

Globalisation Qualifications and Livelihoods



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Youth Aspirations and Expectations in
Sri Lanka following Economic
Liberalisation

Location Study 8 Park Estate

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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 12, 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 Park Estate, a private tea estate in the hill country of the Central 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.

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Abbreviations

AGA

Assistant Government Agent

GCE O/L	<i>General Certificate of Education Ordinary Level</i>
GCE A/L	<i>General Certificate of Education Advanced Level</i>
KM	<i>Kilo Metre</i>
MBBS	<i>Bachelor of Medicine and Bachelor of Science</i>
N/A	<i>Not Applicable</i>
RS	<i>Rupees</i>
SL	<i>Sri Lanka</i>

LOCATION STUDY 08 - PARK ESTATE

1.0 INTRODUCTION

Park Estate is a private tea estate in the hillcountry, managed by Udapussellawa Plantations Limited. It is located in the Central Province, about 186 km from Colombo. This estate is in the Nuwara Eliya Division of the Nuwara Eliya District. Half a km from Park Estate lies Kandapola, a famous vegetable wholesale collection centre. It is the closest town to Park Estate, connected by a decent paved road. Villagers come to Kandapola 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 Nuwara Eliya (11 km from Park 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 vegetable farms. There are also a handful of families with at least one member doing non estate jobs such as teachers and clerks 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	93	49.7	49.7
Female	94	50.3	50.3
Total	187	100.0	100.0

As *Table 2.1* shows, there is 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 45.4% of the household population belong to youth in the age category of 16-30, while only 18% are 15 years or less.

Table 2.2
Age Distribution of the Sample Household Population

Categories	Frequency	Percent	Valid Percent
1-5	9	4.8	4.8
6-10	10	5.3	5.3
11-15	14	7.5	7.5
16-20	32	17.1	17.1
21-25	29	15.5	15.5
26-30	24	12.8	12.8
31-35	4	2.1	2.1
36-40	6	3.2	3.2
41-45	10	5.3	5.3
46-50	16	8.6	8.6
51 >	33	17.6	17.6
Total	187	100.0	100.0

2.3 Marital Status of the Sample Household Population

Table 2.3
Marital Status

Categories	Frequency	Percent	Valid Percent
Unmarried	107	57.2	57.2
Married	68	36.4	36.4
Widowed	12	6.4	6.4
Total	187	100.0	100.0

Marital status of the sample population in *Table 2.3* shows that the majority (57%) of household members are unmarried and only 36% are married.

2.4 Educational Attainment

Table 2.4
Educational Attainment of Household Members

Categories	Frequency	Percent	Valid Percent
Primary	61	32.6	40.1
Post-primary	61	32.6	40.1
O/L	8	4.3	5.3
No schooling literate	22	11.8	14.5
Total	152	81.3	100.0
Under age 5	4	2.1	
Still schooling	31	16.6	
Total	187	100.0	

It is evident from *Table 2.4*, that 40% of household members have completed their primary and post-primary education, whilst 5% of members have completed their GCE Ordinary Level (O/L) and none of the household members have completed their GCE Advanced Level (A/L). On the other hand, nearly 15% of household members are literate without schooling. The data shows that educational attainment levels are still low in this community.

2.5 Main Occupation

Table 2.5.1
Occupation

Categories	Frequency	Percent	Valid Percent
Unemployed	32	17.1	27.1
Estate Worker	62	33.2	52.5
Labourer (Outside the estate)	6	3.2	5.1
Garment Factory Machine Operator/Helper	4	2.1	3.4
Farm Keeper	1	.5	0.8
Businessman	3	1.6	2.5
Vegetable Cultivator	7	3.7	5.9
National Youth Council Officer	1	0.5	0.8
Bicycle Repairer	1	0.5	0.8
Grama Niladhari*	1	0.5	0.8
Total	118	63.1	100.0
Housewife	6	3.2	
Student	31	16.6	
Unable to work/ Under Age	32	17.1	
Total	187	100.0	

* Grama Niladhari – Village Officer

As regards the occupational structure, it is evident that 53% (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 (60%) and lower middle class (49%) household members engaged in estate work in comparison to middle class household members (39%) (see *Table 2.5.2*).

As for gender, more females (57%) are employed in estate work compared to their male counterparts (28.4%) (see *Table 2.5.2*).

¹ Middle class – Rs. 10,000 or more per month (doctors and large-scale vegetable cultivators)

Lower middle class – Rs. 3000-9000 per month (small-scale vegetable cultivators, estate supervisors and trade union chairmen)

Lower class – Rs. 3000 or less per month (estate workers who are daily paid labourers)

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

Groups	Unemployed	Estate Worker	Labourer (Outside the estate)	Garment Machine Operator	Farm Keeper	Businessman (Retail)	Vegetable Cultivator	National Youth Council Officer	Bicycle Repairer	Grama Niladhari
All groups	27.1	52.5	5.1	3.4	0.8	2.5	5.9	0.8	0.8	0.8
Gender										
Male	21.9	48.4	7.8	-	1.6	4.7	10.9	1.6	1.6	1.6
Female	33.3	57.4	1.9	7.4	-	-	-	-	-	-
Age										
11-15	100.0	-	-	-	-	-	-	-	-	-
16-20	70.8	8.3	8.3	8.3	-	-	4.2	-	-	-
21-25	50.0	30.8	11.5	3.8	-	-	3.8	-	-	-
26-30	4.2	58.3	-	4.2	4.2	12.5	8.3	4.2	-	4.2
31-35	-	100.0	-	-	-	-	-	-	-	-
36-40	-	100.0	-	-	-	-	-	-	-	-
41-45	-	87.5	12.5	-	-	-	-	-	-	-
46-50	-	86.7	-	-	-	-	13.3	-	-	-
51 >	-	81.8	-	-	-	-	9.1	-	9.1	-
Education										
Grade 1-5	9.5	85.7	4.8	-	-	-	-	-	-	-
Grade 6-10	37.5	26.8	7.1	7.1	-	5.4	12.5	1.8	-	1.8
O/L	85.7	14.3	-	-	-	-	-	-	-	-
No schooling	7.7	70.0	-	-	7.7	-	-	-	7.7	-
Class										
Middle	38.9	38.9	-	-	-	-	16.7	5.6	-	-
Lower middle	30.2	48.8	4.7	7.0	2.3	2.3	2.3	-	-	2.3
Lower	21.1	59.6	7.0	1.8	-	3.5	5.3	-	1.8	-

In relation to education, it is clear that the proportion of household members who engage in estate work decreases with increasing educational attainment (no schooling illiterate : 77%, 6-10 years : 27% and with O/L : 14%) (see Table 2.5.2).

As is well known, new job opportunities were created due to the open economic policies in the readymade garment industry, not only for rural youth but also for estate youth. It is clear from the above data that nearly 3% of household members work in garment factories as helpers and machine operators. On the other hand, nearly 6% of household members are engaged in vegetable cultivation and another 3% in small-scale businesses such as running grocery shops.

It is also important to note that 5% of household members work as labourers outside the estate, while another small number of household members work as Grama Niladharis and Youth Council officers in government institutions.

The unemployment rate of household members in Park Estate is another significant phenomenon. As is evident, 27% of household members are unemployed while 73% are engaged in some income earning activity. When one looks at the relationship between unemployment and education on the other hand, and gender and age on the other, one can observe some clear patterns. For example, the rate of unemployment increases with increasing educational attainment (10% unemployment among those who had primary education whereas 86% of those who had passed O/L were unemployed) (see *Table 2.5.2*).

As for age, unemployment rate decreases with increasing age (71% among 16-20 age cohort and only 4% among 26-30 age cohort respectively) (see *Table 2.5.2*).

With regard to gender, the unemployment rate are slightly higher among females (33%), 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 middle (39%) and lower middle class (30%) households are unemployed compared to lower class household members (21%) (see *Table 2.5.2*).

2.6 Income

Table 2.6

Monthly Earnings of the Sample Population (Rs.)

Categories	Frequency	Percent	Valid Percent
1-1000	9	4.8	11.8
1001-2000	55	29.4	72.4
2001-5000	10	5.3	13.2
5001 >	2	1.1	2.6
Total	76	40.6	100.0
N/A	111	59.4	
Total	187	100.0	

Table 2.6 shows that the vast majority (72%) earn a monthly income of Rs. 1001-2000, while another 13% earn a monthly income of Rs. 2001-5000. What is also important to note here, is that there is no significant gap between the lowest and the highest income categories. While about 84% earn less than Rs. 2000, 3% of household members report an income of over Rs. 5,000.

The relationship between income and occupation is also important. It is clear that those who work in government sector institutions earn a monthly income of Rs 5000 or more. It is important to note that

those who work as vegetable cultivators did not disclose their monthly income and they usually earn more than wage workers.

It is worth mentioning here that 84% of those who work in estates as workers earn a monthly income of Rs. 1001-2000.

3.0 EDUCATION

3.1 Educational Attainment of Parents and Youth

Table 3.1.1
Educational Status (Parents)

Categories	Frequency	Percent	Valid Percent
Primary	39	62.9	62.9
Post-primary	10	16.1	16.1
No schooling literate	13	21.0	21.0
Total	62	100.0	100.0

Table 3.1.2
Educational Status (Youth)

Categories	Frequency	Percent	Valid Percent
Primary	4	11.1	14.8
Post-primary	18	50.0	66.7
O/L	5	13.9	18.5
Total	27	75.0	100.0
Still schooling	9	25.0	
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 (63%) of parents have only a primary education, while 16% of parents have post-primary education. Furthermore, none of the parent had passed either the O/L or A/L. On the other hand, educational attainment among youth is much higher. For instance, 50% of youth had post-primary education, when compared to 16% of their parents. 14% of youth had O/L qualifications compared to not a single parent. It is noteworthy that none of the parents or youth had A/L qualifications (see *Table 3.1.2*). In other words, the level of educational attainment at Park Estate is lower compared to other locations.

3.2 Higher Education

3.2.1 University Education : Parents and Youth

Table 3.2.1.1

University Education among Sampled Parents

Category	Frequency	Percent
No higher education	62	100.0

Table 3.2.1.2

Higher Education among Youth

Category	Frequency	Percent
No higher education	36	100.0

None of the parents or 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
No	49	79.0	100.0
Not applicable	13	21.0	
Total	62	100.0	

Table 3.3.2

Youth who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	15	41.7	55.6
No	12	33.3	44.4
Total	27	75.0	100.0
Still schooling	9	25.0	
Total	36	100.0	

Taking extra tuition (individual, small or large groups) to prepare for competitive examinations such as the year 5-scholarship examination, O/L and A/L is now a common practice among school children. It is also evident from *Table 3.3.1* that none of the parents who had school education had attended tuition classes during their schooling. On the other hand, nearly 56% of youth who had finished schooling had taken tuition (see *Table 3.3.2*), while 56% of youth who are still schooling also attend tuition classes. This shows how widespread this practice is even in rural and 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 such subjects as English, Science and Mathematics. On the other hand, those who are preparing for the A/L examination have taken private tuition in Arts as well as Science subjects.

3.4 School Dropouts among Parents and Youth

3.4.1 School Dropouts among Parents and Reasons

Table 3.4.1.1

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

Categories	Frequency	Percent	Valid Percent
Yes	47	75.8	95.9
No	2	3.2	4.1
Total	49	79.0	100.0
Not applicable	13	21.0	
Total	62	100.0	

In reply to the question, “did you leave school prematurely (at least before sitting for the O/L)?”, 96% of parents answered affirmatively, while only 4% answered negatively (see *Table 3.4.1.1*). In other words, leaving school prematurely has been the most common practice among the older generation.

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

Table 3.4.1.2

Reasons for Leaving School (Parents)

Categories	Frequency	Percent	Valid Percent
Economic difficulties	41	66.1	87.2
Parents did not want me to continue	2	3.2	4.3
I did not want to continue	4	6.5	8.5
Total	47	75.8	100.0
Not applicable	15	24.2	
Total	62	100.0	

It is also important to examine the reasons given by parents for leaving school prematurely. *Table 3.4.1.2* shows that 87% of parents left school prematurely due to ‘economic reasons’, while another 9% stated that they ‘did not want to continue’ and 4% said that ‘parents did not want me to continue’ (see *Table 3.4.1.2*).

3.4.2 School Dropouts among Youth and Reasons

The school dropout rate among youth is not much lower compared to their parents. Nearly 64% of youth have not dropped out from school before sitting for the O/L, and only 36% had left school prematurely due to different reasons (see *Table 3.4.2.1*).

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

Categories	Frequency	Percent	Valid Percent
Yes	13	36.1	36.1
No	23	63.9	63.9
Total	36	100.0	100.0

Age and class variations with regard to the above question are noteworthy. For instance, more lower class youth left school prematurely (44%) compared to lower middle (33%) and middle class youth (17%) (see *Tables 3.4.2.2*).

Table 3.4.2.2
Left School Prematurely - by Age and Class (Youth) (%)

Groups	Yes	No
All groups	36.1	63.9
Age groups		
15-19	21.4	78.6
20-24	53.3	46.7
25-29	28.6	71.4
Class		
Middle	16.7	83.3
Lower middle	33.3	66.7
Lower	44.4	55.6

As for age, more youth who belong to the 20-24 age cohort (53%) left school prematurely compared to 25-29 (29%) and 15-19 (21%) age cohorts (see *Table 3.4.2.2*).

There is no relationship with gender in regard to the above question.

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

Categories	Frequency	Percent	Valid Percent
Economic difficulties	7	19.4	53.8
Parents did not want me to continue	1	2.8	7.7
I did not want to continue	5	13.9	38.5
Total	13	36.1	100.0
Not applicable	23	63.9	
Total	36	100.0	

With regard to the reasons for leaving school prematurely, 54% of youth mentioned 'economic difficulties', while another 39% stated that it was due to lack of interest on their part and another 8% 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 also notable. For instance, a slightly higher proportion of females (60%) left school prematurely due to economic reasons compared to their male counterparts (50%) (see *Table 3.4.2.4*). Furthermore, a large proportion of males stated that they left school prematurely (50%) due to lack of interest in comparison to their female counterparts (20%) (see *Table 3.4.2.4*).

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

Categories	Gender of the respondent		Total
	Male	Female	
Economic difficulties	4	3	7
	50.0%	60.0%	53.8%
Parents did not want me to continue		1	1
		20.0%	7.7%
I did not want to continue	4	1	5
	50.0%	20.0%	38.5%
Total	8	5	13
	100.0%	100.0%	100.0%

3.5 Aspirations and Expectations for Education

3.5.1 Parents' Aspirations for Education

Table 3.5.1.1
Parents' Aspirations for Education when they were Young

Categories	Frequency	Percent	Valid Percent
Literacy only	4	6.5	6.7
Primary	19	30.6	31.7
O/L	28	45.2	46.7
A/L	2	3.2	3.3
University	7	11.3	11.7
Total	60	96.8	100.0
No aspirations	2	3.2	
Total	62	100.0	

Table 3.5.1.1 shows that 45% of parents aspired to O/L education followed by another 31% to primary education. Furthermore, another 11% aspired to university education. On the other hand, only 3% of parents had no aspiration for education.

Gender variations with regard to aspirations for education are notable. More males aspired to O/L and university education (56% and 24% respectively) than their female counterparts (40% and 3% respectively). On the other hand, a large proportion of females (43%) aspired to primary education compared to males (16%) (see *Table 3.5.1.2*).

Table 3.5.1.2

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

Categories	Gender		Total
	Male	Female	
Literacy only		4	4
		11.4%	6.7%
Primary	4	15	19
	16.0%	42.9%	31.7%
O/L	14	14	28
	56.0%	40.0%	46.7%
A/L	1	1	2
	4.0%	2.9%	3.3%
University	6	1	7
	24.0%	2.9%	11.7%
Total	25	35	60
	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	29	46.8	50.0
O/L	27	43.5	46.6
A/L	2	3.2	3.4
Total	58	93.5	100.0
No expectations	4	6.5	
Total	62	100.0	

In relation to parents' expectations for education, it is evident from *Table 3.5.2.1* that 47% of parents expected primary education and another 44% O/L education. On the other hand, 3% of parents expected A/L and none of the parents expected university education. Also one can see a slight increase in parents with 'no expectation' for education (7%). However, by excluding 'no expectation' parents from the analysis, it is clear that 50% of parents expected primary, whilst another 47% expected O/L education.

Gender variations with respect to expectations for education are noteworthy. For example, the proportion of males (59% and 7%) who expected O/L and A/L education is high when compared to their female (36% and 0%) counterparts. On the other hand, more females expected primary education (65%) compared to their male counterparts (33%) (see *Table 3.5.2.2*).

Table 3.5.2.2
Expectations for Education as a Youth - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Primary	9	20	29
	33.3%	64.5%	50.0%
O/L	16	11	27
	59.3%	35.5%	46.6%
A/L	2		2
	7.4%		3.4%
Total	27	31	58
	100.0%	100.0%	100.0%

There is no relationship with age.

3.6 Youths' Aspirations and Expectations for Education

3.6.1 Youths' Aspirations for Education

Table 3.6.1.1
Youths' Aspirations for Education

Categories	Frequency	Percent	Valid Percent
O/L	5	13.9	13.9
A/L	6	16.7	16.7
University	25	69.4	69.4
Total	36	100.0	100.0

It is evident from *Table 3.6.1.1* that 69% of youth aspire to university education, while 17% to A/L and another 14% to O/L. On the other hand there weren't any youth without any aspirations.

When we look at the data disaggregated by class, gender and current activity status, some interesting patterns emerge. For example, 83% of middle class youth aspire to university education followed by 72% of lower class youth and only 58% of lower middle 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	O/L	A/L	University
All groups	13.9	16.7	69.4
Class			
Middle	16.7	-	83.3
Lower middle	16.7	25.0	58.3
Lower	11.1	50.0	72.2
Gender			
Male	19.0	14.3	66.7
Female	6.7	20.0	73.3
Current activity			
Still schooling	-	11.1	88.9
Employed	18.2	27.3	54.5
Unemployed	18.8	12.5	68.8

Gender variations with respect to aspirations for education are important. The proportion of females who aspire to university and A/L is higher (73% and 20% respectively) when compared to males (67% and 14% respectively). On the other hand, more males aspire to O/L education compared to (19%) their female counterparts (7%) (see *Table 3.6.1.2*). In the other words, males have lower education aspirations.

As for current activity status, 89% of schooling youth in the sample aspire to university education compared to 69% of unemployed and 55% 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	11	30.6	30.6
No	25	69.4	69.4
Total	36	100.0	100.0

In reply to the question “do you have sufficient means to realize your educational aspirations?”, 69% of youth respondents stated that they do not have sufficient means to realize their educational aspirations, while 31% of youth respondents said that they do so (see *Table 3.6.2.1*)

Age variations with respect to ‘sufficient means to realize educational aspirations’ are noteworthy. The proportion of youth who have no means to realize their educational aspirations increases with increasing age (15-19 : 36% and 20-24 : 87%) (see *Table 3.6.2.2*).

Table 3.6.2.2

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

Groups	Yes	No
All groups	30.6	69.4
Age		
15-19	64.3	35.7
20-24	13.3	86.7
25-29	-	100.0
Gender		
Male	23.8	76.2
Female	40.0	60.0
Current activity		
Still schooling	100.0	-
Employed	-	100.0
Unemployed	12.5	87.5

As for gender, more males (76%) have no means to realize their educational aspirations compared to their female counterparts (60%) (see *Table 3.6.2.2*).

Variations with respect to current activity status are important. All schooling youth stated that they have sufficient means to realize their educational aspirations on one hand, while all the employed youth and 88% of unemployed youth stated that they do not have sufficient means to realize their educational aspirations (see *Table 3.6.2.2*).

3.6.3 Insufficient Means to Realize Educational Aspirations of Youth

Table 3.6.3.1

If No, the Reasons for Insufficiency (Youth)

Categories	Frequency	Percent	Valid Percent
Economic	6	16.7	24.0
Aptitude	19	52.8	76.0
Total	25	69.4	100.0
Not applicable	11	30.6	
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 76% stated that it was due to a lack of aptitude, while 24% said it was due to economic reasons (see *Table 3.6.3.1*).

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

Table 3.6.3.2
If No, what are they? - by Age and Gender (Youth) (%)

Groups	Economic	Aptitude
All groups	24.0	76.0
Age		
15-19	-	100.0
20-24	23.1	76.9
25-29	42.9	57.1
Gender		
Male	37.5	62.5
Female	-	100.0

As for gender, all females with aspirations for education stated that they cannot achieve them due to a lack of aptitude, compared to their male counterparts (63%) (see *Table 3.6.3.2*).

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

3.6.4 Expectations for Education

Table 3.6.4.1
Youths' Expectations for Education

Categories	Frequency	Percent	Valid Percent
Primary	3	8.3	8.6
O/L	13	36.1	37.1
A/L	8	22.2	22.9
University	11	30.6	31.4
Total	35	97.2	100.0
No expectations	1	2.8	
Total	36	100.0	

When youth were asked about their expectations for education, a majority of youth (37%) mentioned O/L education, even though the level is higher compared to aspirations for education (14%). On the other hand, expectations for A/L education (17% to 22%) have increased and expectations for university education (69% - 31%) have decreased when compared to educational aspirations. It is also important to note that there are nearly 3% of youth with no expectations for education (see *Table 3.6.4.1*).

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

Table 3.6.4.2

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

Groups	Primary	O/L	A/L	University
All groups	8.6	37.1	22.9	31.4
Class				
Middle	-	33.3	33.3	33.3
Lower middle	9.1	36.4	18.2	36.4
Lower	11.1	38.9	22.2	27.8
Gender				
Male	15.0	40.0	20.0	25.0
Female	-	33.3	26.7	40.0
Current activity				
Still schooling	-	-	-	100.0
Employed	18.2	63.6	18.2	-
Unemployed	6.7	40.0	40.0	13.3

Gender variations with regard to expectations for education are also significant. 40% of females expect university education, when compared to their male counterparts (25%). On the other hand, 40% of males reported expectations for O/L education compared with only 33% among females (see *Table 3.6.4.2*).

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

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

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

3.7.1 Parents' Aspirations Regarding Education of the Selected Child

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

Table 3.7.1.1

Parents' Aspirations Regarding Education of the Selected Child

Categories	Frequency	Percent	Valid Percent
Primary	1	1.6	1.6
O/L	6	9.7	9.7
A/L	9	14.5	14.5
University	46	74.2	74.2
Total	62	100.0	100.0

As shown in *Table 3.7.1.1*, 74% of parents aspire to university education for the selected child, while only 15% aspire to A/L and another 10% to O/L education. On the other hand, none of the parents reported that they had no aspirations for education of the child selected.

Class variations with regard to the above question are noteworthy. For instance, 91% of middle class parents aspire to university education for their child selected for the interview as against lower middle (64%) and lower class parents (75%) (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	
Primary			1	1
			3.4%	1.6%
O/L	1	3	2	6
	9.1%	13.6%	6.9%	9.7%
A/L		5	4	9
		22.7%	13.8%	14.5%
University	10	14	22	46
	90.9%	63.6%	75.9%	74.2%
Total	11	22	29	62
	100.0%	100.0%	100.0%	100.0%

3.7.2 Parents' Expectations Regarding Education of the Selected Child

Table 3.7.2.1
Parents' Expectations Regarding their Child's Education

Categories	Frequency	Percent	Valid Percent
Primary	1	1.6	1.6
O/L	15	24.2	24.2
A/L	19	30.6	30.6
University	27	43.5	43.5
Total	62	100.0	100.0

In reply to the question regarding 'parents' expectations for education of the selected child', 44% of the parents expect university even though the rate is lower compared to their aspirations (74%) for education, while 31% expect A/L education for the selected child. On the other hand, 24% of parents expect O/L education for the selected child (see *Table 3.7.2.1*).

Gender and class variations with regard to the above are noteworthy. For instance, nearly 64% of middle class parents expect university education for their child who was interviewed compared to middle (41%) and lower class (36%) parents. On the other hand, more lower class parents expect A/L

education for their child selected for the interview, compared to middle (27%) and lower middle class parents (23%). More lower middle class parents expect O/L education compared to lower (21%) and middle class parents (9%) (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
			3.4%	1.6%
O/L	1	8	6	15
	9.1%	36.4%	20.7%	24.2%
A/L	3	5	11	19
	27.3%	22.7%	37.9%	30.6%
University	7	9	11	27
	63.6%	40.9%	37.9%	43.5%
Total	11	22	29	62
	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	4	6.5	6.5
High	58	93.5	93.5
Total	62	100.0	100.0

In reply to the question, "what was the value attached to education when parents were young?", nearly 94% of parents stated that there was a 'high' value for education when they were young, while 7% stated that there was a 'very high' value for education (see *Table 3.8.1*).

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

3.8.2 Value Attached to Education After Economic Liberalization

Table 3.8.2
Value Attached to Education at Present (Parents)

Categories	Frequency	Percent	Valid Percent
Very high	59	95.2	95.2
High	1	1.6	1.6
Low	2	3.2	3.2
Total	62	100.0	100.0

When we asked the same question in relation to the present situation, nearly 95% of parents stated that there is a 'very high' value attached to education, whereas only 3.2% stated that there is a 'low' value for education. Therefore, it is clear from the above data that the present value for education has slightly 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

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	1	1.6	10.6
Do not know	61	98.4	98.4
Total	62	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
03. Local qualifications higher in prestige			
No	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
04. Foreign qualifications greater in employment value			
Yes	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
05. Local qualifications greater in employment value			
No	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	

Parents' perceptions of value difference between local and foreign qualifications when they were young are shown in *Table 3.9.1*. It is evident that nearly 98% of parents did not know whether there was a difference. Only one parent perceived a value difference between local and foreign educational qualifications in his youth.

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

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

Table 3.9.2

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

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign educational qualifications?			
Yes	20	32.3	32.3
Do not know	42	67.7	67.7
Total	62	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
03. Local qualifications higher in prestige			
No	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
04. Foreign qualifications greater in employment value			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
05. Local qualifications greater in employment value			
No	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	

With regard to current value differences between local and foreign qualifications, 32% of parents perceive a difference, while 68% of parents do not know whether there is a value difference.

Table 3.9.2 shows that high prestige (32%) and greater employment value (32%) of foreign qualifications are the reasons for the value differences identified.

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

32% of youth perceive a difference between local and foreign educational qualifications while 68% do not know whether there is a difference between them. It is clear from Table 3.9.3 that all youth who perceived a difference between local and foreign qualifications think that 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	20	32.3	32.3
Do not know	42	67.7	67.7
Total	62	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
03. Local qualifications higher in prestige			
No	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
04. Foreign qualifications greater in employment value			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
05. Local qualifications greater in employment value			
No	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	

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

It is important to note that no single parent or youth interviewed had any professional educational qualifications.

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

Table 4.2.1

Parents' Aspirations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
MBBS	1	1.6	100.0
No aspirations	61	98.4	
Total	62	100.0	

It is clear from *Table 4.2.1* that nearly 98% of parents did not have any professional educational aspirations when they were young, while only one parent had professional educational aspirations for the MBBS 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	62	100.0

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

4.4 Youths' Aspirations and Expectations for Professional Qualifications

4.4.1 Youths' Aspirations for Professional Qualifications

Table 4.4.1.1

Youths' Aspirations for Professional Qualifications

Categories	Frequency	Percent	Valid Percent
Bank Management Course	1	2.8	7.7
Attorney-at-Law	2	5.6	15.4
MBBS	8	22.2	61.5
Engineering	1	2.8	7.7
Accountancy	1	2.8	7.7
Total	13	36.1	100.0
No aspirations	23	63.9	
Total	36	100.0	

With regard to youths' aspirations for professional qualifications, a majority of youth (nearly 22%) aspire to MBBS qualifications, while 6% aspire to an Attorney-at-Law qualification. Furthermore, 3% of youth equally aspire to accountancy, engineering and management qualifications. On the other hand, it is important to note that about 64% of youth are without any professional aspirations. Also, if we exclude youth with no professional aspiration from the analysis and look at the youth with such aspirations, it is clear that 62% of youth aspire to an MBBS qualification (see *Table 4.4.1.1*).

When we look at gender and class variations with regard to youth aspirations for professional qualifications, some interesting patterns emerge. For instance, 67% of middle and lower middle class youth equally aspire to MBBS qualifications compared to only 57% of lower class youth (see *Table 4.4.1.2*).

As for gender, a clear proportion of females aspire to the MBBS qualification (83%) as against their male counterparts (43%) (see *Table 4.4.1.2*).

Table 4.4.1.2

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

Groups	Management	Attorney-at-Law	MBBS	Engineering	Accountancy
All groups	7.7	15.4	61.5	7.7	7.7
Class					
Middle	-	-	66.7	33.3	-
Lower middle	-	33.3	66.7	-	-
Lower	14.3	14.3	57.1	-	14.3
Gender					
Male	14.3	14.3	42.9	14.3	14.3
Female	-	16.7	83.3	-	-

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

Table 4.4.2.1

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

Categories	Frequency	Percent	Valid Percent
Yes	6	16.7	46.2
No	7	19.4	53.8
Total	13	36.1	100.0
No aspirations	23	63.9	
Total	36	100.0	

As to the question whether 'youth have sufficient means to realize their professional aspirations', 54% of youth said 'no' while only 46% said that they have sufficient means to realize their aspirations for professional qualifications (see *Table 4.4.2.1*).

More lower (57%) and middle class youth (67%) stated that they have no sufficient means to realize their professional aspirations compared to middle class youth (33%) (see *Table 4.4.2.2*).

Table 4.4.2.2

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

Groups	Yes	No
All groups	46.2	53.8
Class		
Middle	66.7	33.3
Lower middle	33.3	66.7
Lower	42.9	57.1
Gender		
Male	57.1	42.9
Female	33.3	66.7
Age		
15-19	71.4	28.6
20-24	20.0	80.0
25-29	-	100.0

As for gender, 67% of females stated that they do not have sufficient means to realize their aspirations for professional education as against their male counterparts (43%) (see *Table 4.4.2.2*).

Age variations with regard to the above question are also important to note. The proportion of youth who cannot realize their professional aspirations increases with increasing age (see *Table 4.4.2.2*).

4.4.3 What do Youth Lack?

Table 4.4.3

Nature of Inadequate Means of Youth

Categories	Frequency	Percent	Valid Percent
Economic	2	5.6	28.6
Aptitude	5	13.9	71.4
Total	7	19.4	100.0
Not applicable	29	80.6	
Total	36	100.0	

In reply to the question "why is it that youth cannot realize their professional educational aspirations?", 71% of youth stated that it is due to a lack of aptitude, while 29% said 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
MBBS	4	11.1	57.1
Accountancy	1	2.8	14.3
Engineering	1	2.8	14.3
Bank Management	1	2.8	14.3
Total	7	19.4	100.0
No expectations	29	80.6	
Total	36	100.0	

We discussed aspirations of youth for professional education as well as obstacles they face to realize their aspirations for professional education in the above sections. As to the question of expectations for professional qualifications, it is clear that the proportion of youth with no expectations for professional qualifications has increased up to 81% compared to aspirations for professional educational qualifications (53%), owing to the reasons discussed earlier. On the other hand, expectations for a MBBS qualification have decreased to 11% compared to aspirations for professional education (22%) (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	29	46.8	100.0
No aspirations	33	53.2	
Total	62	100.0	

As far as 'parents' aspirations for professional education of the selected child are concerned, 47% of parents aspired to a MBBS professional qualification. On the other hand, 53% of parents had no aspirations for professional education for the selected child. If we consider parents with professional aspirations for the selected child, it is clear that all the parents aspired to a MBBS professional qualification for their selected child (see *Table 4.6.1.1*).

Class differences in relation to the above question are important to examine. All middle class parents aspire to MBBS professional qualifications for their child selected for the interview as against lower middle and lower class youth (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
All groups	100.0
Class	
Middle	100.0
Lower middle	-
Lower	-
Gender	
Male	100.0
Female	-

As for gender, all fathers aspired to MBBS qualifications from their child selected for the interview compared to mothers (see *Table 4.6.1.2*).

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

With regard to parents' expectations for professional qualification of the selected child, nearly 81% of parents do not have any professional/educational aspiration. Only 19% aspired to a MBBS qualification. However, expectations for a MBBS qualification for the selected child has decreased compared with aspirations (47%) (see *Table 4.7*).

Table 4.7

Parents' Expectations for Professional Qualification of the Selected Child

Categories	Frequency	Percent	Valid Percent
MBBS	12	19.4	100.0
No expectations	50	80.6	
Total	62	100.0	

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

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	1	1.6	1.6
Do not know	61	98.4	98.4
Total	62	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
03. Local qualifications higher in prestige			
No	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
04. Foreign qualifications greater in employment value			
Yes	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
05. Local qualifications greater in employment value			
No	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
07. Local professional qualifications carry more influence (Social)			
No	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	

In reply to the question as to whether ‘there was a difference in value between local and foreign professional qualifications when they were young’, nearly 98% of parents did not know whether there was any difference, while only one parent stated that there was a value difference between local and foreign professional qualifications and that it was 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*).

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	20	32.3	32.3
Do not know	42	67.7	67.7
Total	62	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
03. Local qualifications higher in prestige			
No	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
04. Foreign qualifications greater in employment value			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
05. Local qualifications greater in employment value			
No	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
07. Local professional qualifications carry more influence (Social)			
No	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	

With regard to parents' perception of current value differences between local and foreign professional qualifications, 32% of parents perceived a difference, while 68% 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 (56%) perceived a difference between local and foreign professional qualifications when compared to their female counterparts (14%) (see *Table 4.8.2.2*).

Table 4.8.2.2

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

Groups	Yes	Do not know
All groups	32.3	67.7
Class		
Middle	25.0	54.5
Lower middle	22.7	77.3
Lower	34.5	65.5
Gender		
Male	55.6	44.4
Female	14.3	85.7

In relation to class variations, more middle class parents perceived a difference (46%) between local and foreign professional qualifications compared to lower middle (23%) and lower class parents (36%) (see *Table 4.8.2.2*).

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

With regard to the reasons behind parents' value differences between local and foreign professional qualifications, 32.3% 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

As for the question "is there a difference in value between local and foreign professional qualifications?", 75% of youth perceived a difference, while 25% of youth do not know whether there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

Table 4.9.1.1

Value Differences between Local and Foreign Professional Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign professional qualifications?			
Yes	27	75.0	75.0
Do not know	9	25.0	25.0
Total	36	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
03. Local qualifications higher in prestige			
No	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
04. Foreign qualifications greater in employment value			
Yes	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
05. Local qualifications greater in employment value			
No	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
07. Local professional qualifications carry more influence (Social)			
No	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	

Gender variations corresponding to the above question are also significant. 87% of female youth presently perceived a difference between local and foreign professional qualifications compared to their male counterparts (67%) (see *Table 4.9.1.2*).

As 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 these are the reasons why there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

Table 4.9.1.2

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

Categories	Gender		Total
	Male	Female	
Yes	14	13	27
	51.9%	48.1%	100.0%
	66.7%	86.7%	75.0%
Do not know	7	2	9
	77.8%	22.2%	100.0%
	33.3%	13.3%	25.0%
Total	21	15	36
	58.3%	41.7%	100.0%
	100.0%	100.0%	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)

Category	Frequency	Percent	Valid Percent
High	62	100.0	100.0

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

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

Table 4.11

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

Category	Frequency	Percent	Valid Percent
Very high	62	100.0	100.0

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

5.0 VOCATIONAL EDUCATION**5.1 Parents' Vocational Education**

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

Table 5.1
Vocational Qualifications (Parents)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	6	9.7	9.7
No	56	90.3	90.3
Total	62	100.0	
02. If yes, how did you obtain?			
Informally	5	8.1	83.3
Formally	1	1.6	16.7
Not applicable	56	90.3	
Total	62	100.0	
03. If informally, what were the main channels?			
Self-learning	1	1.6	20.0
Family centred	1	1.6	20.0
Through Friends	3	4.8	60.0
Not applicable	57	91.9	
Total	62	100.0	
04. Course Title			
Driving Licence	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
05. Sector			
Private	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	

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

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, 83% of parents have obtained vocational skills informally, while 17% obtained vocational education formally (see *Table 5.1*).

5.1.2 Main Informal Channels for Obtaining Vocational Skills

60% of parents obtained those skills through friends, while 20% each through self-learning as well as through family connections (see *Table 5.1*).

5.1.3 Formal Sector Vocational Courses and Related Sectors

Only one parent in the sample had obtained a driving licence from a private learning school (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	2	5.6	5.6
No	34	94.4	94.4
Total	36	100.0	
02. If yes, how did you obtain?			
Formally	2	5.6	100.0
Not applicable	34	94.4	
Total	36	100.0	
03. If formally, what is the Institution?			
Gamini School	2	5.6	100.0
Not applicable	34	94.4	
Total	36	100.0	
04. Course Title			
Computer	1	2.8	50.0
Juki Machine Operator	1	2.8	50.0
Not applicable	34	94.4	
Total	36	100.0	

It is noteworthy that a majority of youth interviewed (94%) do not have any vocational education, while only 6% 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

Only two youth in the sample obtained vocational qualifications formally and none of the youth had obtained vocational skills informally (see *Table 5.2*).

5.2.2 Formal Sector Vocational Courses and Related Sectors

As regards the areas of formally acquired vocational qualifications, one person had followed a computer course, while another had followed a Juki Machine course (see *Table 5.2*).

5.3 Aspirations and Expectations of Parents and Youth for Vocational Qualifications

5.3.1 Parents' Aspirations for Vocational Qualifications

It is evident from *Table 5.3.1.1*, that a majority of parents (63%) did not have any aspirations for vocational education when they were young, whereas 37% had such aspirations. Moreover, with regard to the type of qualification, 19% of parents aspired to tailoring qualifications, while another 18% to driving qualifications. However, when we only look at the parents with aspirations for vocational education, it is clear that 52% of parents aspired to a tailoring qualification and 48% to a driving qualification.

Table 5.3.1.1

Parents' Aspirations for Vocational Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Driving Licence	11	17.7	47.8
Tailoring Course	12	19.4	52.2
Total	23	37.1	100.0
No aspirations	39	62.9	
Total	62	100.0	

Gender variations with regard to the above question are noteworthy. For instance, a significant proportion of males aspired to driving qualifications, while more females aspired to dressmaking qualifications (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	11		11
	84.6%		47.8%
Tailoring Course	2	10	12
	15.4%	100.0%	52.2%
Total	13	10	23
	100.0%	100.0%	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	7	11.3	50.0
Tailoring.	6	9.7	42.9
Motor Mechanics	1	1.6	7.1
Total	14	22.6	100.0
No expectations	48	77.4	
Total	62	100.0	

With regard to parents' expectations for vocational qualifications, 77% of parents had no expectations for vocational qualifications, while only 23% had any expectations for such qualifications. With regard to the expected area of vocational qualifications, 11% expected to obtain training in driving and another 10% in tailoring/dressmaking. Furthermore, by only considering parents with expectations for vocational qualifications when they were young, it is evident that 50% of them expected to have driving qualifications, while another 43% tailoring/dressmaking 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 fathers had expectations for training in driving, while more mothers had expectations for dressmaking qualifications (see *Table 5.3.2.2*).

Table 5.3.2.2
Expectations Regarding Vocational Qualifications as a Youth - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Driving Training	7		7
	77.8%		50.0%
Tailoring	1	5	6
	11.1%	100.0%	42.9%
Motor Mechanics Course	1		1
	11.1%		7.1%
Total	9	5	14
	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	31.0
Motor Mechanics Course	6	16.7	20.7
Driving Licence	1	2.8	3.4
Tailoring Course	12	33.3	41.4
Wiring Course	1	2.8	3.4
Total	29	80.6	100.0
No Aspirations	7	19.4	
Total	36	100.0	

A majority of youth aspired to tailoring/dressmaking related qualifications (33%), while 25% to computer and another 17% to motor mechanics qualifications. It is also important to note that a small percentage of youth aspire to driving and electrical wiring qualifications. On the other hand, there are 19% of youth with no aspirations for vocational education. If one considers only the youth with aspirations for vocational qualifications, by excluding youth without vocational qualification aspirations from the analysis, it is clear that 41% of youth aspired to dressmaking/tailoring related qualifications, while another 31% to computer and another 21% to motor mechanics qualifications (see *Table 5.3.3.1*).

As for current activity status, it is significant that 50% of schooling youth aspired equally to computer and dressmaking related qualifications (see *Table 5.3.3.2*).

Table 5.3.3.2

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

Groups	Computer	Motor Mechanics	Driving	Tailoring	Wiring
All groups	31.0	20.7	3.4	41.4	3.4
Gender					
Male	46.7	40.0	6.7	-	6.7
Female	14.3	-	-	85.7	-
Current activity					
Still schooling	50.0	-	-	50.0	-
Employed	-	50.0	16.7	16.7	16.7
Unemployed	33.3	20.0	-	46.7	-

As for gender, 47% of males aspired to computer related qualifications, compared to their female counterparts (14%). On the other hand, more females aspired to dressmaking qualifications (87%) (see *Table 5.3.3.2*).

5.3.4 Sufficient Means to Realize Vocational Aspirations of Youth

Table 5.3.4.1

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

Categories	Frequency	Percent	Valid Percent
Yes	17	47.2	58.6
No	12	33.3	41.4
Total	29	80.6	100.0
No aspirations	7	19.4	
Total	36	100.0	

As to the question whether 'you have sufficient means to realize your vocational qualifications', 59% of youth with vocational educational aspirations stated 'yes', whereas only 41% reported not having sufficient means to realize their aspirations (see *Table 5.3.4.1*).

80% of middle class youth stated that they have sufficient means to realize their vocational aspirations, compared to lower middle class (40%) and lower class youth (64%) (see *Table 5.3.4.2*).

As for gender, more females (64%) have sufficient means to realize their aspirations for vocational qualifications, compared to their male counterparts (53%) (see *Table 5.3.4.2*).

Table 5.3.4.2

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

Groups	Yes	No
All groups	58.6	41.4
Class		
Middle	80.0	20.0
Lower middle	40.0	60.0
Lower	64.3	35.7
Gender		
Male	53.3	46.7
Female	64.3	35.7
Current activity		
Still schooling	75.0	25.0
Employed	33.3	66.7
Unemployed	60.0	40.0

As for current activity status in regard to the above question, 75% of schooling youth followed by 60% of unemployed youth reported having sufficient means to realize their vocational aspirations, compared to only 33% of employed youth (see *Table 5.3.4.2*).

5.3.5 What do they Lack?

Table 5.3.5

Nature of Inadequate Means of Youth

Categories	Frequency	Percent	Valid Percent
Economic	11	30.6	91.7
No time	1	2.8	8.3
Total	12	33.3	100.0
Not applicable	24	66.7	
Total	36	100.0	

When asked 'why youth cannot realize their vocational aspirations', 92% of youth stated that it was due to economic hardships, while only 8% stated it was due to other reasons (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, 33% of youth expect tailoring/dressmaking related qualifications, while nearly 22% have expectations for computer qualifications and another 14% for motor mechanics qualifications (see *Table 5.3.6.1*).

Table 5.3.6.1
Youths' Expectations Regarding Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Tailoring	13	36.1	43.3
Computer Course	8	22.2	26.7
Motor Mechanics Course	5	13.9	16.7
Driving Licence	3	8.3	10.0
Wiring Course	1	2.8	3.3
Total	30	83.3	100.0
No Expectations	6	16.7	
Total	36	100.0	

When we look at only youth with vocational aspirations, it is noteworthy that a majority of youth expect dressmaking/tailoring (43%) related vocational qualifications, while 27% expect computer related 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 (40%) youth expect computer related qualifications, compared to lower and lower (20%) middle (20%) class youth. On the other hand, 60% of middle class youth followed by 53% of lower class youth expect tailoring/dressmaking related qualifications compared to only 20% of lower middle class youth (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	Driving	Wiring
All groups	43.3	26.7	16.7	10.0	3.3
Class					
Middle	60.0	20.0	-	-	20.0
Lower middle	20.0	40.0	40.0	-	-
Lower	53.3	20.0	6.7	20.0	-
Gender					
Male	6.7	33.3	33.3	20.0	6.7
Female	80.0	20.0	-	-	-
Current activity					
Still schooling	55.6	44.4	-	-	-
Employed	16.7	-	33.3	33.3	16.7
Unemployed	46.7	26.7	20.0	6.7	-

As for gender, more females (80%) have expectations for dressmaking/tailoring related qualifications, compared to their male counterparts (7%). On the other hand, more males have expectations for computer related qualifications (33%) (see *Table 5.3.6.2*).

With regard to current activity status, expectations for vocational qualifications show that 56% of schooling youth and 47% of unemployed youth have expectations for dressmaking/tailoring related vocational qualifications, when compared to employed youth (17%). On the other hand, another 44% of schooling youth have expectations for computer qualifications, compared to 27% of unemployed youth (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
Computer Course	8	12.9	34.8
Technical Course	1	1.6	4.3
Driving Licence	1	1.6	4.3
Tailoring Course	12	19.4	52.2
Shorthand and Typing	1	1.6	4.3
Total	23	37.1	100.0
No Aspirations	39	62.9	
Total	62	100.0	

It is evident from *Table 5.4.1.1*, that 63% of the parents do not have vocational aspirations for their child selected for the interview, while only 37% of the parents have aspirations. When we consider the proportion of parents with aspirations for vocational education for their children, a majority of them (19%) aspired to tailoring/dressmaking qualifications, while another 13% to computer qualifications. Furthermore a small proportion of parents aspired to shorthand and typing, driving and technical related qualifications for their child selected for interview. If one only considers parents with aspirations for vocational education for the child interviewed, it is clear that 52% of parents aspired to tailoring related qualifications for their child who was interviewed.

As for gender, more mothers (91%) aspired to tailoring (dressmaking) related qualifications for their child, in comparison to fathers (17%). On the other hand, more fathers aspired to computer related qualifications (58%) for their child selected for the interview as against mothers (9.1%) (see *Table 5.4.1.2*).

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

Table 5.4.1.2

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

Categories	Gender		Total
	Male	Female	
Computing	7	1	8
	58.3%	9.1%	34.8%
Technical	1		1
	8.3%		4.3%
Driving	1		1
	8.3%		4.3%
Tailoring	2	10	12
	16.7%	90.9%	52.2%
Shorthand and Typing	1		1
	8.3%		4.3%
Total	12	11	23
	100.0%	100.0%	100.0%

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	7	11.3	30.4
Shorthand and Typing	1	1.6	4.3
Driving	1	1.6	4.3
Motor Mechanism	1	1.6	4.3
Tailoring	13	21.0	56.5
Total	23	37.1	100.0
No Expectations	39	62.9	
Total	62	100.0	

With regard to the above question, 63% of parents have no expectations for vocational education for their child interviewed. As regards the parents with expectations for vocational educational qualifications for their child, 21% have expectations for tailoring related qualifications, while 11% 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	1	1.6	1.6
Do not know	61	98.4	98.4
Total	62	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
03. Local qualifications provided better skills			
No	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
04. Foreign qualifications greater in employment value			
Yes	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
05. Local qualifications greater in employment value			
No	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
06. Foreign vocational qualifications carry more recognition			
Yes	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	
07. Local vocational qualifications carry more recognition			
No	1	1.6	100.0
Not applicable	61	98.4	
Total	62	100.0	

As to the question, "was there a value difference between local and foreign vocational qualifications?", 98% of parents 'do not know' whether there was a value difference between local and foreign vocational qualifications, while only one parent perceived a value difference. Furthermore, when questioned as to the reasons for the value difference, the only parent 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	20	32.3	32.3
Do not know	42	67.7	67.7
Total	62	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
03. Local qualifications provided better skills			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
04. Foreign qualifications greater in employment value			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
05. Local qualifications greater in employment value			
No	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
06. Foreign Vocational qualifications carry more recognition			
Yes	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	
07. Local professional qualifications carry more recognition			
No	20	32.3	100.0
Not applicable	42	67.7	
Total	62	100.0	

As regards parents' perception of value differences between local and foreign vocational qualifications at present, it is clear that 32% of parents perceived a difference, while 68% 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 (32.3%), have greater employment value (32.3%) and more recognition (32.3%), 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	27	75.0	75.0
Do not know	9	25.0	25.0
Total	36	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
03. Local qualifications higher in prestige			
No	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
04. Foreign qualifications greater in employment value			
Yes	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
05. Local qualifications greater in employment value			
No	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
06. Foreign vocational qualifications carry more recognition			
Yes	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	
07. Local vocational qualifications carry more recognition			
No	27	75.0	100.0
Not applicable	9	25.0	
Total	36	100.0	

In reply to the question, "is there a value difference between local and foreign vocational qualifications?", 75% of youth stated 'yes,' while 25% 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 (75%), greater employment value (75%) and more recognition (75%), 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)

Category	Frequency	Percent	Valid Percent
High	62	100.0	100.0

As regards parents' perceptions of value attached to vocational qualifications prior to economic liberalization, it is significant that all the parents perceived a 'high' value attached to vocational qualifications during that time (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)

Category	Frequency	Percent	Valid Percent
Very high	62	100.0	100.0

In relation to the period after economic liberalization, one can see an increase in the proportion of parents who perceived a 'very high' value attached to vocational qualifications, compared to the period before (*Table 5.6.2*).

6.0 LIVELIHOODS

6.1 Parents' Aspirations and Expectations for their Livelihoods

6.1.1 Parents' Aspirations for their Livelihoods

Table 6.1.1.1, shows that a majority of parents (21%) 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 15% of parents aspired to estate work. Furthermore, it is important to note that 55% of parents were without any particular occupational aspirations.

If one looks at the category of parents with livelihood aspirations, it is clear that 46% of parents aspired to livelihoods related to 'professionals (B)', while 32% to estate work (see *Table 6.1.1.1*).

Table 6.1.1.1
Aspirations for Livelihoods (Parents)

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Professionals (A)	1	1.6	3.6
	Professionals (B)	13	21.0	46.4
	Travel, Restaurant & Sales Workers	2	3.2	7.1
	Elementary Occupations	1	1.6	3.6
	Self-employment	2	3.2	7.1
	Estate Work	9	14.5	32.1
	No Aspirations	34	54.8	
	Total	62	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

Gender variations with regard to aspirations for livelihoods are important. For instance, more females aspired to estate work when compared with their male (18%) counterparts (see *Table 6.1.1.2*).

Table 6.1.1.2
What was your Aspiration Regarding Livelihood as a Youth? - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Professionals (A)	1		1
	5.9%		3.6%
Professionals (B)	8	5	13
	47.1%	45.5%	46.4%
Travel, Restaurant and Sales Workers	2		2
	11.8%		7.1%
Elementary Occupations (Unskilled Labourers)	1		1
	5.9%		3.6%
Self-employment	2		2
	11.8%		7.1%
Estate Work	3	6	9
	17.6%	54.5%	32.1%
Total	17	11	28
	100.0%	100.0%	100.0%

6.1.2 Parents' Expectations for their Livelihoods

Table 6.1.2

Expectations for Livelihoods (Parents)

	Categories	Frequency	Percentage	Valid Percentage
Expectations	Agricultural	3	4.8	7.1
	Estate Work	39	62.9	92.9
	No Expectations	20	32.3	
	Total	62	100.0	

As regards expectations, one can see a considerable increase of parents' expectations for estate work, compared to their occupational aspirations (14% to 63%), while another 5% expected to work in agriculture.

When one looks at the category of parents who have occupational expectations, it is clear that the majority (93%) of them expect estate work, while another 7% expect agriculture related work (see *Table 6.1.2*).

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

6.2 Youths' Aspirations and Expectations for Livelihoods

6.2.1 Youths' Aspirations for Livelihoods

Table 6.2.1.1

Youths' Aspirations for Livelihoods

	Categories	Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	1	2.8	2.9
	Professionals (A)	10	27.8	28.6
	Professionals (B)	19	52.8	54.3
	Plant & Machine Operators	1	2.8	2.9
	Elementary Occupations	1	2.8	2.9
	Self-employment	2	5.6	5.7
	Estate Work	1	2.8	2.9
	No Aspirations	1	2.8	
	Total	36	100.0	

As for youths' aspirations for livelihoods, it is evident that a significant proportion of them (54%) aspire to 'professionals (B)' occupations, while 29% aspire to 'professionals (A)' occupations (see *Table 6.2.1.1*).

Youth aspirations for occupations vary according to class, age, gender and current activity status. For instance, more lower middle class youth (67%) aspire to 'professionals (B)' occupations, while more lower class youth aspire to 'professionals (A)' occupations (41.2%) (see *Table 6.2.1.2*).

As for gender, more females aspire to 'professionals (B)' (67%) occupations, compared to their male counterparts, while a slightly higher proportion of males aspire to 'professionals (A)' occupations as against females (see *Table 6.2.1.2*).

With regard to current activity status, more currently schooling youth (44%) aspire to 'professionals (A)' occupations (see *Table 6.2.1.2*).

Table 6.2.1.2

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

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Plant & Machine Operators	Elementary Occupations	Self-employment	Estate Work
All groups	2.9	28.6	54.3	2.9	2.9	5.7	2.9
Class							
Middle	16.7	16.7	50.0	-	16.7	8.3	-
Lower middle	-	16.7	66.7	8.3	-	5.9	-
Lower	-	41.2	47.1	-	-	-	5.9
Gender							
Male	5.0	30.0	45.0	5.0	-	10.0	5.0
Female	-	26.7	66.7	-	6.7	-	-
Current activity							
Still schooling	11.1	44.4	44.1	-	-	-	-
Employed	-	20.0	60.0	-	-	10.0	10.0
Unemployed	-	25.0	56.3	6.3	6.3	6.3	-

Youths' aspirations for occupations do not vary according to age.

6.2.2 Availability of Sufficient Means to Realize Occupational Aspirations of Youth

Table 6.2.2.1

Availability of Sufficient Means (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	15	41.7	42.9
No	20	55.6	57.1
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 'no', while only 43% said that they can realize their aspirations (see *Table 6.2.2.1*).

As for current activity status, more currently schooling youth (89%) stated that they have sufficient means to realize their occupational aspirations, when compared to unemployed (31%) and employed youth (20%) (see *Table 6.2.2.2*).

Table 6.2.2.2

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

Categories	Current activity status			Total
	Schooling	Employed	Unemployed	
Yes	8	2	5	15
	88.9%	20.0%	31.3%	42.9%
No	1	8	11	20
	11.1%	80.0%	68.8%	57.1%
Total	9	10	16	35
	100.0%	100.0%	100.0%	100.0%

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

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	10.0
Aptitude	18	50.0	90.0
Total	20	55.6	100.0
Not applicable	16	44.4	
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 (90%), while 10% mentioned economic constraints (see *Table 6.2.3*). In other words, a clear majority of youth do not have confidence that they can achieve their livelihood aspirations.

6.2.4 Youths' Expectations for Livelihoods

When one looks at youths' expectations, it is significant that 25% of the youth interviewed expect 'professionals (B)' category jobs, while 14% each expect 'professionals (A)' category occupations and 'elementary occupations'. Moreover, another 17% expect to be self-employed. Furthermore, there are nearly 3% of youth with no livelihood expectations. On the other hand, the proportion of youth who expect to do 'professionals (A)' category jobs is only 7.3% in comparison to youth with aspirations for such occupations (53%). Also one can see a slight increase in the proportion of youth who expect to work in estates (from 2.4% to 8%) (see *Table 6.2.4.1*).

Table 6.2.4.1
Youths' Expectations for Livelihoods

Categories		Frequency	Percentage	Valid Percentage
Expectations	Executive, Managerial & Administrative	1	2.8	2.9
	Professionals (A)	5	13.9	14.3
	Professionals (B)	9	25.0	25.7
	Clerks	1	2.8	2.9
	Agricultural & Fisheries Workers	3	8.3	8.6
	Plant & Machine Operators	2	5.6	5.7
	Elementary Occupations	5	13.9	14.3
	Self-employment	6	16.7	17.1
	Estate Work	3	8.3	8.6
	No Expectations	1	2.8	
	Total	36	100.0	

As for gender, more females expect to work in the 'professionals (B)' (36%) occupations, compared to their male counterparts (19%) (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
	4.8%		2.9%
Professionals (A)	3	2	5
	14.3%	14.3%	14.3%
Professionals (B)	4	5	9
	19.0%	35.7%	25.7%
Clerks		1	1
		7.1%	2.9%
Agricultural and Fisheries Workers	3		3
	14.3%		8.6%
Plant and Machine Operators and Assemblers	2		2
	9.5%		5.7%
Elementary Occupations (Unskilled Labourers)		5	5
		35.7%	14.3%
Self-employment	5	1	6
	23.8%	7.1%	17.1%
Estate Work	3		3
	14.3%		8.6%
Total	21	14	35
	100.0%	100.0%	100.0%

There are no clear variations in youth expectations for 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

Parents' Livelihood Aspirations for their Children

	Categories	Frequency	Percentage	Valid Percentage
Aspirations	Professionals (A)	27	43.5	44.3
	Professionals (B)	32	51.6	52.5
	Elementary Occupations	1	1.6	1.6
	Self-employment	1	1.6	1.6
	No Aspirations	1	1.6	
	Total	62	100.0	

It is evident from Table 6.3.1, that a majority of parents had high occupational aspirations for the selected child. While 43% of the parents aspired to 'professionals (A)' occupations for their children, 52% 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 2% of parents had no occupational aspirations for the child selected for the interview.

When we look at parents with occupational aspirations for the child separately, it is significant that about 53% of them aspired to 'professionals (B)' category jobs for their selected child, while 44% aspired to 'professionals (A)' occupations. In other words, their overall aspirations are very high.

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

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)	13	21.0	22.4
	Professionals (B)	17	27.4	29.3
	Clerks	2	3.2	3.4
	Agricultural & Fisheries	6	9.7	10.3
	Elementary Occupations	9	14.5	15.5
	Self-employment	11	17.7	19.0
	No Expectations	4	6.5	
	Total	62	100.0	

When we look at parents' expectations regarding livelihoods for their children, it is evident that 27% of the parents expect 'professionals (B)' category jobs, while another 21% expect professionals (A)

category occupations while another 18% of them aspired to self-employment. It is important to note that only 7% 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 (40%), while more lower middle and lower class parents expected professionals (B) occupations (32% and 31% respectively) (see *Table 6.3.2.2*).

Table 6.3.2.2

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

Categories	Class			Total
	Middle	Lower Middle	Lower	
Professionals (A)	4	3	6	13
	40.0%	13.6%	23.1%	22.4%
Professionals (B)	2	7	8	17
	20.0%	31.8%	30.8%	29.3%
Clerks	1	1		2
	10.0%	4.5%		3.4%
Agricultural and Fisheries Workers	2	1	3	6
	20.0%	4.5%	11.5%	10.3%
Elementary Occupations (Unskilled Labourers)		5	4	9
		22.7%	15.4%	15.5%
Self-employment	1	5	5	11
	10.0%	22.7%	19.2%	19.0%
Total	10	22	26	58
	100.0%	100.0%	100.0%	100.0%

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

6.4 Preferred Sector of Employment

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

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

Table 6.4.1.1

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

Categories	Frequency	Percent	Valid Percent
Government sector	15	24.2	53.6
Unorganized private sector (Informal sector)	1	1.6	3.6
Organized private sector (Sri Lankan)	8	12.9	28.6
Organized private sector (Foreign/joint venture)	4	6.5	14.3
Total	28	45.2	100.0
Not applicable	34	54.8	
Total	62	100.0	

It is evident from *Table 6.4.1.1* that nearly 45% of parents had aspirations for a preferred sector of employment, while 55% of parents did not indicate any such aspirations. Furthermore, when one looks at the parents with aspirations for the sector of employment, it is significant that a majority of parents (54%) aspired to government sector employment, and only 29% aspired to work in the locally organized private sector and another 14% in the organized private sector (foreign/joint venture).

As for gender, more males (59%) aspired to work in the government sector compared to their male counterparts (46%) (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	10	5	15
	58.8%	45.5%	53.6%
Unorganized private sector (Informal sector)	1		1
	5.9%		3.6%
Organized private sector (Sri Lankan)	3	5	8
	17.6%	45.5%	28.6%
Organized private sector (Foreign/joint venture)	3	1	4
	17.6%	9.1%	14.3%
Total	17	11	28
	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

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

Categories	Frequency	Percent	Valid Percent
Organized private sector (Sri Lankan)	38	61.3	92.7
Organized private sector (Foreign/joint venture)	3	4.8	7.3
Total	41	66.1	100.0
Not applicable	21	33.9	
Total	62	100.0	

When one looks at parents with expectations regarding the preferred sector of employment, 61% of them expect to work in the organized private sector, while only 5% of them expect to work in the foreign/joint venture organized private sector. On the other hand, 34% of parents had no expectations for a preferred sector of employment (see *Table 6.4.2*).

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

6.4.3 Youths' Aspirations Regarding the Sector of Employment

Table 6.4.3

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

Categories	Frequency	Percent	Valid Percent
Government sector	30	83.3	85.7
Organized private sector (Sri Lankan)	1	2.8	2.9
Organized private sector (Foreign/joint venture)	4	11.1	11.4
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 11% aspired to work in the organized private sector (foreign/joint venture), and another 3% in the informal 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

As regards youths' expectations for the preferred sector of employment, it is evident that nearly 47% of them expect to work in the government sector, while another 36% expect to work in the organized private sector (foreign). Furthermore, youth with no expressed expectation regarding the preferred sector of employment constitute about 6%, a slightly higher percentage than that for aspirations.

Table 6.4.4.1

Youths' Expectations Regarding the Preferred Sector of Employment

Categories	Frequency	Percent	Valid Percent
Government sector	17	47.2	50.0
Organized private sector (Sri Lankan)	4	11.1	11.8
Organized private sector (Foreign/joint venture)	13	36.1	38.2
Total	34	94.4	100.0
No Expectations	2	5.6	
Total	36	100.0	

When youth with expectations for a preferred sector of employment are taken together, it is significant that 50% of them expect to work in the public sector, an overwhelming preference for the sector concerned, while 38% expect to work in the organized private sector (foreign/joint venture) (see *Table 6.4.4.1*).

As for gender, 64% of females expect to work in the government sector, as against a smaller proportion of their male counterparts (40%) (see *Table 6.4.4.2*).

Table 6.4.4.2

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

Groups	Government sector	Organized private sector (S.L)	Organized private sector (Foreign)
All groups	50.0	11.8	38.2
Class			
Middle	50.0	-	50.0
Lower middle	50.0	8.3	41.7
Lower	50.0	18.8	31.3
Gender			
Male	40.0	10.0	50.0
Female	64.3	14.3	21.4

With regard to the current activity status of youth expectations for the preferred sector of employment, all schooling youth expect to work in the government sector, compared to unemployed (44%) and employed youth (11%) (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, compared to youth who are employed and unemployed.

7.0 PARK ESTATE SUMMARY

1. Park Estate Background

Park Estate is a tea estate in the hill country, which is managed by Udapussellawa Plantations Limited. This estate is located in the Central Province, 186 km from Colombo.

2. Socio-economic Characteristics of the Sample Population

As for gender distribution, one observes that males and females are equally distributed in the sample population.

It is important to note that nearly 45% of the household population belong to youth in the age category of 16-30 years. It is also evident from marital status of the household population that nearly 57% of the sample population are not married.

With regard to educational attainment of the sample population, it is clear that 40% of household members have equally completed their primary and post-primary education, while, 5% of household members have O/L qualifications, and none of the family members in the sample have either an A/L qualification or a university degree.

Livelihood structure of the sample population is predominantly estate related work (53%). It is noteworthy that nearly 27% of the household members are unemployed. Unemployment among females (33%) is higher, when compared to their male counterparts (22%). Also the rate of unemployment increases with increasing educational attainment.

Income of the sample population shows that there is a considerable gap between the lowest and the highest income categories. 84% of the sample household population earn less than Rs. 2000, and 3% 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 (63%) have only primary level education, while 16% of parents have post-primary education. In relation to youths' educational attainment, one can observe a significant increase in the proportion of youth with post-primary education, and specially youth with O/L qualifications (67% and 19% 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 (47%) education, while another 32% to primary and only 12% to university education.

When it comes to parents' expectations for education, the proportion of parents who had expectations for primary education significantly increased from 32% to 50% on the one hand, while on the other, expectations for university education decreased (12% to 0%).

3.2.2 Youths' aspirations and expectations for education

It is significant that 69% of the youth interviewed aspired to university education, while 17% to A/L and 14% to O/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, (69%), mainly due to a lack of aptitude, while 31% of youth stated that they have sufficient means to realize their educational aspirations.

With reference to youth expectations for education, a majority of youth had expectations for an O/L education (37%), while 31% for a University education. As for gender, a clear proportion of females (30%) had expectations for a university education, compared to their male counterparts (15%). It is worth mentioning that a high percentage of schooling youth have expectations for a university education, as against unemployed and employed youth.

4. Aspirations and Expectations for Professional Qualifications

4.1 Parents' Aspirations for Professional Qualifications

There were no high aspirations among parents for professional qualifications when they were young, because a significant proportion of parents do not have any aspirations for professional qualifications (98%). However, there was only one parent who had aspirations for a MBBS qualification.

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

4.2 Youths' Aspirations and Expectations for Professional Qualifications

Nearly one third of the youth interviewed had aspirations for professional qualification compared to their parents. With regard to the area of qualification, 62% of youth with aspirations for a professional qualification, aspired to a MBBS qualification.

With regard to whether youth have sufficient means to realize their professional aspirations, a significant proportion of youth stated that they do not have sufficient means to realize their educational aspirations (54%), due to a lack of aptitude, while 46% said that they have sufficient means to realize their aspirations for professional education.

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 81%. However, 57% of youth with expectations for professional education had expectations for a MBBS qualification.

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 (63%). With regard to only parents with vocational education aspirations, the majority of them aspired to dressmaking related training, while the rest to driving qualifications. As for gender, more males aspired to driving qualifications, while more females aspired to dressmaking qualifications.

With regard to parents' expectations for vocational qualifications, nearly 77% of parents had no expectations for vocational qualifications. In relation to parents who had vocational expectations, 50% had expectations for driving qualifications, while another 43% for dressmaking qualifications.

5.2 Youths' Aspirations and Expectations for Vocational Qualifications

It is important to note that 81% of youth had vocational aspirations. With respect to the aspired area of vocational qualification, it is significant that the majority of youth aspired to tailoring/dressmaking vocational qualifications (41%), while 31% to computer related qualifications. As for gender, 87% of females aspired to dressmaking qualifications, while 47% of males aspired to computer related qualifications.

With regard to whether 'youth have sufficient means to realize their vocational aspirations', 59% of youth with vocational aspirations stated that they do so, while 19% 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, a majority of youth still had expectations for dressmaking qualifications (43%), while 27% for computer related qualifications. As for gender, a clear proportion of females have expectations for dressmaking related qualifications (80%), while more males have expectations for computer (33%) related qualifications.

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

6.1 Parents' Aspirations and Expectations for Livelihoods

Nearly 46% of parents with livelihood aspirations aspired to employment in the 'Professionals (B)' category, while 32% to estate work. When it comes to expectations for livelihood, 93% of parents had expectations for estate work, while another 7% for agriculture.

6.2 Youths' Aspirations and Expectations for Livelihoods

The majority of youth aspired to 'Professionals (B)' (54%) category occupations, while another 29% 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 aspirations for livelihoods stated that they do not have sufficient means to do so, mainly due to a lack of aptitude (90%), while 43% of youth stated that they have sufficient means to realize their vocational aspirations.

When it comes to expectations for livelihoods, 26% of youth expect 'Professionals (B)' category employment, while 17% expect 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 (53%), while 29% aspired to employment in the locally organized private sector. It is notable that the proportion of parents who had expectations for locally organized private sector employment increased up to 93% with regard to parents' livelihood expectations.

7.2 Youths' Aspirations for a Preferred Sector of Employment

Youths' aspirations for government sector employment is significant (86%). In relation to youths' expectations for a preferred sector of employment, nearly half of the youth had expectations for government sector employment, while 38% preferred organized private sector (foreign/joint venture) employment.

Annex

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