value difference between local and foreign educational qualifications when they were young and only 16% of parents perceived a value difference.

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

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	9	15.5	15.5
No	1	1.7	1.7
Do not know	48	82.8	82.8
Total	58	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	6	10.3	66.7
No	3	5.2	33.3
Not applicable	49	84.5	
Total	58	100.0	
03. Local qualifications higher in prestige			
Yes	3	5.2	33.3
No	6	10.3	66.7
Not applicable	49	84.5	
Total	58	100.0	
04. Foreign qualifications greater in employment value			
Yes	6	10.3	66.7
No	3	5.2	33.3
Not applicable	49	84.5	
Total	58	100.0	
05. Local qualifications greater in employment value			
Yes	3	5.2	33.3
No	6	10.3	66.7
Not applicable	49	84.5	
Total	58	100.0	

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

With regard to current value differences between local and foreign qualifications, 60% of parents perceive a difference, while 40% 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 (55%) and greater employment value (55%) of foreign qualifications are the reasons behind the differences.

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	35	60.3	60.3
Do not know	23	39.7	39.7
Total	58	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	32	55.2	91.4
No	3	5.2	8.6
Not applicable	23	39.7	
Total	58	100.0	
03. Local qualifications higher in prestige			
Yes	3	5.2	8.6
No	32	55.2	91.4
Not applicable	23	39.7	
Total	58	100.0	
04. Foreign qualifications greater in employment value			
Yes	32	55.2	91.4
No	3	5.2	8.6
Not applicable	23	39.7	
Total	58	100.0	
05. Local qualifications greater in employment value			
Yes	3	5.2	8.6
No	32	55.2	91.4
Not applicable	23	39.7	
Total	58	100.0	

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

81% of youth perceive a difference between local and foreign educational qualifications while 17% do not know whether there is a difference. Only 3% of youth do not perceive a difference between local and foreign educational qualifications. It is clear from *Table 3.9.3* that 64% of youth think foreign educational qualifications have higher prestige as well as a greater employment value, compared to local 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	29	80.6	80.6
No	1	2.8	2.8
Do not know	6	16.7	16.7
Total	36	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	23	63.9	79.3
No	6	16.7	20.7
Not applicable	7	19.4	
Total	36	100.0	
03. Local qualifications higher in prestige			
Yes	6	16.7	20.7
No	23	63.9	79.3
Not applicable	7	19.4	
Total	36	100.0	
04. Foreign qualifications greater in employment value			
Yes	23	63.9	79.3
No	6	16.7	20.7
Not applicable	7	19.4	
Total	36	100.0	
05. Local qualifications greater in employment value			
Yes	6	16.7	20.7
No	23	63.9	79.3
Not applicable	7	19.4	
Total	36	100.0	

4.0 PROFESSIONAL EDUCATION**4.1 Current Status of Professional Education of Parents and Youth**

It is important to note that not a single parent interviewed had any professional educational qualification, while one youth had followed a nursing course in a government institution.

4.2 Aspirations and Expectations for Professional Qualifications**4.2.1 Parents' Aspirations for Professional Qualifications**

Table 4.2.1

Parents' Aspirations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	1	1.7	50.0
MBBS	1	1.7	50.0
Total	2	3.4	100.0
No aspirations	56	96.6	
Total	58	100.0	

It is clear from *Table 4.2.1* that nearly 97% of parents did not have any aspirations for professional education when they were young, while only two parents had professional educational aspirations, one for a MBBS qualification, and the other for an Attorney-at-Law professional qualification.

4.3 Parents' Expectations for Professional Qualifications

Table 4.3

Parents' Expectations for Professional Qualifications when they were Young

Category	Frequency	Percent
No expectations	58	100.0

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

4.4 Youths' Aspirations and Expectations for Professional Qualifications

4.4.1 Youths' Aspirations for Professional Qualifications

Table 4.4.1.1

Youths' Aspirations for Professional Qualifications

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	2	5.6	12.5
MBBS	12	33.3	75.0
Engineering	2	5.6	12.5
Total	16	44.4	100.0
No aspirations	20	55.6	
Total	36	100.0	

With regard to youths' aspirations for professional qualifications, a majority of youth (nearly 33%) aspire to a MBBS qualification, while 6% equally aspire to an Attorney-at-Law and engineering qualification. On the other hand, it is important to note that about 56% of youth are without any professional aspirations. Furthermore, if we exclude youth with no professional aspiration from the analysis and look at the youth with such aspirations, it is clear that 75% of youth aspire to MBBS qualification (see *Table 4.4.1.1*).

When one looks at gender and class variations with regard to youths' aspirations for professional qualifications, some interesting patterns emerge. For instance, more lower class youth aspire to a MBBS qualifications (86%) compared to lower middle (67%) and middle class youth (67%) (see *Table 4.4.1.2*).

Table 4.4.1.2

Aspirations Regarding Professional Qualifications as a Youth - by Class and Gender (Youth) (%)

Groups	Attorney-at-Law	MBBS	Engineering
All groups	12.5	75.0	12.5
Class			
Middle	33.3	66.7	-
Lower middle	16.7	66.7	16.7
Lower	-	85.7	14.3
Gender			
Male	12.5	87.5	-
Female	12.5	62.5	25.0

As for gender, a clear proportion of males aspire to a MBBS qualification (88%) as against their female counterparts (63%) (see *Table 4.4.1.2*).

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

Table 4.4.2.1

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

Categories	Frequency	Percent	Valid Percent
Yes	6	16.7	37.5
No	10	27.8	62.5
Total	16	44.4	100.0
No aspirations	20	55.6	
Total	36	100.0	

In reply to the question whether 'youth have sufficient means to realize their professional aspirations', 63% of youth said 'no' while only 37% said 'yes' that they do have sufficient means to realize their professional qualification aspirations (see *Table 4.4.2.1*).

More lower class youth (86%) stated that they do not have sufficient means to realize their professional aspirations compared to the lower middle (50%) and middle class youth (33%) (see *Table 4.4.2.2*).

As for gender, 75% of males stated that they do not have sufficient means to realize their aspirations for professional education as against 50% of their female counterparts (see *Table 4.4.2.2*).

Table 4.4.2.2

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

Groups	Yes	No
All groups	37.5	62.5
Class		
Middle	66.7	33.3
Lower middle	50.0	50.0
Lower	14.3	85.7
Gender		
Male	25.0	75.0
Female	50.0	50.0

There is no age variation with regard 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
Economic	1	2.8	10.0
Aptitude	9	25.0	90.0
Total	10	27.8	100.0
Not applicable	26	72.2	
Total	36	100.0	

In reply to the question “why is it that youth cannot realize their professional educational aspirations?”, 90% of youth stated that it is due to a lack of aptitude, while 10% stated that it is owing to economic problems.

4.5 Youths’ Expectations for Professional Qualifications

Table 4.5

Youths’ Expectations for Professional Qualifications

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	1	2.8	16.7
MBBS	4	11.1	66.7
Engineering	1	2.8	16.7
Total	6	16.7	100.0
No expectations	30	83.3	
Total	36	100.0	

We discussed aspirations of youth for professional education as well as obstacles that they are faced with to realize them, in the above sections. Therefore, as to the question of ‘expectation for professional qualifications’, it is understandable that the proportion of youth with no expectation for professional

qualifications has increased up to 88% compared to aspirations for professional educational qualifications (56%), owing to the reasons discussed earlier. On the other hand, while expectations for MBBS qualifications have decreased to 11% compared to aspirations for professional education (33%), only 3% of youth equally expect engineering and Attorney-at-Law qualifications (see *Table 4.5*).

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

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

4.6.1 Parents' Aspirations for Professional Qualification of the Selected Youth

Table 4.6.1.1

Parents' Aspirations for Professional Qualification of the Selected Youth

Categories	Frequency	Percent	Valid Percent
MBBS	27	46.6	87.1
Management (Bank)	1	1.7	3.2
Engineering	1	1.7	3.2
Attorney-at-Law	2	3.4	6.5
Total	31	53.4	100.0
No aspirations	27	46.6	
Total	58	100.0	

As for 'parents' aspirations for professional education of the selected child', 47% of parents aspired to a MBBS professional qualification. On the other hand, another 47% of parents had no aspirations for professional education for the selected child. If one considers parents with professional aspirations for the selected child, it is clear that the majority of parents aspired to a MBBS professional qualification for their selected child, while a small proportion of parents aspired to engineering, Attorney-at-Law and bank management professional qualifications (see *Table 4.6.1.1*).

Class differences in relation to the above question are important to examine. All the lower class parents with professional aspirations for the child selected aspire to a MBBS professional qualification for them (100%) as against lower middle (90%) and middle class youth (67%) (see *Table 4.6.1.2*).

Table 4.6.1.2

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

Groups	MBBS	Management	Engineering	Attorney-at-Law
All groups	87.1	3.2	3.2	6.5
Class				
Middle	66.7	11.1	11.1	11.1
Lower middle	90.0	-	-	10.0
Lower	100.0	-	-	-
Gender				
Male	76.9	7.7	-	15.4
Female	94.4	-	5.6	-

As for gender, more mothers aspired to a MBBS qualification for their child selected (94%) for the interview compared to fathers (77%) (see *Table 4.6.1.2*).

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
Management	3	5.2	21.4
MBBS	8	13.8	57.1
Engineering	2	3.4	14.3
Attorney-at-Law	1	1.7	7.1
Total	14	24.1	100.0
No expectations	44	75.9	
Total	58	100.0	

With regard to the 'parents' expectation for professional qualifications for the selected child', nearly 76% of parents do not have any professional/educational expectations while only 14% aspired to a MBBS qualification. However, expectations for a MBBS qualification for the selected child have decreased compared with aspirations (57%) (see *Table 4.7*).

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

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

In reply to the question as to whether there was a 'difference in value between local and foreign professional qualifications when they were young', nearly 85% of parents did not know whether there was any difference between local and foreign professional qualifications when they were young, while only 15% of parents stated that there was a value difference. Furthermore, majority of parents who perceived a value difference between local and foreign professional qualifications stated that it was so due to the reasons that foreign qualifications were higher in prestige, had a greater employment value and carried more social influence, compared to local qualifications before economic liberalization (see *Table 4.8.1*).

Table 4.8.1

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

Categories	Frequency	Percentage	Valid Percentage
01. Was there a difference in value between local and foreign professional qualifications?			
Yes	9	15.5	15.5
Do not know	49	84.5	84.5
Total	58	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	7	12.1	77.8
No	2	3.4	22.2
Not applicable	49	84.5	
Total	58	100.0	
03. Local qualifications higher in prestige			
Yes	2	3.4	22.2
No	7	12.1	77.8
Not applicable	49	84.5	
Total	58	100.0	
04. Foreign qualifications greater in employment value			
Yes	7	12.1	77.8
No	2	3.4	22.2
Not applicable	49	84.5	
Total	58	100.0	
05. Local qualifications greater in employment value			
Yes	2	3.4	22.2
No	7	12.1	77.8
Not applicable	49	84.5	
Total	58	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	7	12.1	77.8
No	2	3.4	22.2
Not applicable	49	84.5	
Total	58	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	2	3.4	22.2
No	7	12.1	77.8
Not applicable	49	84.5	
Total	58	100.0	

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

Table 4.8.2.1

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

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign professional qualifications?			
Yes	34	58.6	58.6
Do not know	24	41.4	41.4
Total	58	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	31	53.4	91.2
No	3	5.2	8.8
Not applicable	24	41.4	
Total	58	100.0	
03. Local qualifications higher in prestige			
Yes	3	5.2	8.8
No	31	53.4	91.2
Not applicable	24	41.4	
Total	58	100.0	
04. Foreign qualifications greater in employment value			
Yes	31	53.4	91.2
No	3	5.2	8.8
Not applicable	24	41.4	
Total	58	100.0	
05. Local qualifications greater in employment value			
Yes	3	5.2	8.8
No	31	53.4	91.2
Not applicable	24	41.4	
Total	58	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	31	53.4	91.2
No	3	5.2	8.8
Not applicable	24	41.4	
Total	58	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	3	5.2	8.8
No	31	53.4	91.2
Not applicable	24	41.4	
Total	58	100.0	

With regard to parents' perception of current value differences between local and foreign professional qualifications, 59% of parents perceived a difference, while 41% did not know whether there is any difference between local and foreign professional qualifications (see *Table 4.8.2.1*).

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 (71%) perceived a difference between local and foreign professional qualifications when compared to their female counterparts (47%) (see *Table 4.8.2.2*).

Table 4.8.2.2

Is there a Difference in Value between Local and Foreign Professional Qualifications at Present? - by Class and Gender (Parents) (%)

Groups	Yes	Do not know
All groups	58.6	41.4
Class		
Middle	90.9	9.1
Lower middle	70.6	29.4
Lower	40.0	60.0
Gender		
Male	71.4	28.6
Female	46.7	53.3

As for class variations, more middle class parents perceived a difference (91%) between local and foreign professional qualifications compared to lower middle (71%) and lower class parents (40%) (see *Table 4.8.2.2*).

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

With regard to reasons behind parents' value differences between local and foreign professional qualifications, 53% of parents mentioned that foreign qualifications are higher in prestige, have greater employment value and are socially more influential when compared to local professional qualifications (see *Table 4.8.2.1*).

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

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

In reply to the question "is there a difference in value between local and foreign professional qualifications?", 78% of youth perceived a difference, while 6% did not perceive a difference. On the other hand, 17% of youth do not know whether there is a difference between local and foreign professional qualifications (see *Table 4.9.1*).

In reply to the question "is there a difference between local and foreign professional qualifications, and if so, why is it so,?" 75% of youth have stated that foreign qualifications are higher in prestige, greater in employment value and are more socially influential compared to local qualifications, and that is why there is a difference between local and foreign professional qualifications (see *Table 4.9.1*).

Table 4.9.1

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	28	77.8	77.8
No	2	5.6	5.6
Do not know	6	16.7	16.7
Total	36	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	27	75.0	96.4
No	1	2.8	3.6
Not applicable	8	22.2	
Total	36	100.0	
03. Local qualifications higher in prestige			
Yes	1	2.8	3.6
No	27	75.0	96.4
Not applicable	8	22.2	
Total	36	100.0	
04. Foreign qualifications greater in employment value			
Yes	27	75.0	96.4
No	1	2.8	3.6
Not applicable	8	22.2	
Total	36	100.0	
05. Local qualifications greater in employment value			
Yes	1	2.8	3.6
No	27	75.0	96.4
Not applicable	8	22.2	
Total	36	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	27	75.0	96.4
No	1	2.8	3.6
Not applicable	8	22.2	
Total	36	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	1	2.8	3.6
No	27	75.0	96.4
Not applicable	8	22.2	
Total	36	100.0	

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	8	13.8	13.8
High	48	82.8	82.8
No idea	2	3.4	3.4
Total	58	100.0	100.0

With regard to the above question, nearly 83% of parents perceived that there was a 'high' value attached to professional qualifications, while 14% perceived that there was a 'very high' value attached to professional qualifications in their youth, (see *Table 4.10*).

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

Table 4.11

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

Categories	Frequency	Percent	Valid Percent
Very high	52	89.7	89.7
High	5	8.6	8.6
No idea	1	1.7	1.7
Total	58	100.0	100.0

With regard to parents' perceptions concerning the value attached to professional qualifications at present, 90% of parents perceived that there is a 'very high' value attached to professional qualifications, while only 9% perceived a 'high' value attached to professional qualifications (see *Table 4.11*).

5.0 VOCATIONAL EDUCATION

5.1 Parents' Vocational Education

With regard to the above question, 79% of parents had no vocational education, while only 21% report any vocational education (see *Table 5.1*).

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

Table 5.1
Vocational Qualifications (Parents)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	12	20.7	20.7
No	46	79.3	79.3
Total	58	100.0	
02. If yes, how did you obtain?			
Informally	8	13.8	66.7
Formally	4	6.9	33.3
Not applicable	46	79.3	
Total	58	100.0	
03. If informally, what were the main channels?			
On-the-Job	2	3.4	25.0
Family centred	3	5.2	37.5
Through friends	1	1.7	12.5
Other	1	1.7	12.5
Through Women's Associations (Mahila Samithi)	1	1.7	12.5
Not applicable	50	86.2	
Total	58	100.0	
04. Course Title			
Other	1	1.7	25.0
Driving Licence	2	3.4	50.0
Hair Dressing	1	1.7	25.0
Not applicable	54	93.1	
Total	58	100.0	
05. Sector			
Private	3	5.2	75.0
NGOs	1	1.7	25.0
Not applicable	54	93.1	
Total	58	100.0	

5.1.1 How Parents Obtained Vocational Education

As to the question "how have parents obtained vocational education?", among those with any kind of vocational education, 67% of parents have obtained vocational skills informally, while 33% obtained vocational education formally (see *Table 5.1*).

5.1.2 Main Informal Channels for Obtaining Vocational Skills

50% of parents obtained those skills equally through family and friends, while 25% obtained them on-the-job (see *Table 5.1*).

5.1.3 Formal Sector Vocational Courses and Related Sectors

Two parents had obtained driving licences, while one parent had followed a hair dressing course. What is important to note here is that the majority of them have obtained those skills from private sector institutions (see *Table 5.1*).

5.2 Youths' Vocational Education

Table 5.2

Vocational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	4	11.1	11.1
No	32	88.9	88.9
Total	36	100.0	
02. If yes, how did you obtain?			
Informally	3	8.3	75.0
Formally	1	2.8	25.0
Not applicable	32	88.9	
Total	36	100.0	
03. If informally, what were the main channels?			
Family centred	1	2.8	33.3
Learned from a teacher personally	2	5.6	66.7
Not applicable	33	91.7	
Total	36	100.0	
04. Course Title			
Diploma in Computer	1	2.8	100.0
Not applicable	35	97.2	
Total	36	100.0	

It is noteworthy that a majority of youth interviewed (89%) do not have any vocational education, while only 11% 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

8% of youth had obtained vocational qualifications informally, while 3% had obtained vocational qualifications formally (see *Table 5.2*).

5.2.2 Formal Sector Vocational Courses and Related Sectors

It is noteworthy that only one youth acquired a computer related vocational qualification from a private institute (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 5.3.1.1

Parents' Aspirations for Vocational Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Driving Licence	8	13.8	20.0
Carpentry Course	1	1.7	2.5
Motor Mechanism Course	1	1.7	2.5
Tailoring Course	25	43.1	62.5
Motor Mechanics Course	2	3.4	5.0
Painting Course	1	1.7	2.5
Jewellery Course	1	1.7	2.5
Hair Dressing Course	1	1.7	2.5
Total	40	69.0	100.0
No aspirations	18	31.0	
Total	58	100.0	

It is evident from *Table 5.3.1.1*, that a majority of parents (69%) had vocational educational aspirations in their youth, whereas 31% did not have any aspirations for vocational education. Moreover, with regard to the type of qualification, 43% of parents aspired to tailoring qualifications, while another 14% to driving qualifications. However, when one looks only at the parents with vocational educational aspirations, it is clear that 63% of parents aspired to a tailoring/dressmaking qualification and 20% to a driving qualification. It is noteworthy, that a small proportion of parents aspired to carpentry, hair dressing, motor mechanics qualifications etc.

Gender variations with regard to the above question are noteworthy. For instance, all the females with aspirations for vocational qualifications aspired to dressmaking/tailoring related qualifications as against their male counterparts (21%) (see *Table 5.3.1.2*).

Table 5.3.1.2

What was your Aspiration Regarding Vocational Qualifications in your Youth? - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Driving Licence	8 42.1%		8 20.0%
Carpentry Course	1 5.3%		1 2.5%
Motor Mechanism Course	3 15.8%		3 7.5%
Tailoring Course	4 21.1%	21 100.0%	25 62.5%
Painting Course	1 5.3%		1 2.5%
Jewellery Course	1 5.3%		1 2.5%
Hairdressing Course	1 5.3%		1 2.5%
Total	19 100.0%	21 100.0%	40 100.0%

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	13.8	23.5
Carpentry Course	1	1.7	2.9
Tailoring/Dressmaking	19	32.8	55.9
Technical Course	2	3.4	5.9
Motor Mechanics	1	1.7	2.9
Painting Course	1	1.7	2.9
Jewellery Course	1	1.7	2.9
Hairdressing	1	1.7	2.9
Total	34	58.6	100.0
No expectations	24	41.4	
Total	58	100.0	

With regard to parents' expectations for vocational qualifications, 59% of parents had expectations for vocational qualifications, while only 41% had no expectations for such qualifications. With regard to the expected area of vocational qualification, 33% expected to obtain training in dressmaking and another 14% in driving. Furthermore, by considering parents with expectations for vocational qualifications in their youth, it is evident that 56% of parents expected to have dressmaking/tailoring qualifications, while another 24%, driving qualifications (see *Table 5.3.2.1*).

Gender variations with regard to expectations for vocational qualifications are noteworthy. As mentioned earlier a clear proportion of mothers expect training in dressmaking compared to fathers (12%) (see *Table 5.3.2.2*).

Table 5.3.2.2

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

Categories	Gender		Total
	Male	Female	
Driving Training	8		8
	47.1%		23.5%
Carpentry Course	1		1
	5.9%		2.9%
Tailoring	2	17	19
	11.8%	100.0%	55.9%
Technical Course	2		2
	11.8%		5.9%
Motor Mechanics	1		1
	5.9%		2.9%
Painting Course	1		1
	5.9%		2.9%
Jewellery Course	1		1
	5.9%		2.9%
Hairdressing Course	1		1
	5.9%		2.9%
Total	17	17	34
	100.0%	100.0%	100.0%

5.3.3 Youths' Aspirations for Vocational Qualifications

Table 5.3.3.1

Youths' Aspirations for Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Computer Course	9	25.0	27.3
Motor Mechanics Course	2	5.6	6.1
Shorthand & Typing Course	1	2.8	3.0
Carpentry Course	1	2.8	3.0
Driving Licence	2	5.6	6.1
Electronics Course	1	2.8	3.0
Electrical Course	2	5.6	6.1
Tailoring Course	15	41.7	45.5
Total	33	91.7	100.0
No Aspirations	3	8.3	
Total	36	100.0	

A majority of youth aspired to tailoring/dressmaking related qualifications (42%), while 25% to computer qualifications. It is also important to note that a small percentage of youth aspire to driving, motor mechanics, shorthand and typing, electrical wiring qualifications etc. On the other hand, there are 8% of youth with no aspirations for vocational education. If one consider only youth with vocational qualification aspirations, by excluding youth without vocational qualification aspirations from the analysis, it is clear that 46% of youth aspired to dressmaking/tailoring related qualifications, while another 27% to computer qualifications (see *Table 5.3.3.1*).

As for gender, more males aspired to computer related qualifications (38%), compared to their female counterparts (18%). On the other hand, more females aspired to dressmaking qualifications (77%) (see *Table 5.3.3.2*).

Table 5.3.3.2

Aspirations Regarding Vocational Qualifications as a Youth - by Gender (Youth)

Categories	Gender		Total
	Male	Female	
Computer Course	6 37.5%	3 17.6%	9 27.3%
Motor Mechanics Course	2 12.5%		2 6.1%
Shorthand & Typing Course	1 6.3%		1 3.0%
Carpentry Course	1 6.3%		1 3.0%
Driving Licence	2 12.5%		2 6.1%
Electronics Course	1 6.3%		1 3.0%
Electrical Course	1 6.3%	1 5.9%	2 6.1%
Tailoring Course	2 12.5%	13 76.5%	15 45.5%
Total	16 100.0%	17 100.0%	33 100.0%

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

5.3.4 Sufficient Means to Realize Vocational Aspirations of Youth

Table 5.3.4

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

Categories	Frequency	Percent	Valid Percent
Yes	28	77.8	84.8
No	5	13.9	15.2
Total	33	91.7	100.0
No Aspirations	3	8.3	
Total	36	100.0	

As to the question whether you have 'sufficient means to realize your vocational qualifications', 85% of youth with vocational educational aspirations stated 'yes', whereas only 15% reported not having sufficient means to realize their aspirations (see *Table 5.3.4*).

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

5.3.5 What do they Lack?

Table 5.3.5

Nature of Inadequate Means of Youth

Categories	Frequency	Percent	Valid Percent
Economic	4	11.1	80.0
Aptitude	1	2.8	20.0
Total	5	13.9	100.0
Not applicable	31	86.1	
Total	36	100.0	

When asked 'why youth cannot realize their vocational aspirations', 80% of youth stated that it was due to economic hardships, while only 20% stated it was due to a lack of aptitude (see *Table 5.3.5*).

5.3.6 Youths' Expectations for Vocational Qualifications

As regards 'youth expectations for vocational qualifications' one cannot see a major gap, in comparison to youth vocational aspirations. Moreover, 44% of the youth expect tailoring/dressmaking related qualifications, while nearly 22% have expectations for computer qualifications. On the other hand, there are 14% of youth with no expectation for vocational qualifications (see *Table 5.3.6.1*).

Table 5.3.6.1
Youths' Expectations Regarding Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Tailoring	16	44.4	51.6
Computer Course	8	22.2	25.8
Motor Mechanics Course	3	8.3	9.7
Carpentry Course	1	2.8	3.2
Driving Licence	1	2.8	3.2
Electrical Course	1	2.8	3.2
Air Conditioning Course	1	2.8	3.2
Total	31	86.1	100.0
No Expectations	5	13.9	
Total	36	100.0	

When we look at the category of youth with only vocational expectations, it is noteworthy that a majority of youth expect dressmaking/tailoring (52%) related vocational qualifications, while 26% expect computer qualifications (see *Table 5.3.6.1*).

Class, gender and current activity status are important factors that influence expectations for vocational qualifications. More middle class (60%) youth expect computer related qualifications, compared to lower middle (25%) and lower class youth (14%). On the other hand, 64% of lower class youth followed by 58% of lower middle class youth expect tailoring/dressmaking related qualifications (see *Table 5.3.6.2*).

Table 5.3.6.2
Expectations Regarding Vocational Qualifications as a Youth - by Class, Gender and Current Activity Status (Youth) (%)

Groups	Tailoring	Computer	Motor Mechanics	Carpentry	Driving	Electrical	Air Conditioning Course
All groups	51.6	25.8	9.7	3.2	3.2	3.2	3.2
Class							
Middle	-	60.0	20.0	-	-	-	20.0
Lower middle	58.3	25.0	-	8.3	-	8.3	-
Lower	64.3	14.3	14.3	-	7.1	-	-
Gender							
Male	18.8	43.8	18.8	6.3	6.3	-	6.3
Female	86.7	6.7	-	-	-	6.7	-
Current Activity							
Still schooling	66.7	33.3	-	-	-	-	-
Employed	28.6	28.6	28.6	14.3	-	-	-
Unemployed	55.6	22.2	5.6	-	5.6	5.6	5.6

As for gender, more females (87%) have expectations for dressmaking/tailoring related qualifications, compared to their male counterparts (19%). On the other hand, more males have expectations for computer related qualifications (43%) (see *Table 5.3.6.2*).

With regard to current activity status, the expectations for vocational qualifications show that more schooling youth expect computer and dressmaking/tailoring related vocational qualifications (33% and 67% respectively) compared to employed (29% and 29% respectively) and unemployed youth (22% and 56% respectively) (see *Table 5.3.6.2*).

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

5.4.1 Parents' Aspirations Regarding Vocational Qualifications for the Youth Interviewed

Table 5.4.1.1

Parents' Aspirations for Vocational Qualifications for the Selected Child

Categories	Frequency	Percent	Valid Percent
Carpentry Course	2	3.4	5.6
Computer Course	3	5.2	8.3
Motor Mechanics	3	5.2	8.3
Technical Course	5	8.6	13.9
Driving Licence	2	3.4	5.6
Tailoring/Dressmaking	21	36.2	58.3
Total	36	62.1	100.0
No Aspirations	22	37.9	
Total	58	100.0	

It is evident from *Table 5.4.1.1* that 62% of parents have vocational aspirations for their child selected for the interview, while only 38% of the parents do not have any such aspirations. When we consider the proportion of parents with some vocational educational aspirations for their children, a majority of them (37%) aspired to tailoring/dressmaking qualifications, while another 9% to technical qualifications. Furthermore a small proportion of parents aspired to shorthand and typing, driving, computer and motor mechanics related qualifications for their child selected for the interview. If one considers only parents with aspirations for vocational education for the child interviewed, it is clear that 58% of parents aspired to tailoring related qualifications for their child who was interviewed.

As for gender, more mothers (67%) aspired to tailoring (dressmaking) related qualifications for their child, in comparison to fathers (47%) (see *Table 5.4.1.2*).

Table 5.4.1.2

Aspirations Regarding your Child's Vocational Qualifications - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Carpentry	1	1	2
	6.7%	4.8%	5.6%
Course on Computer	1	2	3
	6.7%	9.5%	8.3%
Motor Mechanics	1	2	3
	6.7%	9.5%	8.3%
Technical Course	4	1	5
	26.7%	4.8%	13.9%
Driving Licence	1	1	2
	6.7%	4.8%	5.6%
Tailoring	7	14	21
	46.7%	66.7%	58.3%
Total	15	21	36
	100.0%	100.0%	100.0%

There are no clear variations with parents' age and present class position in relation to the above question.

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	3	5.2	8.3
Technical Course	5	8.6	13.9
Driving Licence	2	3.4	5.6
Bridal Course	1	1.7	2.8
Motor Mechanics	2	3.4	5.6
Tailoring Course	23	39.7	63.9
Total	36	62.1	100.0
No Expectations	22	37.9	
Total	58	100.0	

With regard to the above question, 62% of parents have expectations for vocational education for their child interviewed, while 38% of parents have no expectations for vocational qualifications. In relation to parents with some expectation for vocational educational qualifications for the child, 64% have expectations for tailoring/dressmaking related qualifications, while 14% for technical courses and another 8% for computer qualifications (see *Table 5.4.2*).

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

5.5 Value Differences between Local and Foreign Vocational Qualifications

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

Table 5.5.1

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

Categories	Frequency	Percentage	Valid Percentage
01. Was there a difference in value between local and foreign vocational qualifications?			
Yes	9	15.5	15.5
Do not know	49	84.5	84.5
Total	58	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	8	13.8	88.9
No	1	1.7	11.1
Not applicable	49	84.5	
Total	58	100.0	
03. Local qualifications provided better skills			
Yes	1	1.7	11.1
No	8	13.8	88.9
Not applicable	49	84.5	
Total	58	100.0	
04. Foreign qualifications greater in employment value			
Yes	8	13.8	88.9
No	1	1.7	11.1
Not applicable	49	84.5	
Total	58	100.0	
05. Local qualifications greater in employment value			
Yes	1	1.7	11.1
No	8	13.8	88.9
Not applicable	49	84.5	
Total	58	100.0	
06. Foreign Vocational qualifications carry more recognition			
Yes	8	13.8	88.9
No	1	1.7	11.1
Not applicable	49	84.5	
Total	58	100.0	
07. Local vocational qualifications carry more recognition			
Yes	1	1.7	11.1
No	8	13.8	88.9
Not applicable	49	84.5	
Total	58	100.0	

In reply to the question, “was there a value difference between local and foreign vocational qualifications?”, 85% of parents ‘did not know’ whether there was a value difference between local and foreign vocational qualifications, while 16% of parents perceived a value difference. Furthermore, when questioned as to the reasons for the value difference, 14% of parents who perceived a value 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	34	58.6	58.6
Do not know	24	41.4	41.4
Total	58	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	31	53.4	91.2
No	3	5.2	8.8
Not applicable	24	41.4	
Total	58	100.0	
03. Local qualifications provided better skills			
Yes	3	5.2	8.8
No	31	53.4	91.2
Not applicable	24	41.4	
Total	58	100.0	
04. Foreign qualifications greater in employment value			
Yes	30	51.7	88.2
No	4	6.9	11.8
Not applicable	24	41.4	
Total	58	100.0	
05. Local qualifications greater in employment value			
Yes	4	6.9	11.8
No	30	51.7	88.2
Not applicable	24	41.4	
Total	58	100.0	
06. Foreign vocational qualifications carry more recognition			
Yes	31	53.4	91.2
No	3	5.2	8.8
Not applicable	24	41.4	
Total	58	100.0	
07. Local vocational qualifications carry more recognition			
Yes	3	5.2	8.8
No	31	53.4	91.2
Not applicable	24	41.4	
Total	58	100.0	

As regards parents' perception of value differences between local and foreign vocational qualifications at present, it is clear that 59% of parents perceived a difference, while, 41% 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 as against the past (see *Table 5.5.2*).

As regards the reasons for the value difference, more parents stated that foreign vocational qualifications provide better skills (53%), have greater employment value (53%) and more recognition (53%), in comparison to local vocational qualifications.

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	29	80.6	80.6
No	1	2.8	2.8
Do not know	6	16.7	16.7
Total	36	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	28	77.8	96.6
No	1	2.8	3.4
Not applicable	7	19.4	
Total	36	100.0	
03. Local qualifications higher in prestige			
Yes	1	2.8	3.4
No	28	77.8	96.6
Not applicable	7	19.4	
Total	36	100.0	
04. Foreign qualifications greater in employment value			
Yes	28	77.8	96.6
No	1	2.8	3.4
Not applicable	7	19.4	
Total	36	100.0	
05. Local qualifications greater in employment value			
Yes	1	2.8	3.4
No	28	77.8	96.6
Not applicable	7	19.4	
Total	36	100.0	
06. Foreign vocational qualifications carry more recognition			
Yes	28	77.8	96.6
No	1	2.8	3.4
Not applicable	7	19.4	
Total	36	100.0	
07. Local vocational qualifications carry more recognition			
Yes	1	2.8	3.4
No	28	77.8	96.6
Not applicable	7	19.4	
Total	36	100.0	

In reply to the question, “is there a value difference between local and foreign vocational qualifications?”, 81% of youth stated ‘yes,’ while 3% of youth said ‘no’ and another 17% of youth do not know whether there is a value difference between local and foreign qualifications at present (see *Table 5.5.3*).

When one looks at the perceived reasons for the value differences, a majority of the youth stated that this is due to foreign qualifications having a higher level of prestige (78%), greater employment value (78%) and more recognition (78%), compared to local vocational qualifications (see *Table 5.5.3*).

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

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

Table 5.6.1

Value Parents Attached to Vocational Qualifications (Past)

Categories		Frequency	Percentage	Valid Percentage
Past	Very high	9	15.5	15.5
	High	48	82.8	82.8
	No idea	1	1.7	1.7
	Total	58	100.0	

As regards parents’ perceptions of value attached to vocational qualifications prior to economic liberalization, it is significant that nearly 83% of parents perceived a ‘high’ value attached to vocational qualifications prior to economic liberalization, while 16% perceived a ‘very high’ value attached to vocational qualifications (see *Table 5.6.1*).

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

Table 5.6.2

Value Parents Attach to Vocational Qualifications (Present)

Categories		Frequency	Percentage	Valid Percentage
Present	Very high	51	87.9	87.9
	High	6	10.3	10.3
	Low	1	1.7	1.7
	Total	58	100.0	

When moving into the period after economic liberalization, one can see an increase in the proportion of parents who perceived a ‘very high’ value attached to vocational qualifications, compared to the period before economic liberalization (16% to 88%) (*Table 5.6.2*).

6.0 LIVELIHOODS

6.1 Parents' Aspirations and Expectations for Livelihoods

6.1.1 Parents' Aspirations for their Livelihoods

Table 6.1.1
Aspirations for Livelihoods (Parents)

	Categories	Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	1	1.7	1.8
	Professionals (A)	1	1.7	1.8
	Professionals (B)	19	32.8	33.9
	Clerks	4	6.9	7.1
	Travel, Restaurant & Sales Workers	5	8.6	8.9
	Security Services	3	5.2	5.4
	Plant & Machine Operators	1	1.7	1.8
	Elementary Occupations	6	10.3	10.7
	Estate Work	16	27.6	28.6
	No Aspirations	2	3.4	
	Total	58	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, shows that a majority of parents (34%) aspired to be professionals in teaching, nursing and other 'professionals (B)' areas, while only 2% aspired to be 'professionals (A)' in areas such as engineering, medicine and law. It is also important to note that 28% of parents aspired to estate work. Furthermore, it is important to note that only 3% of parents were without any particular occupational aspirations.

If one looks at the category of parents with livelihood aspirations, it is clear that 34% of parents aspired to livelihoods related to 'professionals (B)' occupations, while 29% aspired to estate work (see Table 6.1.1).

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

As regards expectations, one can see a huge increase in parents' expectations for estate work, compared to their occupational aspirations (28% to 67%), while another 9% aspired to elementary occupations.

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)	1	1.7	2.0
	Clerks	1	1.7	2.0
	Travel, Restaurant & Sales Workers	1	1.7	2.0
	Security Services	1	1.7	2.0
	Craft & Related	1	1.7	2.0
	Plant & Machine Operators	1	1.7	2.0
	Elementary Occupations	5	8.6	10.0
	Estate Work	39	67.2	78.0
	No Expectations	8	13.8	
	Total	58	100.0	

When one looks at the category of parents having occupational expectations, it is clear that the majority (78%) of them expect estate work, while another 10% expect elementary occupations (see *Table 6.1.2.1*).

As for gender in relation to the parents' livelihood expectations, it is significant that more females (93%) expect estate work compared to their male counterparts (61%) (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	1
		3.7%	2.0%
Clerks	1		1
	4.3%		2.0%
Travel, Restaurant and Sales Workers	1		1
	4.3%		2.0%
Security Service Workers	1		1
	4.3%		2.0%
Craft and Related Workers (Skilled Workers)	1		1
	4.3%		2.0%
Plant and Machine Operators and Assemblers	1		1
	4.3%		2.0%
Elementary Occupations (Unskilled Labourers)	4	1	5
	17.4%	3.7%	10.0%
Estate Work	14	25	39
	60.9%	92.6%	78.0%
Total	23	27	50
	100.0%	100.0%	100.0%

6.2 Youths' Aspirations and Expectations for Livelihoods

6.2.1 Youths' Aspirations for Livelihoods

As for youths' aspirations for livelihoods, it is evident that a significant proportion of them (56%) aspire to 'professionals (B)' occupations, while 22% aspire to 'professionals (A)' occupations. On the other hand, there are only 3% of youth with no occupational aspirations (see *Table 6.2.1.1*).

Table 6.2.1.1
Youths' Aspirations for Livelihoods

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Professionals (A)	8	22.2	22.9
	Professionals (B)	20	55.6	57.1
	Clerks	1	2.8	2.9
	Travel, Restaurant & Sales Workers	1	2.8	2.9
	Plant & Machine Operators	1	2.8	2.9
	Elementary Occupations	1	2.8	2.9
	Self-employment	2	5.6	5.7
	Foreign Employment	1	2.8	2.9
	No Aspirations	1	2.8	
	Total	36	100.0	

With regard to class composition, a clear proportion of lower class youth aspire to 'professionals (A) and (B)' occupations (29% and 65% respectively) compared to lower middle class (17% and 58%) and middle class youth (17% and 33%) (see *Table 6.2.1.2*).

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

Categories	Class			Total
	Middle	Lower Middle	Lower	
Professionals (A)	1	2	5	8
	16.7%	16.7%	29.4%	22.9%
Professionals (B)	2	7	11	20
	33.3%	58.3%	64.7%	57.1%
Clerks	1			1
	16.7%			2.9%
Travel, Restaurant and Sales Workers	1			1
	16.7%			2.9%
Plant and Machine Operators and Assemblers		1		1
		8.3%		2.9%
Elementary Occupations (Unskilled Labourers)		1		1
		8.3%		2.9%
Self-employment		1	1	2
		8.3%	5.9%	5.7%
Foreign Employment	1			1
	16.7%			2.9%
Total	6	12	17	35
	100.0%	100.0%	100.0%	100.0%

Youth aspirations for occupations do not vary according age, gender and class.

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	20	55.6	57.1
No	15	41.7	42.9
Total	35	97.2	100.0
Not applicable	1	2.8	
Total	36	100.0	

When questioned as to whether ‘they have sufficient means to realize their occupational aspirations’, 57% of youth said ‘yes’, while only 43% said that they can not realize their aspirations (see *Table 6.2.2.1*).

As for current activity status, all currently schooling youth with occupational aspirations stated that they have sufficient means to realize their occupational aspirations, when compared to unemployed (45%) and employed youth (56%) (see *Table 6.2.2.2*).

Table 6.2.2.2

Do You Have Sufficient Means to Realize your Aspirations for Livelihoods? - by Current Activity Status and Class (Youth) (%)

Groups	Yes	No
All groups	57.1	42.9
Current activity		
Still schooling	100.0	-
Employed	55.6	44.4
Unemployed	45.0	55.0
Class		
Middle	83.3	16.7
Lower middle	75.0	25.0
Lower	35.3	64.7

As for class variations, 83% of middle class youth stated that they have sufficient means to realize their occupational aspirations compared to lower middle (75%) and lower class youth (35%) (see *Table 6.2.2.2*).

6.2.3 What do they Lack?

Table 6.2.3

If No, the Reasons for Insufficient Means (Youth)

Categories	Frequency	Percent	Valid Percent
Economic	2	5.6	13.3
Aptitude	13	36.1	86.7
Total	15	41.7	100.0
Not applicable	21	58.3	
Total	36	100.0	

In reply to the question, as to ‘why youth cannot realize their occupational aspirations’, a significant proportion of youth stated that it was due to a lack of aptitude (87%), while 13% mentioned economic constraints (see *Table 6.2.3*).

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	2.8	2.8
	Professionals (A)	2	5.6	5.6
	Professionals (B)	14	38.9	38.9
	Clerks	2	5.6	5.6
	Plant & Machine Operators	1	2.8	2.8
	Elementary Occupations	8	22.2	22.2
	Self-employment	6	16.7	16.7
	Foreign Employment	2	5.6	5.6
Total		36	100.0	

When one looks at youth expectations, it is significant that 39% of the youth interviewed expect 'professionals (B)' category jobs, while 22% expect 'elementary occupations'. Moreover, another 17% expect to be self-employed. Furthermore, nearly 6% of youth have no livelihood expectations. On the other hand, the proportion of youth who expect to do 'professionals (A)' category jobs is only 6% in comparison to youth having aspirations for such occupations (22%). It is important to note, that all the youth interviewed had neither aspirations nor expectations for estate work. However, another 6% of youth expect foreign employment (see *Table 6.2.4.1*).

As for gender, more males expect self-employment (28%), while more females expect foreign employment and elementary occupations (see *Table 6.2.4.2*).

Table 6.2.4.2

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

Categories	Gender		Total
	Male	Female	
Executive, Managerial and Administrative	1		1
	5.6%		2.8%
Professionals (A)	1	1	2
	5.6%	5.6%	5.6%
Professionals (B)	7	7	14
	38.9%	38.9%	38.9%
Clerks	1	1	2
	5.6%	5.6%	5.6%
Plant and Machine operators and Assemblers	1		1
	5.6%		2.8%
Elementary Occupations (Unskilled Labourers)	2	6	8
	11.1%	33.3%	22.2%
Self employment	5	1	6
	27.8%	5.6%	16.7%
Foreign employment		2	2
		11.1%	5.6%
Total	18	18	36
	100.0%	100.0%	100.0%

There are no clear variations in youth expectations in relation to livelihood, age, class and current activity status categories.

6.3 Parents' Aspirations and Expectations Regarding Livelihoods for their Children

6.3.1 Parents' Aspirations Regarding Livelihoods for their Children

Table 6.3.1.1

Parents' Livelihood Aspirations for their Children

	Categories	Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	1	1.7	1.8
	Professionals (A)	28	48.3	50.9
	Professionals (B)	17	29.3	30.9
	Clerk	1	1.7	1.8
	Plant & Machine Operators	1	1.7	1.8
	Elementary Occupations	4	6.9	7.3
	Self-employment	3	5.2	5.5
	No Aspirations	3	5.2	
	Total	58	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 48% of the parents aspired to 'professionals (A)' occupations for their children, 29% aspired to 'professionals (B)' category occupations. On the other hand, none of the parents with livelihood aspirations, aspired to estate work for their children. It is also noteworthy that only 5% of parents had no occupational aspirations for the child selected for the interview.

When we look at the parents with occupational aspirations for the child separately, it is significant that about 51% of them aspired to 'professionals (A)' category jobs for their selected child, while 31% aspired to 'professionals (B)' occupations. In other words, their overall aspirations are very high.

80% of middle class parents aspire to 'professionals (A)' occupations for their child as against 63% of lower middle and 35% of lower class parents. On the other hand, more lower class parents aspire to 'professionals (B)' occupations (see *Table 6.3.1.2*).

As for gender, a significant proportion of mothers (60%) aspire to 'professionals (A)' occupations compared to fathers (40%) (see *Table 6.3.1.2*).

Table 6.3.1.2

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

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Clerks	Plant & Machine Operators	Elementary Occupations	Self-employment
All groups	1.8	50.9	30.9	1.8	1.8	7.3	5.5
Class							
Middle	10.0	80.0	10.0	-	-	-	-
Lower middle	-	62.5	31.3	-	6.3	-	-
Lower	-	34.5	37.9	3.4	-	13.8	10.3
Gender							
Male	4.0	40.0	32.0	4.0	4.0	8.0	8.0
Female	-	60.0	30.0	-	-	6.7	3.3

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

Table 6.3.2.1

Expectations for Livelihoods for the Selected Child (Parents)

Categories		Frequency	Percentage	Valid Percentage
Expectations	Professionals (A)	12	20.7	23.1
	Professionals (B)	21	36.2	40.4
	Clerks	1	1.7	1.9
	Plant & Machine Operators	1	1.7	1.9
	Elementary Occupations	9	15.5	17.3
	Self-employment	7	12.1	13.5
	Foreign Employment	1	1.7	1.9
	No Expectations	6	10.3	
	Total	58	100.0	

When we look at parents' expectations regarding livelihoods for their children, it becomes evident that 36% of parents expect 'professionals (B)' occupations and 21% expect 'professionals (A)' category occupations while another 12% of them expect self-employment. It is important to note that only 10% of parents do not have any particular occupational expectations for their children (see *Table 6.3.2.1*).

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

Class variations in relation to the above question are noteworthy. More middle class parents expected 'professionals (A)' occupations for the youth selected for the interview (67%), while more lower class parents expected 'professionals (B)' occupations (45%) (see *Table 6.3.2.2*).

Table 6.3.2.2

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

Groups	Professionals (A)	Professionals (B)	Clerks	Plant & Machine Operators	Elementary Occupations	Self-employment	Foreign Employment
All groups	23.1	40.4	1.9	1.9	17.3	13.5	1.9
Class							
Middle	66.7	33.3	-	-	-	-	-
Lower middle	28.6	35.7	7.1	7.1	-	21.4	-
Lower	6.9	44.8	-	-	31.0	13.8	3.4
Gender							
Male	34.8	21.7	-	4.3	21.7	17.4	-
Female	13.8	55.2	3.4	-	13.8	10.3	3.4

Gender variations with regard to the above question are noteworthy. For instance, more mothers expect 'professionals (B)' occupations, while more fathers expect 'professionals (A)' occupations for the child interviewed (see *Table 6.3.2.2*)

There is no age variation with regard to the above question.

6.4 Preferred Sector of Employment

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

6.4.1 Parents' Aspirations Regarding the Preferred Sector of Employment when they were Young

Table 6.4.1.1

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

Categories	Frequency	Percent	Valid Percent
Government sector	33	56.9	58.9
Unorganized private sector (Informal sector)	4	6.9	7.1
Organized private sector (Sri Lankan)	13	22.4	23.2
Organized private sector (Foreign/joint venture)	6	10.3	10.7
Total	56	96.6	100.0
Not applicable	2	3.4	
Total	58	100.0	

It is evident from *Table 6.4.1.1* that nearly 97% of parents had aspirations for a preferred sector of employment, while only 3% 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 a

majority of parents (59%) aspired to government sector employment, and only 23% aspired to work in the locally organized private sector and another 11% in the organized private sector (foreign/joint venture).

As for gender, more males (68%) aspired to work in the government sector compared to their female counterparts (50%) (see *Table 6.4.1.2*).

Table 6.4.1.2

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

Categories	Gender		Total
	Male	Female	
Government sector	19	14	33
	67.9%	50.0%	58.9%
Unorganized private sector (Informal sector)	4		4
	14.3%		7.1%
Organized private sector (Sri Lankan)	4	9	13
	14.3%	32.1%	23.2%
Organized private sector (Foreign/joint venture)	1	5	6
	3.6%	17.9%	10.7%
Total	28	28	56
	100.0%	100.0%	100.0%

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

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

Table 6.4.2.1

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

Categories	Frequency	Percent	Valid Percent
Government sector	7	12.1	13.0
Unorganized private sector (Informal sector)	5	8.6	9.3
Organized private sector (Sri Lankan)	34	58.6	63.0
Organized private sector (Foreign/joint venture)	6	10.3	11.1
Self-employment	2	3.4	3.7
Total	54	93.1	100.0
Not applicable	4	6.9	
Total	58	100.0	

When one looks at parents with expectations regarding the preferred sector of employment, 63% of them expect to work in the organized private sector, while only 13% of them expect to work in the government sector. On the other hand, 7% of parents had no expectations for a preferred sector of employment (see *Table 6.4.2.1*).

As for gender, 89% of females expect locally organized private sector occupations as against their male counterparts (37%). On the other hand, it is noteworthy that a slightly higher proportion of males expect government sector occupations (19%) compared to their female counterparts (7.4%) (see *Table 6.4.2.2*).

Table 6.4.2.2

What was the Sector in which you Preferred to be Employed? - by Gender (Expectations) - Parents

Categories	Gender		Total
	Male	Female	
Government sector	5	2	7
	18.5%	7.4%	13.0%
Unorganized private sector (Informal sector)	5		5
	18.5%		9.3%
Organized private sector (Sri Lankan)	10	24	34
	37.0%	88.9%	63.0%
Organized private sector (Foreign/joint venture)	5	1	6
	18.5%	3.7%	11.1%
Self-employment	2		2
	7.4%		3.7%
Total	27	27	54
	100.0%	100.0%	100.0%

6.4.3 Youths' Aspirations Regarding the Sector of Employment

Table 6.4.3

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

Categories	Frequency	Percent	Valid Percent
Government sector	29	80.6	82.9
Organized private sector (Sri Lankan)	2	5.6	5.7
Organized private sector (Foreign/joint venture)	3	8.3	8.6
Self-employment	1	2.8	2.9
Total	35	97.2	100.0
No aspirations	1	2.8	
Total	36	100.0	

It is evident from *Table 6.4.3* that nearly 83% of youth aspired to government sector employment, while 9% aspired to work in the organized private sector (foreign/joint venture), and another 6% in the locally organized private sector.

There are no clear variations across age, gender and class 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	14	38.9	40.0
Organized private sector (Sri Lankan)	6	16.7	17.1
Organized private sector (Foreign/joint venture)	13	36.1	37.1
Self-employment	2	5.6	5.7
Total	35	97.2	100.0
No expectations	1	2.8	
Total	36	100.0	

As regards youth expectations for the preferred sector of employment, it is evident that nearly 40% of them expect to work in the government sector, while another 37% expect to work in the organized private sector (foreign). Furthermore, youth with no expressed expectation regarding the preferred sector of employment constitute about 3% (see *Table 6.4.4.1*).

With regard to the current activity status of youths' expectations for the preferred sector of employment, all schooling youth expect to work in the government sector, compared to unemployed (33%) and employed youth (22%) (see *Table 6.4.4.2*). In other words, those who are still in school have much higher expectations regarding the preferred sector of employment, than youth who are employed and unemployed.

Table 6.4.4.2

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

Categories	Current activity status			Total
	Schooling	Employed	Unemployed	
Government sector	5	2	7	14
	100.0%	22.2%	33.3%	40.0%
Organized private sector (Sri Lankan)		2	4	6
		22.2%	19.0%	17.1%
Organized private sector (Foreign/joint venture)		4	9	13
		44.4%	42.9%	37.1%
Self-employment		1	1	2
		11.1%	4.8%	5.7%
Total	5	9	21	35
	100.0%	100.0%	100.0%	100.0%

7.0 VOGAN ESTATE SUMMARY

1. Estate Background

Vogan Estate is a low country tea estate, which is managed by Kotagala Plantations Limited. This estate is located in the Western Province, 68 km from Colombo.

2. Socio-economic Characteristics of the Sample Population

In relation to gender, one can observe equally distributed males and females in the sample population.

It is important to note that nearly 50% 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 53% 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 (48%) have completed their post-primary education, while 38% have completed O/L education and nearly 9% of household members have A/L qualifications.

Livelihood structure of the sample population is predominantly estate related work (52%). It is noteworthy that nearly 28% of the household members are unemployed. Unemployment among females (35%) is higher, when compared to their male counterparts (22%). Also the rate of unemployment increases with increasing educational attainment.

Income of the sample population shows that there is a considerable gap between the lowest and the highest income categories, because 80% earn less than Rs. 5000, and 20% of household members report a monthly income of over Rs. 5,000.

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 (60%) have primary level education, while 31% of parents have post-primary education. In relation to youths' educational attainment, one can see a huge increase in the proportion of youth with post-primary education and specially youth with O/L education (58% and 16% respectively).

When it comes to higher education, neither youth nor parents have university degrees.

3.2 Aspirations and Expectations for Education

3.2.1 Parents' aspirations and expectations for education

The majority of parents aspired to O/L education (49%), while another 19% to primary and only 14% to university education. In other words, parents did not have high educational aspirations for university education.

When it comes to parents' expectations for education, the proportion of parents who had expectations for O/L education increased from 49% to 56% on the one hand, while on the other, expectations for university education decreased (14% to 2%).

3.2.2 Youths' aspirations and expectations for education

It is significant that 81% of the youth interviewed, aspired to a university education, while 11% to O/L and 6% to A/L education. In other words, the majority of youth have high aspirations for university education.

With regard to whether youth have sufficient means to realize their educational aspirations, a clear majority of youth stated that they do not have sufficient means to realize their educational aspirations (67%), mainly due to a lack of aptitude, while 33% of youth stated that they have sufficient means.

With reference to youths' expectations for education, a majority of youth expect a university education (41%), even though the rate has considerably decreased compared with aspirations. 34% expect O/L education. It is worth mentioning, that a high percentage of schooling youth have expectations for 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 qualification when they were young because a significant proportion of parents had no aspirations for professional qualifications (97%). 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 44% of youth interviewed, had aspirations for professional qualifications, compared to their parents. With regard to the category of qualifications, 75% of youth with professional qualification aspirations, aspired to a MBBS qualification.

As for 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 (63%), due to a lack of aptitude, while 37% said that they have sufficient means.

As regards youth expectations for professional qualifications, it is notable that the proportion of youth with no expectations for professional education, has increased up to 83%. However, 67% of youth with expectations for professional education had expectations for a MBBS qualification, while the rest had expectations for engineering and Attorney-at-Law professional qualifications.

5. Parents' and Youths' Aspirations for Vocational Qualifications

5.1 Parents' Aspirations and Expectations for Vocational Qualifications

The majority of parents had no aspirations for vocational education (69%). With regard to only parents with vocational education aspirations, the majority of them aspired to dressmaking related training (63%), while 20% to driving qualifications.

The majority of youth had expectations for dressmaking/tailoring vocational qualifications, similar to youth aspirations (56%).

5.2 Youths' Aspirations and Expectations for Vocational Qualifications

It is important to note that 92% of youth had vocational aspirations. With respect to the aspired area of vocational qualification, it is significant that the majority of youth aspire to tailoring/dressmaking vocational qualifications (46%), while 27% to computer related qualifications. As for gender 77% of females aspired to dressmaking qualifications, while males aspired to computer related qualifications (38%).

With regard to whether youth have sufficient means to realize their vocational aspirations, 85% of youth with vocational aspirations stated that they have sufficient means to do so, while 15% of youth stated that they do not have sufficient means to realize their vocational aspirations, mainly due to economic reasons.

In relation to youths' expectations for vocational qualifications, still a majority of youth had expectations for dressmaking qualifications (52%), while 26% for computer related qualifications. As for gender, a clear proportion of females have expectations for dressmaking related qualifications (87%), while more males have expectations for computer related qualifications (43%).

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

6.1 Parents' Aspirations and Expectations for Livelihoods

Nearly 34% of parents with livelihood aspirations aspired to employment in the 'Professionals (B)' category, while 29% to estate work. When it comes to livelihood expectations, 78% of parents had expectations for estate work, while another 7% for elementary occupations.

6.2 Youths' Aspirations and Expectations for Livelihoods

The majority of youth aspired to 'Professionals (B)' (56%) category occupations, while another 22% to 'Professionals (A)' occupations. It is important to note that only 3% of youth aspired to estate work.

With regard to whether youth have sufficient means to realize their livelihood aspirations, 57% of youth with livelihoods aspirations stated that they have sufficient means to realize their educational aspirations, while 43% of youth stated that they do not have sufficient means to realize their vocational aspirations, mainly due to a lack of aptitude.

When it comes to livelihood expectations, 39% of youth had expectations for 'Professionals (B)' category employment, while 17% for self-employment.

7. Preferred Sector of Employment

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

More than half of the parents aspired to government sector occupations (59%), while 23% aspired to locally organized private sector employment. It is notable that the proportion of parents who had expectations for employment in the locally organized private sector increased up to 63%, with regard to parents' livelihood expectations.

7.2 Youths' Aspirations for a Preferred Sector of Employment

Youths' aspirations for government sector employment are significant (83%). In relation to youths' expectations for a preferred sector of employment, nearly 40% of youth had expectations for government employment, while 37% for organized private sector (foreign/joint venture) employment.

Annex

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Other published output from the GQL project

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