

Globalisation Qualifications and Livelihoods



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Report Number 5
Youth Aspirations and Expectations in
Lanka following Economic
Liberalisation

Location Study 1 Thimbirigasyaya

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Preface

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

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

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

Research Report no 5, 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 Thimbirigasyaya, Colombo.

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

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Abbreviations

AGA	<i>Assistant Government Agent</i>
GAQ	<i>General Arts Qualifying</i>
GCE O/L	<i>General Certificate of Education Ordinary Level</i>
GCE A/L	<i>General Certificate of Education Advanced Level</i>
IT	<i>Information Technology</i>
KM	<i>Kilo Metre</i>
MBBS	<i>Bachelor of Medicine and Bachelor of Science</i>
N/A	<i>Not Applicable</i>
NGO	<i>Non Governmental Organization</i>
RS	<i>Rupees</i>
SL	<i>Sri Lanka</i>

Location Study 01- Thimbirigasyaya

1.0 Introduction

Thimbirigasyaya is a multi ethnic urban area within the Colombo Municipal Council, in the Colombo District of the Western Province. With regard to livelihood activities, there are those who are engaged in different types of livelihoods, ranging from daily paid labourers to company directors. It is important to note, that there are a lot of facilities such as hospitals, banks, schools (private, international and government) and recreational facilities provided by private as well as government sectors. There are more facilities available for the residents in this location when compared to other locations. However, access to these places could vary according to class positions of this population.

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	445	48.2	48.2
Female	478	51.8	51.8
Total	923	100.0	100.0

As *Table 2.1* shows, there are more females (52%) in the household sample population, compared to their male counterparts who constitute 48% of the same.

2.2 Age

Table 2.2

Age Distribution of the Sample Household Population

Categories	Frequency	Percent	Valid Percent
1-5	51	5.5	5.5
6-10	31	3.4	3.4
11-15	57	6.2	6.2
16-20	166	18.0	18.0
21-25	142	15.4	15.4
26-30	78	8.5	8.5
31-35	38	4.1	4.1
36-40	41	4.4	4.4
41-45	53	5.7	5.7
46-50	91	9.9	9.9
51 >	175	19.0	19.0
Total	923	100.0	100.0

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

2.3 Marital Status of the Sample Household Population

Table 2.3
Marital Status

Categories	Frequency	Percent	Valid Percent
Unmarried	502	54.4	54.4
Married	378	41.0	41.0
Widowed	38	4.1	4.1
Separated	5	0.5	0.5
Total	923	100.0	100.0

Marital status of the sample population in *Table 2.3* shows that the majority (54.4%) of household members are unmarried and only 41% are married.

2.4 Educational Attainment

Table 2.4
Educational Attainment of Household Members

Categories	Frequency	Percent	Valid Percent
Primary	136	14.7	15.6
Post-primary	411	44.5	47.1
O/L	222	24.1	25.5
A/L	39	4.2	4.5
No schooling literate	11	1.2	1.3
Passed GAQ	35	3.8	4.0
Degree	18	2.0	2.1
Total	872	94.5	100.0
Under age 5	51	5.5	
Total	923	100.0	

It is evident from *Table 2.4*, that the majority (47%) of household members have completed their post-primary education, whilst nearly 26% of members have completed their GCE Ordinary Level (O/L) and another 16% have completed their primary education. Only 5% have GCE Advanced Level (A/L) qualifications, while another 1.3% obtained literacy without having a formal school education. It is noteworthy that only 2% of the respondents have university degrees.

2.5 Main Occupation

As regards the occupational structure of the sample population, it is evident that 13% (see *Table 2.5.1*) of the household members earn incomes from elementary occupations, while 11% work as travel, restaurant and sales workers. There are also 9% of those who work in executive, managerial and administrative positions.

Table 2.5.1
Occupation

Categories	Frequency	Percent	Valid Percent
Executive, Managerial and Administrative	47	5.1	9.4
Professionals (A)	31	3.4	6.2
Professionals (B)	40	4.3	8.0
Technicians and Associate Professionals	14	1.5	2.8
Clerks	39	4.2	7.8
Travel, Restaurant & Sales Workers	53	5.7	10.6
Security Service Workers	11	1.2	2.2
Craft & Related Workers	9	1.0	1.8
Plant, Machine Operators & Assemblers	13	1.4	2.6
Elementary Occupations	64	6.9	12.8
Unemployed	101	10.9	20.2
Retired	13	1.4	2.6
Business (Retail)	39	4.2	7.8
Foreign Employment	20	2.2	4.0
Self-employment	6	0.7	1.2
Total	500	54.2	100.0
Housewives	123	13.3	
Students	178	19.3	
Unable to work/Under age 5/Not disclosed	122	13.2	
Total	923	100.0	

Note: 'Professionals A'

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

'Professionals B'

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

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

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Technicians & Associate Professionals	Clerks	Travel, Restaurant & Sales Workers	Security Service	Craft & Related Workers	Plant, Machine Operators	Elementary Occupations	Unemployed	Retired	Business (Retail)	Foreign Employment	Self-employment
All groups	9.4	6.2	8.0	2.8	7.8	10.6	2.2	1.8	2.6	12.8	20.2	2.6	7.8	4.0	1.2
Gender															
Male	10.9	7.9	5.0	3.3	5.6	14.6	3.0	1.7	2.3	12.3	16.2	1.7	10.3	4.3	1.0
Female	7.1	3.5	12.6	2.0	11.1	4.5	1.0	2.0	3.0	13.6	26.3	4.0	4.0	3.5	1.5
Age															
11-15	-	-	-	-	-	-	-	-	-	-	100.0	-	-	-	-
16-20	1.6	-	1.6	3.2	-	3.2	-	1.6	6.5	6.5	72.6	-	-	1.6	1.6
21-25	5.5	2.8	10.1	2.8	12.8	18.3	0.9	2.8	0.9	4.6	32.1	-	1.8	2.8	1.8
26-30	18.8	14.5	7.2	5.8	5.8	5.8	5.8	1.4	1.4	15.9	7.2	-	5.8	4.3	-
31-35	13.3	10.0	6.7	3.3	6.7	13.3	-	3.3	6.7	16.7	10.0	-	3.3	3.3	3.3
36-40	8.3	8.3	4.2	4.2	4.2	-	4.2	-	4.2	29.2	4.2	4.2	12.5	12.5	-
41-45	3.0	9.1	9.1	-	6.1	9.1	-	-	3.0	36.4	6.1	-	12.1	6.1	-
46-50	5.4	5.4	7.1	-	3.6	14.3	5.4	3.6	1.8	12.5	7.1	-	23.2	7.1	3.6
51 >	14.9	6.1	11.4	2.6	11.4	10.5	1.8	0.9	1.8	11.4	3.5	10.5	10.5	2.6	-
Class															
Upper	28.8	6.8	13.7	-	-	-	4.1	-	-	-	30.1	8.2	8.2	-	-
Upper middle	19.4	19.4	35.5	-	-	6.5	-	-	-	6.5	-	-	12.9	-	-
Middle	12.0	12.0	7.7	4.3	23.1	1.7	3.4	0.9	2.6	-	13.7	6.0	9.4	3.4	-
Lower middle	2.2	3.6	4.3	4.3	5.0	17.3	2.9	4.3	3.6	13.7	20.1	-	10.8	5.8	2.2
Lower	2.1	0.7	2.9	2.1	3.6	17.9	-	1.4	3.6	30.7	25.0	-	2.1	5.7	2.1

Class¹ variations with regard to the occupational structure of the location is noteworthy. For instance, more lower class household members are engaged in elementary occupations (31%), while more upper class household members are engaged in executive, managerial and administrative positions (29%). On the other hand, more upper middle class household members are engaged in 'Professionals (A)' (19%) and 'Professionals (B)' (36%) occupations (see *Table 2.5.2*).

The unemployment rate of household members in Thimbrigasyaya is another important area to examine. As is evident, 20% of household members are unemployed while 80% engage in some income earning activity. When one looks at the relationship between unemployment on the one hand and gender and age on the other, one can observe some clear patterns. For example, the unemployment rate is highest in the age cohort of 16-20 years (nearly 73%) and gradually decreases with increasing age (32% among 21-25 age cohort and only 7% among 26-30 age cohort respectively) (see *Table 2.5.2*).

It is also noteworthy that the unemployment rate is higher among females (26.3%), when compared with their male counterparts (16.2%) (see *Table 2.5.2*). In other words, in most cases it is a transitory phenomenon.

In relation to employment, a substantial proportion of household members work in the government or semi-government sector (nearly 30%), while 28% work in the local private sector (28%). It is also notable that nearly 12% work in the NGO sector, while another 10% work in the foreign/joint venture private sector.

2.6 Income

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

Categories	Frequency	Percent	Valid Percent
1-2000	18	2.0	6.3
2001-3000	50	5.4	17.5
3001-5000	80	8.7	28.0
5001-8000	59	6.4	20.6
8001-10000	34	3.7	11.9
10001-15000	21	2.3	7.3
15001-20000	6	0.7	2.1
20001-25000	3	0.3	1.0
25001 >	15	1.6	5.2
Total	286	31.0	100.0
N/A	637	69.0	
Total	923	100.0	

¹ Middle class – Monthly income of Rs 12,000 or more
Coconut landowners, shopowners, (hardware, grocery and textile)
Lower middle – Rs 5,000-12,000 per month
Teachers, clerks, machine operators
Lower class – Rs 5,000 or less per month
Helpers in Garment factories and daily paid labourers

Since respondents may not want to disclose their monthly income due to various reasons, a decision was taken to skip the question if respondents were not willing to answer. *Table 2.6* shows that a large percentage of respondents (28%) earn a monthly income of Rs. 3001-5000, while another 18% earn a monthly income of Rs. 2001-3000. On the other hand, nearly 15% earn a monthly income of over Rs. 10,000.

The relationship between income and class is important. It is evident from the data that all the upper and upper middle class household members earn a monthly income of Rs. 25,000 or more, while more middle class household members earn a monthly income of Rs. 5001-8000 (21%) (see *Table 2.6*).

3.0 EDUCATION

3.1 Educational Attainment of Parents and Youth

Table 3.1.1
Educational Status (Parents)

Categories	Frequency	Percent	Valid Percent
Primary	61	21.7	21.9
Post-primary	142	50.5	50.9
O/L	60	21.4	21.5
A/L	16	5.7	5.7
Total	279	99.3	100.0
No schooling literate	2	0.7	
Total	281	100.0	

Table 3.1.2
Educational Status (Youth)

Categories	Frequency	Percent	Valid Percent
Primary	6	3.4	4.1
Post-primary	65	36.5	43.9
O/L	55	30.9	37.2
A/L	22	12.4	14.9
Total	148	83.1	100.0
No school education	1	0.6	
Still schooling	29	16.3	
Total	178	100.0	

As is well known, the introduction of free education in 1944 facilitated upward social mobility of individuals, irrespective of caste, class, religion and ethnicity. It is evident from *Table 3.1.1* that a majority (51%) of parents have post-primary level education, while 22% of parents have a primary education. On the other hand, 22% have reached O/L whilst only 6% have gone up to A/L. Educational attainment among youth is much higher. For instance, 15% of youth had A/L qualifications, when compared to 6% of their parents. On the other hand, 37% of youth had O/L qualifications, compared to only 22% of their parents. It is noteworthy, that 51% of parents had a post-primary education, compared with 44% of youth (see *Table 3.1.2*).

As regards the type of school, it is evident that nearly 91% of parents who had formal education had gone to government schools, while only 9% had gone to private schools. On the other hand, nearly 89% of youth with formal school education have gone to government schools, while 10% went to private schools and only two youths have gone to international schools.

3.2 Higher Education

3.2.1 University Education: Parents and Youth

Table 3.2.1.1

University Education among Sampled Parents

Categories	Frequency	Percent	Valid Percent
University of Colombo	12	4.3	54.5
University of Kelaniya	2	0.7	9.1
University of Peradeniya	6	2.1	27.3
Madras University	2	0.7	9.1
Total	22	7.8	100.0
No higher education	259	92.2	
Total	281	100.0	

Table 3.2.1.2

University Education among Youth

Categories	Frequency	Percent	Valid Percent
University of Colombo	8	4.5	44.4
University of Sri Jayawardenepura	4	2.2	22.2
Open University	3	1.7	16.7
University of Moratuwa	1	0.6	5.6
London University (Royal Institute)	2	1.1	11.1
Total	18	10.1	100.0
No higher education	160	89.9	
Total	178	100.0	

Nearly 8% of parents in the sample population had degrees from Sri Lankan state universities, while two parents had degrees from the Madras University. With regard to youth university education, 10% of youths in the sample have university degrees; 9% from state universities, while almost 1% from foreign universities (see *Tables 3.2.1.1 & 3.2.1.2*).

3.3 Use of Tuition

Table 3.3.1

Parents who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	60	21.4	21.5
No	219	77.9	78.5
Total	279	99.3	100.0
Not applicable	2	0.7	
Total	281	100.0	

Table 3.3.2
Youth who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	123	69.1	83.1
No	25	14.0	16.9
Total	148	83.1	100.0
N/A	1	0.6	
Still schooling	29	16.3	
Total	30	16.9	
Total	178	100.0	

Taking extra tuition either in individual, small, or large groups, to prepare for competitive examinations such as the year 5-scholarship examination, the O/L and A/L is now a common practice among school children. It is also evident from *Table 3.3.1* that nearly 79% of parents who had school education had not attended tuition classes during their schooling. On the other hand, 83% of youth who had finished schooling had taken tuition (see *Table 3.3.2*), while 93% of youth who are still schooling attend tuition classes. This shows how widespread this practice is among youth.

The few parents who reported going for private tuition had done so in preparation for national examinations such as the GCE O/L and A/L.

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

3.4 School Dropouts among Parents and Youth

3.4.1 School Dropouts among Parents and Reasons

Table 3.4.1.1
Parents who Left School Prematurely (At least before O/L)

Categories	Frequency	Percent	Valid Percent
Yes	126	44.8	45.2
No	153	54.4	54.8
Total	279	99.3	100.0
Not applicable	2	0.7	
Total	281	100.0	

In reply to the question, “did you leave school prematurely (at least before sitting for the O/L)?”, 45% of parents answered affirmatively, while only 55% answered negatively (see *Table 3.4.1.1*).

The responses have varied according to ethnicity. For instance, the highest rate of dropouts (53%) is reported from among Moors and the least from among Sinhalese (41%) (see *Table 3.4.1.2*).

Table 3.4.1.2
Premature School Dropout - by Ethnicity (Parents)

Categories	Ethnicity			Total
	Sinhala	Tamil	Moors	
Yes	60	28	38	126
	47.6%	22.2%	30.2%	100.0%
	40.5%	47.5%	52.8%	45.2%
No	88	31	34	153
	57.5%	20.3%	22.2%	100.0%
	59.5%	52.5%	47.2%	54.8%
Total	148	59	72	279
	53.0%	21.1%	25.8%	100.0%
	100.0%	100.0%	100.0%	100.0%

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

Table 3.4.1.3
Reasons for Leaving School (Parents)

Categories	Frequency	Percent	Valid Percent
Economic difficulty	60	21.4	47.6
Parents did not want me to continue	23	8.2	18.3
I did not want to continue	29	10.3	23.0
Failure	2	0.7	1.6
Other	12	4.3	9.5
Total	126	44.8	100.0
Not applicable	155	55.2	
Total	281	100.0	

It is also important to examine the reasons given by parents for leaving school prematurely. *Table 3.4.1.3* shows that 48% of parents have left school prematurely due to 'economic reasons', while another 23% stated that they 'did not want to continue' and only 18% said that 'parents did not want me to continue'.

Variations by gender and ethnicity in the above regard are also significant. For instance, a clear majority of males (57%) had left school due to economic reasons, compared to their female counterparts (40%) (see *Table 3.4.1.4*).

Table 3.4.1.4

Reasons for Leaving School - by Gender and Ethnicity (Parents) (%)

Groups	Economic difficulty	Parents did not want me to continue	I did not want to continue	Failure	Other
All groups	47.6	18.3	23.0	1.6	9.5
Gender					
Male	57.4	5.6	31.5	-	5.6
Female	40.3	27.8	16.7	2.8	12.5
Ethnicity					
Sinhala	47.5	11.9	30.5	1.7	8.5
Tamil	60.7	14.3	17.9	-	7.1
Moor	38.5	30.8	15.4	2.6	12.8

As for ethnicity, the highest proportion of school dropouts due to economic difficulties was reported from among Tamils (61%), while more Moor parents stated that their parents did not want them to continue (31%) (see *Table 3.4.1.4*).

3.4.2 School Dropouts among Youth and Reasons

Table 3.4.2.1

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

Categories	Frequency	Percent	Valid Percent
Yes	15	8.4	8.4
No	162	91.0	91.0
Not relevant	1	0.6	0.6
Total	178	100.0	100.0

The school dropout rate among youth is not higher when compared to their parents because nearly 91% of youth have not dropped out of school before sitting for the O/L. In other words, only 9% had left school prematurely due to various reasons (see *Table 3.4.2.1*).

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

Table 3.4.2.2

If Dropped Out, Reason for Leaving School (Youth)

Categories	Frequency	Percent	Valid Percent
Economic difficulties	4	2.2	28.6
I did not want to continue	4	2.2	28.6
Failure	2	1.1	14.3
Other	4	2.2	28.6
Total	14	7.9	100.0
Not applicable	164	92.1	
Total	178	100.0	

With regard to the reasons for leaving school prematurely, 29% of youth had left school early due to economic reasons, others due to failure (14%), lack of interest (29%) and other reasons (29%) (see *Table 3.4.2.2*).

3.5 Aspirations and Expectations for Education

3.5.1 Parents' Aspirations for Education

Table 3.5.1.1

Parents' Aspirations for Education when they were Young

Categories	Frequency	Percent	Valid Percent
Literacy only	2	0.7	0.7
Primary	17	6.0	6.3
O/L	100	35.6	36.8
A/L	40	14.2	14.7
University	113	40.2	41.5
Total	272	96.8	100.0
No aspirations	9	3.2	
Total	281	100.0	

Table 3.5.1.1 shows that 40% of parents aspired to university education followed by another 36% to O/L education. 14% of the parents aspired to A/L education. On the other hand, only 3% of parents had no aspirations for education. However, when we exclude parents who had no aspirations from the analysis and only consider the parents with aspirations for education, it is clear that 42% of parents aspired to university education, while another 37% to O/L and only 15% to A/L education.

As for ethnicity, a slightly higher proportion of Sinhala parents (46.8%) aspired to university education compared to Tamil (35%) and Moor parents (37%) (see *Table 3.5.1.2*).

Table 3.5.1.2

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

Groups	Literacy only	Primary	O/L	A/L	University
All groups	0.7	6.3	36.8	14.7	41.5
Ethnicity					
Sinhala	1.4	3.6	36.7	11.5	46.8
Tamil	-	10.0	38.3	16.7	35.0
Moor	-	8.2	35.6	19.2	37.0
Gender					
Male	0.9	9.5	29.3	14.7	45.7
Female	0.6	3.8	42.3	14.7	38.5

Gender variations with regard to aspirations for education are notable. For instance, more females aspired to O/L (42%), while more males aspired to university education (46%) (see *Table 3.5.1.2*).

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	99	35.2	37.5
O/L	81	28.8	30.7
A/L	59	21.0	22.3
University	25	8.9	9.5
Total	264	94.0	100.0
Not applicable	17	6.0	
Total	281	100.0	

As regards parents' expectations for education, it is evident from *Table 3.5.2.1* that 35% of parents expected a primary education, while 29% expected an O/L education. On the other hand, 21% of parents expected an A/L education and only 9% expected a university education. Also one can see a slight increase in parents with no expectation for education (3% to 6%). However, by excluding 'no expectation' parents from the analysis, it is evident that 38% of parents had an expectation for primary education whilst another 31% for O/L education. 22% of parents had an expectation for A/L education and only 10% for university education.

As for ethnicity, a large proportion of Tamil (49%) and Moor (50%) parents had expectations for primary education when they were young when compared to Sinhala parents (26%). On the other hand, more Sinhala parents had expectations for O/L (37%) and university education (14%) (see *Table 3.5.2.2*).

Table 3.5.2.2

Expectations for Education as a Youth - by Ethnicity (Parents)

Categories	Ethnicity			Total
	Sinhala	Tamil	Moors	
Primary	35	29	35	99
	35.4%	29.3%	35.4%	100.0%
	25.9%	49.2%	50.0%	37.5%
O/L	50	13	18	81
	61.7%	16.0%	22.2%	100.0%
	37.0%	22.0%	25.7%	30.7%
A/L	31	16	12	59
	52.5%	27.1%	20.3%	100.0%
	23.0%	27.1%	17.1%	22.3%
University	19	1	5	25
	76.0%	4.0%	20.0%	100.0%
	14.1%	1.7%	7.1%	9.5%
Total	135	59	70	264
	51.1%	22.3%	26.5%	100.0%
	100.0%	100.0%	100.0%	100.0%

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

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
Literacy only	1	0.6	0.6
Primary	1	0.6	0.6
O/L	21	11.8	11.8
A/L	57	32.0	32.0
University	98	55.1	55.1
Total	178	100.0	100.0

It is evident from *Table 3.6.1.1* that 55% of youth aspire to university education, while 32% of youth aspire to A/L and 12% to O/L education. In other words, generally youth have higher aspirations than their parents.

When we look at the data disaggregated by class, age, gender, and current activity status, some interesting patterns emerge. For example, a significant proportion of upper (96%) and upper middle class youth (96%) aspire to university education compared to lower middle (27%) and lower class (27%) youth. Furthermore, 57% of lower middle class and 43% of lower class youth aspire to A/L education. In other words, clear variations are quite significant (see *Table 3.6.1.2*).

Table 3.6.1.2

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

Groups	Literacy only	Primary	O/L	A/L	University
All groups	0.6	0.6	11.8	32.0	35.1
Class					
Upper	-	-	4.3	-	95.7
Upper middle	-	-	-	4.3	95.7
Middle	-	2.3	2.3	27.3	68.2
Lower middle	-	-	15.9	56.8	27.3
Lower	2.3	-	27.3	43.2	27.3
Age					
15-19	-	-	7.2	30.4	62.3
20-24	-	-	11.6	33.3	55.1
25-29	2.9	2.9	20.0	34.3	40.0
Current activity					
Still schooling	-	-	-	24.1	75.9
Employed	-	-	21.2	40.4	38.5
Unemployed	1.0	1.0	10.3	29.9	57.7

In relation to age, aspiration for university education gradually decreases with increasing age; 15-19 years (62%) is higher than the urban location average of 55% and 25-29 years (40%) (see *Table 3.6.1.2*).

As for current activity status, 76% of schooling youth aspire to university education compared with employed (39%) and unemployed (58%) youth. On the other hand, more employed youth aspire to A/L education (40%) (see *Table 3.6.1.2*).

There are no variations according to ethnicity and gender with regard to youths' aspirations for education.

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	100	56.2	56.2
No	78	43.8	43.8
Total	178	100.0	100.0

When asked "do you have sufficient means to realize your educational aspirations?", 56% of youth respondents answered in the affirmative, while 44% of youth respondents said that they do not have sufficient means (see *Table 3.6.2.1*)

As for gender, more males (60%) stated that they have sufficient means to realize their educational aspirations than their female counterparts (53%) (see *Table 3.6.2.2*).

Table 3.6.2.2

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

Groups	Yes	No
All groups	56.2	43.8
Gender		
Male	60.3	39.7
Female	53.0	47.0
Current activity		
Still schooling	89.7	10.3
Employed	63.5	36.5
Unemployed	42.3	57.7
Class		
Upper	95.7	4.3
Upper middle	82.6	17.4
Middle	70.5	29.5
Lower middle	34.1	65.9
Lower	29.5	70.5
Ethnicity		
Sinhala	62.9	37.1
Tamil	52.6	47.4
Moor	44.2	55.8

Variations with respect to current activity status are significant. 90% of schooling youth stated that they have sufficient means to realize their educational aspirations compared to unemployed (42%) and employed youth (64%) (see *Table 3.6.2.2*).

Class variations with regard to the above question are noteworthy. For instance, the vast majority of youth from upper (96%), upper middle (83%) and middle class (71%) stated that they have sufficient means to realize their educational aspirations compared to lower middle (34%) and lower class youth (30%). This situation however, is not surprising (see *Table 3.6.2.2*).

Ethnic variations in relation to the above question show that a large proportion of Sinhala youth (63%) stated that they have sufficient means to realize their educational aspirations compared to Tamil (53%) and Moor youth (44%) (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	19	10.7	24.4
Social	5	2.8	6.4
Aptitude	54	30.3	69.2
Total	78	43.8	100.0
Not applicable	100	56.2	
Total	178	100.0	

In reply to the question, "if you do not have sufficient means to realize your educational aspirations, why is it so?", nearly 69% stated that it was due to lack of aptitude, while 24% attributed it to lack of economic resources (see *Table 3.6.3.1*).

Ethnicity, gender, and current activity status variations are also noteworthy. For instance, 67% of schooling youth revealed that they cannot realize their educational aspirations owing to economic reasons, compared to employed (26.3%) and unemployed youth (21%) (see *Table 3.6.3.2*).

As for gender, a significant proportion of males (32%) stated that they cannot achieve their educational aspirations due to economic reasons compared to their female counterparts (19%). On the other hand, 79% of females cannot realize their educational aspirations due to a lack of aptitude, compared to males (55%) (see *Table 3.6.3.2*).

Table 3.6.3.2

If No, what are they? - by Current Activity Status, Gender and Ethnicity (Youth) (%)

Groups	Economic	Social	Aptitude
All groups	24.4	6.4	69.2
Current activity			
Still schooling	66.7	-	33.3
Employed	26.3	5.3	68.4
Unemployed	21.4	7.1	71.4
Gender			
Male	32.3	12.9	54.8
Female	19.1	2.1	78.7
Ethnicity			
Sinhala	36.1	5.6	58.3
Tamil	11.1	5.6	83.3
Moor	16.7	8.3	75.0

Ethnic variations with regard to the above are also important to note. 75% of Moor youth and 83% of Tamil youth stated that they cannot achieve their educational aspirations due to aptitude (see *Table 3.6.3.2*).

There are no age and class variations in relation 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	12	6.7	7.0
O/L	55	30.9	32.0
A/L	37	20.8	21.5
University	68	38.2	39.5
Total	172	96.6	100.0
No expectations	6	3.4	
Total	178	100.0	

When youth were asked about their expectations for education, a sizable proportion of youth (38%) mentioned university education, even though the level is lower compared to aspirations for education (55%). On the other hand, expectations for A/L (32% to 38%) and O/L education (12% to 21%) are much lower, when compared with educational aspirations. It is also important to note that 3% of youth have no expectations for education. However, when youth who have no expectations for education are excluded from the analysis, even expectations for university (40%), A/L (22%) and O/L (32%) education increase further (see *Table 3.6.4.1*).

Variations with regard to class, ethnic and current activity status are significant. Most upper (91%) and upper middle class youth (90%) expect a university education, compared to lower middle (9.1%) and lower class youth (10%). On the other hand, a large proportion of lower middle (64%) and lower class youth (57%) expect an O/L education. In other words, lower class youth generally have even expectations compared with their upper and upper middle class counterparts (see *Table 3.6.4.2*).

Table 3.6.4.2

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

Groups	Primary	O/L	A/L	University
All groups	7.0	32.0	21.5	39.5
Class				
Upper	-	4.3	4.3	91.3
Upper middle	-	-	10.5	89.5
Middle	2.3	4.5	43.2	50.0
Lower middle	9.1	63.6	18.2	9.1
Lower	16.7	57.1	16.7	9.5
Ethnicity				
Sinhala	6.5	24.7	22.6	46.2
Tamil	2.7	43.2	18.9	35.1
Moor	11.9	38.1	21.4	28.6
Current activity				
Still schooling	-	10.3	27.6	62.1
Employed	7.8	41.2	23.5	27.5
Unemployed	8.7	33.7	18.5	39.1

As for ethnicity, more Sinhala youth had an expectation for university education (46.2%) compared to Tamil (35%) and Moor youth (29%) (see *Table 3.6.4.2*).

The relationship between current activity status and youths' expectations for education shows that a significant proportion of schooling youth have expectations for a university education (62%), when compared to employed (28%) and unemployed youth (39%) (see *Table 3.6.4.2*). There is no clear relationship with age and gender with regard to expectations for education.

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

3.7.1 Parents' Aspirations Regarding Education of the Selected Child

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

Table 3.7.1.1

Parents' Aspirations Regarding Education of the Selected Child

Categories	Frequency	Percent	Valid Percent
O/L	23	8.2	8.4
A/L	62	22.1	22.6
University	189	67.3	69.0
Total	274	97.5	100.0
No aspirations	7	2.5	
Total	281	100.0	

As shown in *Table 3.7.1.1*, 67% of parents aspire to a university education for the selected child, while 22% aspire to A/L education. On the other hand, only 3% of parents do not have any educational aspiration for the selected child. If we only consider parents with aspirations for education of the selected child, it is clear that 69% of parents aspire to university education for their selected child, while only 23% aspire to A/L education. In other words, parents have high educational aspirations for the selected child.

Parents' class and ethnicity differences in relation to the above question are also significant. Most upper (85%), upper middle (96%) and middle class parents aspire to university education (92%) for their child who was interviewed compared to lower middle (49%) and lower class parents (49%). On the other hand, 38% of lower middle and 36% of lower class parents aspire to an A/L education qualification for their child who was interviewed (see *Table 3.7.1.2*).

Table 3.7.1.2

Aspirations Regarding Child's General Educational Qualifications - by Class and Ethnicity (Parents) (%)

Groups	O/L	A/L	University
All groups	8.4	22.6	69.0
Class			
Upper	3.8	11.5	84.6
Upper middle	-	3.7	96.3
Middle	2.7	5.3	92.0
Lower middle	12.3	38.4	49.3
Lower	15.1	35.6	49.3
Ethnicity			
Sinhala	5.6	18.2	76.2
Tamil	10.2	23.7	66.1
Moor	12.5	30.6	56.9

As regards ethnicity, 76% of Sinhala parents aspire to university education for the child selected for the interview, as against Tamil (66%) and Moor parents (57%) (see *Table 3.7.1.2*).

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

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	0.4	0.4
O/L	20	7.1	7.4
A/L	86	30.6	31.6
University	165	58.7	60.7
Total	272	96.8	100.0
No expectations	9	3.2	
Total	281	100.0	

Responding to the question regarding 'parents' expectation of education for the selected child', 59% of the parents had an expectation for university education, even though the rate is slightly lower compared to their aspirations for education. 31% had an expectation for A/L education for the selected child. On the other hand, only 3% of the sample of parents have no expectations. Nevertheless, when we look into the real expectation of parents for education by excluding parents with 'no expectation' for education for their child selected for the interview, from the analysis, it is clear that nearly 61% of parents had an expectation for a university education, while 32% for an A/L education (see *Table 3.7.2.1*).

Ethnicity and class variations in the above regard are highly significant. For instance, most upper (96%), upper middle (100%) and middle class parents had an expectation for university education (89%) for their child who was interviewed, compared to lower middle (34%) and lower class (32%) parents. On the other hand, more lower (53%) and lower middle class parents (52%) had an expectation for an A/L education for their child selected for the interview (see *Table 3.7.2.2*).

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

Groups	Primary	O/L	A/L	University
All groups	0.4	7.4	31.6	60.7
Class				
Upper	-	-	3.8	96.2
Upper middle	-	-	-	100.0
Middle	-	-	10.8	89.2
Lower middle	-	13.7	52.1	34.2
Lower	1.4	13.7	53.4	31.5
Ethnicity				
Sinhala	-	3.5	30.5	66.0
Tamil	1.7	6.8	35.6	55.9
Moor	-	15.3	30.6	54.2

As for ethnicity, a slightly higher proportion of Sinhala parents expect a university education for their child selected for the interview (66%), compared to Tamil (56%) and Moor (54%) parents (see *Table 3.7.2.2*).

3.8 Value Attached to Education Before and After Economic Liberalization

3.8.1 Value Attached to Education Before Economic Liberalization

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

Categories	Frequency	Percent	Valid Percent
Very high	182	64.8	66.2
High	90	32.0	32.7
Low	3	1.1	1.1
Total	275	97.9	100.0
No idea	6	2.1	
Total	281	100.0	

In reply to the question, “what was the value attached to education when you were young?”, 66% of parents stated that it was ‘very high’ while another 33% said that there was a ‘high’ value attached to education. Furthermore, it is clear that nearly 99% of parents had either a ‘very high’ or ‘high’ value for education when they were young (see *Table 3.8.1*).

There is no relationship with class, gender and ethnicity in the above regard.

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	193	68.7	70.2
High	56	19.9	20.4
Low	26	9.3	9.5
Total	275	97.9	100.0
No idea	6	2.1	
Total	281	100.0	

When we asked the same question in relation to the present situation, nearly 70% of parents stated that there is a ‘very high’ value attached to education, while 20% stated that there is a ‘high’ value attached to education. On the other hand, 10% of parents stated that there is a ‘low’ value attached to education. Therefore, it is clear from the above data that the present value for education has decreased significantly compared to the period before economic liberalization. This is a highly significant development that needs careful analysis (see *Table 3.8.2*).

There is no relationship between class, gender and ethnicity 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

In relation to the value differences perceived by parents with respect to local and foreign qualifications in their youth, as shown in *Table 3.9.1*, it is evident that nearly 46% of parents perceived a value difference between local and foreign educational qualifications in their youth, while 12% of parents did not perceive such a difference. On the other hand, 42% of parents ‘do not know’ whether there was a value difference between local and foreign educational qualifications when they were young.

If there were differences in value between local and foreign educational qualifications, it is important to examine the reasons for such a perception. As is evident from *Table 3.9.1*, they attach a higher prestige (84%) as well as higher employment value (78%) to foreign qualifications in comparison with local educational qualifications (16% and 22%).

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	129	45.9	45.9
No	34	12.1	12.1
Do not know	118	42.0	42.0
Total	281	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	108	38.4	83.7
No	21	7.5	16.3
Not applicable	152	54.1	
Total	281	100.0	
03. Local qualifications higher in prestige			
Yes	21	7.5	16.3
No	108	38.4	83.7
Not applicable	152	54.1	
Total	281	100.0	
04. Foreign qualifications greater in employment value			
Yes	101	35.9	78.3
No	28	10.0	21.7
Not applicable	152	54.1	
Total	281	100.0	
05. Local qualifications greater in employment value			
Yes	28	10.0	21.7
No	101	35.9	78.3
Not applicable	152	54.1	
Total	281	100.0	

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

With regard to current value differences between local and foreign qualifications, 76% of parents perceive a significant difference, while 16% did not perceive such a difference. On the other hand, only 9% of parents 'do not know' whether there is a value difference between local and foreign educational qualifications.

If there is a value difference, it is necessary to look at why there is such a difference. *Table 3.9.2* shows that a high prestige (72%) and greater employment value (72%) of foreign qualifications are the reasons behind the differences (27% and 29%).

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	213	75.8	75.8
No	60	15.7	15.7
Do not know	68	8.5	8.5
Total	281	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	153	54.4	71.8
No	60	21.4	28.2
Not applicable	68	24.2	
Total	281	100.0	
03. Local qualifications higher in prestige			
Yes	57	20.3	26.8
No	156	55.5	73.2
Not applicable	68	24.2	
Total	281	100.0	
04. Foreign qualifications greater in employment value			
Yes	153	54.4	71.8
No	60	21.4	28.2
Not applicable	68	24.2	
Total	281	100.0	
05. Local qualifications greater in employment value			
Yes	62	22.1	29.1
No	151	53.7	70.9
Not applicable	68	24.2	
Total	281	100.0	

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

87% of youth perceived a difference between local and foreign educational qualifications, while 10% did not perceive a difference. On the other hand, only 4% of youth 'do not know' whether there is a difference between local and foreign educational qualifications. As *Table 3.9.3* shows 74% of youth think that foreign educational qualifications have a higher prestige and another 73% see a greater employment value in foreign qualifications compared to local educational qualifications (25% and 27%).

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	154	86.5	86.5
No	17	9.6	9.6
Do not know	7	3.9	3.9
Total	178	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	114	64.0	74.0
No	40	22.5	26.0
Not applicable	24	13.5	
Total	178	100.0	
03. Local qualifications higher in prestige			
Yes	38	21.3	24.7
No	116	65.2	75.3
Not applicable	24	13.5	
Total	178	100.0	
04. Foreign qualifications greater in employment value			
Yes	113	63.5	72.9
No	41	23.0	27.1
Not applicable	24	13.5	
Total	178	100.0	
05. Local qualifications greater in employment value			
Yes	42	23.6	27.4
No	112	62.9	72.6
Not applicable	24	13.5	
Total	178	100.0	

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

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

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

It is clear from *Table 4.2.1.1* that nearly 80% of parents did not have any aspirations for professional education when they were young. Of those who had any professional educational aspiration (excluding the 80% of parents with no aspiration for professional education) 22% of parents aspired to Accountancy and an equal proportion of parents aspired to Engineering professional qualifications. Another 18% aspired to the Attorney-at-Law qualification. The MBBS (Bachelor of Medicine and Bachelor of Science) qualification was aspired to by another 18% of the parents.

Table 4.2.1.1
Parents' Aspirations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Ayurvedic	1	0.4	1.8
Attorney-at-Law	10	3.6	18.2
MBBS	10	3.6	18.2
Management	3	1.1	5.5
Accountancy	12	4.3	21.8
Tea Taster	1	0.4	1.8
Engineering	12	4.3	21.8
Nursing	4	1.4	7.3
Architect	1	0.4	1.8
Chartered Secretary	1	0.4	1.8
Total	55	19.6	100.0
No Aspirations	226	80.4	
Total	281	100.0	

Ethnic variations with regard to the above respondents are noteworthy. For instance, a majority of Sinhala parents aspired to Engineering professional qualifications, while more Tamil parents aspired to Accountancy, while more Moor parents favoured the Attorney-at-Law qualification (see table 4.2.1.2).

Table 4.2.1.2
Aspirations for Professional Qualifications when they were Young - by Class, Ethnicity and Gender (Parents) (%)

Groups	Ayurvedic	Attorney-at - Law	MBBS	Management	Accountancy	Tea Taster	Engineering	Nursing	Architect	Chartered Secretary
All groups	1.8	18.2	18.2	5.5	21.8	1.8	21.8	7.3	1.8	1.8
Class										
Upper	-	15.4	46.2	-	-	-	15.4	15.4	-	7.7
Upper middle	-	8.3	-	16.7	8.3	8.3	41.7	8.3	8.3	-
Middle	4.8	28.6	9.5	4.8	38.1	-	14.3	-	-	-
Lower middle	-	16.7	16.7	-	33.3	-	16.7	16.7	-	-
Lower	-	-	33.3	-	33.3	-	33.3	-	-	-
Ethnicity										
Sinhala	-	11.1	22.2	3.7	14.8	3.7	33.3	7.4	-	3.7
Tamil	7.1	-	7.1	14.3	50.0	-	21.4	-	-	-
Moor	-	50.0	21.4	-	7.1	-	-	14.3	7.1	-
Gender										
Male	-	19.4	16.1	9.7	22.6	3.2	29.0	-	-	-
Female	4.2	16.7	20.8	-	20.8	-	12.5	16.7	4.2	4.2

In relation to class, a majority of parents who belong presently to the upper and upper middle classes aspired to the MBBS (46.2%) and Engineering professional qualifications (42%), while more currently

middle class parents aspired to Accountancy (38%) and Attorney-at-Law professional qualifications (29%) (see *Table 4.2.1.2*).

As for gender, more males aspire to Engineering professional qualifications (29%) compared to their female counterparts (13%) (see *Table 4.2.1.2*).

There are no clear relationships with age in relation to the above question.

4.3 Parents' Expectations for Professional Qualifications

Table 4.3.1

Parents' Expectations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	2	0.7	10.5
Accountancy	5	1.8	26.3
Tea Taster	1	0.4	5.3
Engineering	3	1.1	15.8
Business Management	1	0.4	5.3
Valuer	1	0.4	5.3
Nursing	2	0.7	10.5
MBBS	4	1.4	21.1
Total	19	6.8	100.0
No Expectations	262	93.2	
Total	281	100.0	

As regards the expectation of parents for professional qualifications when they were young, it is significant that the percentage of parents with 'no professional expectation' increased further from 80% to 93% when compared to their aspirations. However, in relation to only the parents with expectations for professional education, 26% of them had expectations for Accountancy related professional qualifications, while 21% for MBBS qualifications (see *Table 4.3.1*).

As for gender, more males had expectations for Accountancy qualifications, Engineering and Attorney-at-Law qualifications, while more females had expectations for MBBS qualifications (see *Table 4.3.2*).

As for ethnicity, more Moor parents had expectations for Attorney-at-Law qualifications (40%), while more Sinhala parents had expectations for MBBS qualifications (53%) and Tamil parents for Accountancy professional qualifications (30%) (see *Table 4.3.2*).

Table 4.3.2

What was your Expectation Regarding Professional Qualifications as a Youth? - by Ethnicity and Gender (Parents) (%)

Groups	Attorney-at-Law	Accountancy	Tea Taster	Engineering	Management	Valuer	Nursing	MBBS
All groups	10.5	26.3	5.3	15.8	5.3	5.3	10.5	21.1
Ethnicity								
Sinhala	-	20.0	10.0	10.0	10.0	10.0	10.0	30.0
Tamil	-	75.0	-	25.0	-	-	-	-
Moor	40.0	-	-	20.0	-	-	20.0	20.0
Gender								
Male	15.4	30.8	7.7	23.1	7.7	7.7	-	7.7
Female	-	16.7	-	-	-	-	33.3	50.0

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

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
Management & Accounting	20	11.2	25.3
Attorney-at-Law	10	5.6	12.7
Nursing	1	0.6	1.3
MBBS	19	10.7	24.1
Engineering	8	4.5	10.1
Pharmacist	1	0.6	1.3
Marketing	10	5.6	12.7
IT Professional	7	3.9	8.9
Chartered Architect	2	1.1	2.5
Aviation	1	0.6	1.3
Total	79	44.4	100.0
No Aspirations	99	55.6	
Total	178	100.0	

With regard to youth aspirations for professional qualifications, it is clear that there are more youth with professional educational qualifications (44%) when compared to their parents (20%). In relation to only the youth with aspirations for professional education, 25% aspire to Management and Accountancy professional qualifications, followed by 24% of youth to the MBBS qualification. Furthermore, 13% of youth aspire to Marketing related professional qualifications. In other words, the majority of youth aspire to Accountancy, Management and Marketing related qualifications. It is also

important to note that nearly 9% of youth aspire to IT professional qualifications (Software and Hardware Engineers, Web Page Designers etc) (see *Table 4.4.1.1*).

When we look into gender, class, age, ethnicity and current activity status variations with regard to youths' aspirations for professional qualifications, some interesting patterns emerge. For instance, 36% of middle class and 33% of lower class youth aspire to Management and Accounting and MBBS professional qualifications respectively, while 44% of upper class youth aspire to IT related professional qualifications (see *Table 4.4.1.2*).

In relation to age, aspiration for Management and Accounting professional qualifications increases with advancing age (15-19: 18%, 25-9: 40%), while aspiration for the MBBS qualification decreases with increasing age (15-19: 28%, 25-29: 10%) (see *Table 4.4.1.2*).

It is worth mentioning that more currently schooling youth with aspirations for professional qualifications aspire to MBBS (39%) and Engineering qualifications (22%), while more employed (29%) and unemployed youth (33%) aspire to Management and Accounting qualifications (see *Table 4.4.1.2*).

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

Table 4.4.1.2

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

Groups	Management & Accounting	Attorney-at-Law	Nursing	MBBS	Engineering	Pharmacist	Marketing	IT Professionals	Chartered Architect	Aviation
All groups	25.3	12.7	1.3	24.1	10.1	1.3	12.7	8.9	2.5	1.3
Class										
Upper	-	22.2	-	11.1	-	-	22.2	44.4	-	-
Upper middle	25.0	18.8	-	-	18.8	-	12.5	12.5	6.3	6.3
Middle	35.5	6.5	-	35.5	16.1	3.2	3.2	-	-	-
Lower middle	14.3	7.1	-	28.6	-	-	35.7	7.1	7.1	-
Lower	33.3	22.2	11.1	33.3	-	-	-	-	-	-
Age										
15-19	17.5	10.0	2.5	27.5	17.5	-	7.5	15.0	-	2.5
20-24	29.6	14.8	-	25.9	-	-	18.5	3.7	7.4	-
25-29	40.0	10.0	-	10.0	10.0	10.0	20.0	-	-	-
Current activity										
Still schooling	8.7	17.4	4.3	39.1	21.7	-	4.3	-	-	4.3
Employed	28.6	7.1	-	14.3	7.1	7.1	14.3	14.3	7.1	-
Unemployed	33.3	11.9	-	19.0	4.8	-	16.7	11.9	2.4	-

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	56	31.5	70.9
No	23	12.9	29.1
Total	79	44.4	100.0
No aspirations	99	55.6	
Total	178	100.0	

In reply to the question of whether 'youth have sufficient means to realize their professional aspirations', 71% of youth with aspirations to professional qualifications said 'yes,' while only 29% said that they do not have sufficient means to realize their aspirations for professional qualifications (see Table 4.4.2.1).

Class variations with regard to the above question are noteworthy. More lower middle class youth (71%) stated that they do not have sufficient means to realize their aspirations for professional education compared to other classes (see Table 4.4.2.2).

Table 4.4.2.2

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

Groups	Yes	No
All groups	70.9	29.1
Class		
Upper	100.0	-
Upper middle	93.8	6.3
Middle	71.0	29.0
Lower middle	28.6	71.4
Lower	66.7	33.3
Current activity		
Still schooling	87.0	13.0
Employed	50.0	50.0
Unemployed	69.0	31.0

Current activity status in relation to the above question indicated that 50% of employed youth cannot realize their aspirations compared to unemployed (31%) and schooling youth (13%) (see Table 4.4.2.2).

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

4.4.3 What do Youth Lack?

Table 4.4.3
Nature of Inadequate Means of Youth

Categories	Frequency	Percent	Valid Percent
Economic	2	1.1	8.7
Social	1	0.6	4.3
Aptitude	17	9.6	73.9
Other	3	1.7	13.0
Total	23	12.9	100.0
Not applicable	155	87.1	
Total	178	100.0	

In reply to the question “why is it that youth cannot realize their professional educational aspirations?”, the vast majority of youth (74%) stated that it is due to a lack of aptitude, while the rest stated that it is due to economic (9%) and other reasons (13%).

It is important to note that there are no gender, age, ethnicity and class variations with regard to the above question.

4.5 Youths' Expectations for Professional Qualifications

Table 4.5
Youths' Expectations for Professional Qualifications

Categories	Frequency	Percent	Valid Percent
Management & Accounting	18	10.1	34.6
Attorney-at-Law	5	2.8	9.6
MBBS	10	5.6	19.2
Accountancy	7	3.9	13.5
IT Professional	5	2.8	9.6
Marketing	1	0.6	1.9
Engineering	4	2.2	7.7
Chartered Architect	1	0.6	1.9
Aviation	1	0.6	1.9
Total	52	29.2	100.0
No Expectations	126	70.8	
Total	178	100.0	

We discussed aspirations of youth for professional education as well as obstacles that they are faced with to realize their aspirations for professional education in the above sections. Therefore, as regards expectations for professional qualifications, it is evident that the proportion of youth with no expectation for professional qualifications increased up to 71%, compared to no aspiration for professional educational qualifications (56%), owing to the reasons discussed earlier. On the other hand, a majority of youth had expectations for Management and Accounting qualifications (35%), and for MBBS qualifications 19% (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	34	12.1	29.1
Management & Accounting	36	12.8	30.8
Engineering	16	5.7	13.7
Attorney-at-Law	18	6.4	15.4
Marketing	5	1.8	4.3
Architecture	3	1.1	2.6
IT Professionals	4	1.4	3.4
Nursing	1	0.4	0.9
Total	117	41.6	100.0
No Aspirations	164	58.4	
Total	281	100.0	

As far as parents' aspirations for professional education of the selected child is concerned, 13% of parents opted for Management and Accounting professional qualifications, followed by 12% of parents who aspired to MBBS qualifications. On the other hand, 58% of parents had no professional educational aspirations for the selected child. If we consider parents with professional aspirations for the selected child, 31% of parents aspired to Management and Accounting professional qualifications for their selected child, while 29% aspired to MBBS and another 15% to Attorney-at-Law qualifications (see *Table 4.6.1.1*).

When one looks at the disaggregated data by class and ethnicity, some interesting patterns emerge. For instance, a significant proportion of lower (41%) and lower middle class parents (58%) with aspirations for professional education for the selected child, aspired to Accounting and Management qualifications, while more upper class parents aspired to a MBBS qualification for the child selected for the interview (40%) (see *Table 4.6.1.2*).

Ethnic variations in relation to the above question are also noteworthy. For instance, more Moor parents aspired to the MBBS qualification (38%) for their child selected for interview, while more Tamil parents (35%) and Sinhala parents (30%) aspired to Management and Accounting qualifications (see *Table 4.6.12*).

Table 4.6.1.2

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

Groups	MBBS	Management & Accounting	Engineering	Attorney-at-Law	Marketing	Architecture	IT Professionals	Nursing
All groups	29.1	30.8	13.7	15.4	4.3	2.6	3.4	0.9
Class								
Upper	40.0	10.0	10.0	10.0	20.0	10.0	-	-
Upper middle	23.1	23.1	-	-	15.4	15.4	23.1	-
Middle	35.8	22.6	24.5	13.2	1.9	-	1.9	-
Lower middle	15.8	57.9	5.3	15.8	-	-	-	5.3
Lower	22.7	40.9	4.5	31.8	-	-	-	-
Ethnicity								
Sinhala	25.9	29.6	7.4	24.1	5.6	1.9	3.7	1.9
Tamil	24.1	34.5	31.0	6.9	3.4	-	-	-
Moor	38.2	29.4	8.8	8.8	2.9	5.9	5.9	-

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

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

With regard to parents' expectations for professional qualifications of the selected child, nearly 82% of parents do not have any professional/educational aspiration. Considering parents with aspirations for professional education for the selected child, 39% expect Management and Accounting professional qualifications, while 18% equally aspired to MBBS and Engineering qualifications (see *Table 4.7.1*).

Table 4.7.1

Parents' Expectations for Professional Qualification of the Selected Child

Categories	Frequency	Percent	Valid Percent
Management & Accounting	20	7.1	39.2
MBBS	9	3.2	17.6
Engineering	9	3.2	17.6
Attorney-at-Law	3	1.1	5.9
Pharmacist	1	0.4	2.0
Marketing	2	0.7	3.9
IT Professionals	7	2.5	13.7
Total	51	18.1	100.0
No expectation	230	81.9	
Total	281	100.0	

Ethnic variations are noteworthy. For instance, a significant proportion of Tamil parents expect Engineering related professional qualifications for their child selected for the interview (38%), while more Moor parents had expectations for the MBBS professional qualification (25%), and a slightly

higher proportion of Sinhala parents for Management and Accounting qualifications from the child selected for the interview (44%) (see *Table 4.7.2*).

Table 4.7.2

What was/is your Expectation Regarding your Child's Professional Qualifications? - by Gender and Ethnicity (Parents) (%)

Groups	Management & Accounting	MBBS	Engineering	Attorney-at-Law	Pharmacist	Marketing	IT Professionals
All groups	39.2	17.6	17.6	5.9	2.0	3.9	13.7
Gender							
Male	38.1	9.5	19.0	4.8	4.8	9.5	14.3
Female	40.0	23.3	16.7	6.7	-	-	13.3
Ethnicity							
Sinhala	43.5	13.0	13.0	8.7	4.3	4.3	13.0
Tamil	37.5	12.5	37.5	-	-	12.5	-
Moors	35.0	25.0	15.0	5.0	-	-	20.0

As for gender, more mothers expect a MBBS (23%) qualification for their child selected for the interview, compared to their fathers (10%) (see *Table 4.7.2*).

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)

On the question of whether 'there was a difference in value between local and foreign professional qualifications when they were young', 48% of parents stated 'yes' while 14% said 'no'. 38% of parents 'did not know whether there was any difference in value between local and foreign professional qualifications when they were young (see *Table 4.8.1*).

As regards the reasons for the value differences between local and foreign professional qualifications when they were young, a clear proportion of parents stated that foreign professional qualifications were higher in prestige (84%), had a greater employment value (84%) and carried more social influence (84%), compared to local professional qualifications when they were young (see *Table 4.8.1*).

Table 4.8.1

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

Categories	Frequency	Percentage	Valid Percentage
01. Was there a difference in value between local and foreign professional qualifications?			
Yes	135	48.0	48.2
No	38	13.5	13.6
Do not know	108	38.5	38.2
Total	281	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	113	40.2	83.7
No	22	7.8	16.3
Not applicable	146	52.0	
Total	281	100.0	
03. Local qualifications higher in prestige			
Yes	19	6.8	14.1
No	116	41.3	85.9
Not applicable	146	52.0	
Total	281	100.0	
04. Foreign qualifications greater in employment value			
Yes	114	40.6	84.4
No	21	7.5	15.6
Not applicable	146	52.0	
Total	281	100.0	
05. Local qualifications greater in employment value			
Yes	21	7.5	15.6
No	114	40.6	84.4
Not applicable	146	52.0	
Total	281	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	114	40.6	84.4
No	21	7.5	15.6
Not applicable	146	52.0	
Total	281	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	23	8.2	17.0
No	112	39.9	83.0
Not applicable	146	52.0	
Total	281	100.0	

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

Table 4.8.2

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	202	71.9	71.9
No	48	17.1	17.1
Do not know	31	11.0	11.0
Total	281	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	150	53.4	74.3
No	52	18.5	25.7
Not applicable	79	28.1	
Total	281	100.0	
03. Local qualifications higher in prestige			
Yes	50	17.8	24.8
No	152	54.1	75.2
Not applicable	79	28.1	
Total	281	100.0	
04. Foreign qualifications greater in employment value			
Yes	149	53.0	73.8
No	53	18.9	26.2
Not applicable	79	28.1	
Total	281	100.0	
05. Local qualifications greater in employment value			
Yes	53	18.9	26.2
No	149	53.0	73.8
Not applicable	79	28.1	
Total	281	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	149	53.0	73.8
No	53	18.9	26.2
Not applicable	79	28.1	
Total	281	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	52	18.5	25.7
No	150	53.4	74.3
Not applicable	79	28.1	
Total	281	100.0	

With regard to parents' perception of current value differences between local and foreign professional qualifications, 72% of parents perceived a difference between local and foreign professional qualifications, while only 17% did not perceive a difference. On the other hand, 11% of parents did not know whether there is any difference between local and foreign professional qualifications (see Table 4.8.2).

With regard to reasons behind parents' value differences between local and foreign professional qualifications, a large proportion of parents mentioned that foreign qualifications are higher in prestige (74%), have greater employment value (74%) and are socially more influential (74%) when compared to local professional qualifications (see *Table 4.8.2*).

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

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

Table 4.9.1

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	141	79.2	79.2
No	28	15.7	15.7
Do not know	9	5.1	5.1
Total	178	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	108	60.7	76.6
No	33	18.5	23.4
Not applicable	37	20.8	
Total	178	100.0	
03. Local qualifications higher in prestige			
Yes	34	19.1	24.1
No	107	60.1	75.9
Not applicable	37	20.8	
Total	178	100.0	
04. Foreign qualifications greater in employment value			
Yes	110	61.8	78.0
No	31	17.4	22.0
Not applicable	37	20.8	
Total	178	100.0	
05. Local qualifications greater in employment value			
Yes	31	17.4	22.0
No	110	61.8	78.0
Not applicable	37	20.8	
Total	178	100.0	
06. Foreign professional qualifications carry more influence (Social)			
Yes	107	60.1	75.9
No	34	19.1	24.1
Not applicable	37	20.8	
Total	178	100.0	
07. Local professional qualifications carry more influence (Social)			
Yes	33	18.5	23.4
No	108	60.7	76.6
Not applicable	37	20.8	
Total	178	100.0	

As regards the question as to whether ‘there is a difference in value between local and foreign professional qualifications’, 79% of youth perceived a difference, while 16%, did not perceive a difference. On the other hand, only 5% of youth did not know whether there was a difference between local and foreign professional qualifications (see *Table 4.9.1*).

In reply to the question “why is there a difference between local and foreign professional qualifications?”, a clear majority of youth stated that foreign qualifications are higher in prestige (77%), greater in employment value (78%) and are more socially influential (76%), compared to local qualifications, and that is the reason why there is a difference between local and foreign professional qualifications (see *Table 4.9.1*).

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

Table 4.10

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

Categories	Frequency	Percent	Valid Percent
Very high	201	71.5	73.1
High	72	25.6	26.2
Low	2	0.7	0.7
Total	275	97.9	100.0
No idea	6	2.1	
Total	281	100.0	

With regard to the above question, 73% of parents perceived that there was a ‘very high’ value attached to professional qualifications when they were young, while only 26% of parents perceived a ‘high’ value (see *Table 4.10*).

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

Table 4.11

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

Categories	Frequency	Percent	Valid Percent
Very high	223	79.4	81.1
High	43	15.3	15.6
Low	9	3.2	3.3
Total	275	97.9	100.0
No idea	6	2.1	
Total	281	100.0	

With regard to parents’ perceptions concerning the value attached to professional qualifications at present, 81% of parents perceived that there is a ‘very high’ value attached to professional qualifications, compared to only 3% of parents with a perception of low value attached to professional qualifications. In other words, the value attached to professional qualifications increased after economic liberalization (see *Table 4.11*).

5.0 VOCATIONAL EDUCATION

5.1 Parents' Vocational Education

According to the survey, 71% of parents had no vocational education, while only 29% reported any vocational education (see *Table 5.1*).

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

Table 5.1
Vocational Qualifications (Parents)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	81	28.8	28.8
No	200	71.2	71.2
Total	281	100.0	
02. If yes, how did you obtain?			
Informally	52	18.5	64.2
Formally	29	10.3	35.8
Not applicable	200	71.2	
Total	281	100.0	
03. If informally, what were the main channels?			
On-the-job	19	6.8	36.5
Self-learning	19	6.8	36.5
Family centred	12	4.3	23.1
Through Friends	2	0.7	3.8
Not applicable	229	81.5	
Total	281	100.0	
04. Course Title			
Shorthand and Typing	10	3.6	34.5
Computer Course	2	0.7	6.9
Plan Drawing	1	0.4	3.4
Photographic	1	0.4	3.4
Cooperative Affairs	1	0.4	3.4
Woodwork (Crafts)	3	1.1	10.3
Driving Licence	5	1.8	17.2
Electronics Course	1	0.4	3.4
Juki Machine Training	1	0.4	3.4
Mat Weaving	1	0.4	3.4
Technical Course	1	0.4	3.4
Welding Course	1	0.4	3.4
Fabric Weaving	1	0.4	3.4
Not applicable	252	89.7	
Total	281	100.0	
05. Sector			
Government	10	3.6	34.5
Private	19	6.8	65.5
Not applicable	252	89.7	
Total	281	100.0	

5.1.1 How Parents Obtained Vocational Education

Of those who had any kind of vocational education, 64% of parents obtained vocational skills informally, while 36% obtained vocational education from formal institutions (see *Table 5.1*).

5.1.2 Main Informal Channels for Obtaining Vocational Skills

It is also important to examine the main informal channels for obtaining vocational education. It is evident from *Table 5.1* that among those with informally acquired vocational skills, the majority of parents had done so through self-learning (37%) and on-the-job (37%), while 23% of them learned it through family.

5.1.3 Formal Sector Vocational Courses and Related Sectors

In relation to the areas of formally acquired vocational qualifications, parents had acquired credentials in the areas of shorthand and typing (35%) and driving (17%). The majority of parents obtained vocational skills from private sector institutions (66%), while 35% obtained them from government sector institutions (see *Table 5.1*).

5.2 Youths' Vocational Education

Table 5.2

Vocational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
01. Do you have any vocational qualifications?			
Yes	69	38.8	38.8
No	109	61.2	61.2
Total	178	100.0	
02. If yes, how did you obtain?			
Informally	8	4.5	11.6
Formally	61	34.3	88.4
Not applicable	109	61.2	
Total	178	100.0	
03. If informally, what were the main channels?			
On-the-job	4	2.2	50.0
Self-learning	2	1.1	25.0
Family centred	2	1.1	25.0
Not applicable	170	95.5	
Total	178	100.0	
04. Course Title			
Computer	38	21.3	63.3
Electricians' Course	1	0.6	1.7
Shorthand and Typing	4	2.2	6.7
Beauty Culture	2	1.1	3.3
Patchwork Diploma	2	1.1	3.3
Air-conditioning Course	1	0.6	1.7
Welding Course	2	1.1	3.3
Dressmaking	3	1.7	5.0
Carpentry Course	1	0.6	1.7
Home Science	1	0.6	1.7
Electronics Course	1	0.6	1.7
Motor Mechanics	3	1.7	0.0
Driving Licence	1	0.6	1.7
Not applicable	118	66.3	
Total	178	100.0	
05. Sector			
Government	15	8.4	25.0
Private	42	23.6	70.0
NGOs	3	1.7	5.0
Not applicable	118	66.3	
Total	178	100.0	

It is noteworthy that a majority of youth interviewed (61%) do not have any vocational education, while only 39% reported having any vocational education (see *Table 5.2*).

5.2.1 How Youth Obtained Vocational Education

Among those who have had any vocational skills, 88% of youth acquired vocational education formally, while only 12% obtained these skills informally (see *Table 5.2*). It appears that youth have more access to training than their parents had in the past.

5.2.2 Main Informal Channels for Obtaining Vocational Skills

Only 12% of the youth interviewed acquired vocational skills informally, through on-the-job training (50%), self-learning (25%) and family (25%) (see *Table 5.2*).

5.2.3 Formal Sector Vocational Courses and Related Sectors

As regards the areas of formally acquired vocational qualifications, the majority of youth acquired computer related qualifications (63%), while 7% acquired shorthand and typing qualifications (see *Table 5.2*).

With regard to the sector from which the qualification was obtained, 70% of youth had acquired qualifications from private institutions, while another 25% from the government sector and another 5% from the NGO sector.

5.3 Aspirations and Expectations of Parents and Youth for Vocational Qualifications

5.3.1 Parents' Aspirations for Vocational Qualifications

Table 5.3.1.1

Parents' Aspirations for Vocational Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Driving Licence	11	3.9	8.8
Coir Industry	2	0.7	1.6
Carpentry Course	5	1.8	4.0
Technical Course	4	1.4	3.2
Tailoring Course/Dressmaking	66	23.5	52.8
Shorthand and Typing	11	3.9	8.8
Photography	2	0.7	1.6
Motor Mechanics	9	3.2	7.2
Plumbing	1	0.4	0.8
Painting Course	2	0.7	1.6
Wiring Course	1	0.4	0.8
Electronics Course	1	0.4	0.8
Cookery Course	1	0.4	0.8
Juki Machine Operating	1	0.4	0.8
Mat Weaving Course	1	0.4	0.8
Masonry Course	1	0.4	0.8
Bakery Course	1	0.4	0.8
Blacksmith	1	0.4	0.8
Welding Course	1	0.4	0.8
Electrical Course	3	1.1	2.4
Total	125	44.5	100.0
No Aspirations	156	55.5	
Total	281	100.0	

It is evident from *Table 5.3.1.1*, that a majority of parents (56%) did not have any aspirations for vocational education when they were young. In other words, only 44% had aspirations for vocational education. Moreover, with regard to the type of qualification, 24% of parents aspired to tailoring/dressmaking and 4% to driving qualifications. However, when we look only at parents with aspirations for vocational education, 53% of parents aspired to tailoring/dressmaking related qualifications and 9% to driving qualifications.

Ethnic variations with regard to parents' aspirations for vocational qualifications when they were young are noteworthy. For instance, a significant proportion of Tamil and Moor parents aspired to dressmaking/tailoring related qualifications compared to Sinhala parents, when they were young (see *Table 5.3.1.2*).

Table 5.3.1.2

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

Groups	Driving	Coir Related	Carpentry	Technical	Tailoring	Shorthand & Typing	Photography	Motor Mechanics	Plumbing	Painting	Wiring	Electronics	Cookery	Juki Training	Mat Weaving	Masonry	Bakery Course	Blacksmith	Welding	Electrical
All groups	8.8	1.6	4.0	3.2	52.8	8.8	1.6	7.2	0.8	1.6	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	2.4
Gender																				
Male	23.3	-	11.6	9.3	2.3	2.3	2.3	20.9	2.3	4.7	2.3	2.3	-	-	-	2.3	2.3	2.3	2.3	7.0
Female	1.2	2.4	-	-	79.3	12.2	1.2	-	-	-	-	-	1.2	1.2	1.2	-	-	-	-	-
Ethnicity																				
Sinhala	9.8	3.3	4.9	4.9	41.0	9.8	1.6	4.9	1.6	3.3	1.6	-	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Tamil	15.4	-	-	-	65.4	7.7	3.8	7.7	-	-	-	-	-	-	-	-	-	-	-	-
Moor	2.6	-	5.3	2.6	63.2	7.9	-	10.5	-	-	-	2.6	-	-	-	-	-	-	-	5.3

As for gender, it is significant that 79% of females aspired to dressmaking related qualifications as against their male counterparts. On the other hand, more males aspired to driving and motor mechanics courses (see *Table 5.3.1.2*).

5.3.2 Parents' Expectations for Vocational Qualifications

In relation to parents' expectations for vocational qualifications, 61% of parents had no expectations for vocational qualifications while only 39% had any expectation for such qualifications. With regard to the expected area of vocational qualification, 17% expected to obtain training in tailoring/dressmaking, 6% in motor mechanics and 4% in driving related qualifications. Furthermore, by considering parents with expectations for vocational qualifications when they were young, it is evident that 45% of parents expected to have tailoring/dressmaking qualifications, while another 16% expected to have motor mechanics and 10% driving qualifications (see *Table 5.3.2.1*).

Gender variations with regard to expectations for vocational qualifications are also noteworthy. 67% of mothers expected to obtain tailoring (dressmaking) related qualifications compared with fathers (3%). On the other hand, more fathers had expectations for driving qualifications (see *Table 5.3.2.2*).

Table 5.3.2.1
Parents' Expectations for Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Driving	11	3.9	10.0
Coir Industry	1	0.4	0.9
Carpentry Course	6	2.1	5.5
Technical Course	3	1.1	2.7
Tailoring/Dressmaking	49	17.4	44.5
Shorthand & Typing	2	0.7	1.8
Photography	1	0.4	0.9
Motor Mechanics	17	6.0	15.5
Bridal Course	7	2.5	6.4
Plumbing	2	0.7	1.8
Painting Course	1	0.4	0.9
Wiring Course	1	0.4	0.9
Electronics Course	1	0.4	0.9
Cookery Course	1	0.4	0.9
Juki Machine Training	1	0.4	0.9
Masonry Course	1	0.4	0.9
Blacksmith	1	0.4	0.9
Welding Course	2	0.7	1.8
Electrical Course	2	0.7	1.8
Total	110	39.1	100.0
No Expectations	171	60.9	
Total	281	100.0	

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

Categories	Gender				Total	
	Male		Female			
Driving	11	28.9%			11	10.0%
Coir Industry			1	1.4%	1	0.9%
Carpentry Course	5	13.2%	1	1.4%	6	5.5%
Technical Course	3	7.9%			3	2.7%
Tailoring/Dressmaking	1	2.6%	48	66.7%	49	44.5%
Shorthand and Typing	1	2.6%	1	1.4%	2	1.8%
Photography	1	2.6%			1	0.9%
Motor Mechanics	5	13.2%	12	16.7%	17	15.5%
Bridal Course			7	9.7%	7	6.4%
Plumbing	2	5.3%			2	1.8%
Painting Course	1	2.6%			1	0.9%
Wiring Course	1	2.6%			1	0.9%
Electronics Course	1	2.6%			1	0.9%
Cookery Course			1	1.4%	1	0.9%
Juki Machine Training			1	1.4%	1	0.9%
Masonry Course	1	2.6%			1	0.9%
Blacksmith	1	2.6%			1	0.9%
Welding	2	5.3%			2	1.8%
Electrical Course	2	5.3%			2	1.8%
Total	38	100.0%	72	100.0%	110	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	75	42.1	60.5
Motor Mechanics	12	6.7	9.7
Shorthand and Typing	3	1.7	2.4
Welding	2	1.1	1.6
Driving Licence	3	1.7	2.4
Electronics Course	2	1.1	1.6
Handcrafts	2	1.1	1.6
Tailoring/ Dressmaking	10	5.6	8.1
Cookery Course	3	1.7	2.4
Beauty Culture Course	7	3.9	5.6
Draftsman	5	2.8	4.0
Total	124	69.7	100.0
No Aspirations	54	30.3	
Total	178	100.0	

A large proportion of youth aspired to computer related qualifications (42%), while 6% opted for dressmaking/tailoring. On the other hand, only 30% of youth had no aspirations for vocational qualification. If we consider youth with vocational qualification aspirations by excluding youth without any aspiration for vocational qualification from the analysis, it is clear that 61% of youth aspired to computer related qualifications on the one hand, and motor mechanics (10%), dressmaking/tailoring (8%) qualifications on the other (see *Table 5.3.3.1*).

Class, ethnicity and current activity status variations with regard to aspirations for vocational qualifications are noteworthy. More middle class youth aspired to computer related vocational qualifications (87%) compared to other classes (see *Table 5.3.3.2*).

Table 5.3.3.2
Aspirations Regarding Vocational Qualifications as a Youth - by Class, Ethnicity and Current Activity Status (Youth) (%)

Groups	Computer	Motor Mechanics	Shorthand & Typing	Welding	Driving	Electronics	Handcraft	Tailoring	Cookery	Beauty Culture	Draftsman
All groups	60.5	9.7	2.4	1.6	2.4	1.6	1.6	8.1	2.4	5.6	4.0
Class											
Upper	33.3	33.3	-	-	-	-	-	-	-	-	33.3
Upper middle	66.7	16.7	-	-	-	-	-	-	-	-	16.7
Middle	86.8	7.9	-	-	-	-	-	-	-	5.3	-
Lower middle	48.7	-	2.6	5.1	2.6	2.6	5.1	10.3	5.1	10.3	7.7
Lower	47.4	18.4	5.3	-	5.3	2.6	-	15.8	2.6	2.6	-
Ethnicity											
Sinhala	50.9	10.5	3.5	3.5	-	1.8	-	10.5	5.3	8.8	5.3
Tamil	73.5	5.9	2.9	-	8.8	2.9	2.9	-	-	2.9	-
Moor	63.6	12.1	-	-	-	-	3.0	12.1	-	3.0	6.1
Current activity											
Still schooling	83.3	4.2	-	-	-	-	-	4.2	-	8.3	-
Employed	50.0	10.5	2.6	2.6	2.6	2.6	5.3	10.5	2.6	5.3	5.3
Unemployed	58.1	11.3	3.2	1.6	3.2	1.6	-	8.1	3.2	4.8	4.8

Concerning ethnic variations, a clear proportion of Tamil youth (74%) aspire to computer related qualifications compared to Sinhala (51%) and Moor youth (64%) (see *Table 5.3.3.2*).

In relation to current activity status, 83% of presently schooling youth aspired to computer related qualifications compared to employed (50%) and unemployed youth (58%) (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	103	57.9	83.7
No	20	11.2	16.3
Total	123	69.1	100.0
No aspirations	55	30.9	
Total	178	100.0	

When asked whether 'they have sufficient means to realize their aspirations for vocational qualifications', 84% of youth with vocational education aspirations stated 'yes', whereas only 16% reported not having sufficient means to realize their aspirations (see *Table 5.3.4.1*).

All the upper, upper middle and 97% of middle class youth with vocational education aspirations stated that they have sufficient means to realize their vocational aspirations compared to only 75% of lower middle and 76% of lower class youth (see *Table 5.3.4.2*).

Table 5.3.4.2

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

Groups	Yes	No
All groups	83.7	16.3
Class		
Upper	100.0	-
Upper middle	100.0	-
Middle	97.4	2.6
Lower middle	75.0	25.0
Lower	76.3	23.7
Gender		
Male	74.5	25.0
Female	90.3	9.7
Current activity		
Still schooling	91.3	8.7
Employed	73.0	27.0
Unemployed	87.3	12.7

In relation to gender, most of the females (90%) were confident that they have sufficient means to realize their aspirations as against their male counterparts (75%) (see *Table 5.3.4.2*).

Concerning current activity status with regard to the above question, 91% of schooling youth followed by 87% of unemployed youth reported having sufficient means to realize their vocational aspirations compared to only 27% of employed youth who reported that they did not have sufficient means (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	13	7.3	65.0
Social	1	0.6	5.0
Aptitude	4	2.2	20.0
No time	2	1.1	10.0
Total	20	11.2	100.0
Not applicable	158	88.8	
Total	178	100.0	

When asked why youth cannot realize their vocational aspirations, 65% of the respondents stated that it was due to economic hardship, while 20% stated that it was due to a lack of aptitude (see *Table 5.3.5*).

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

5.3.6 Youths' Expectations for Vocational Qualifications

Table 5.3.6.1

Youths' Expectations Regarding Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Tailoring/ Dressmaking	9	5.1	8.0
Computer	70	39.3	61.9
Motor Mechanics Course	7	3.9	6.2
Shorthand and Typing Course	3	1.7	2.7
Hand Craft	1	0.6	0.9
Welding Course	2	1.1	1.8
Electronics Course	2	1.1	1.8
Driving Licence	5	2.8	4.4
Electrical Course	1	0.6	0.9
Beauty Culture Course	13	7.3	11.5
Total	113	63.5	100.0
No Expectations	65	36.5	
Total	178	100.0	

As regards 'youth expectations for vocational qualifications', one cannot see a major gap, in comparison to youth vocational aspirations. Moreover, 39% of the youth expect computer related qualifications, while 7.3% expect beauty culture qualifications (see *Table 5.3.6.1*).

When we look at only the category of youth with vocational expectations, it is noteworthy that a majority of youth (62%) have expectations for computer related vocational qualifications, while only 6.2% have expectations for qualifications in motor mechanics (see *Table 5.3.6.1*).

Ethnicity and current activity status are important factors that influence expectations for vocational qualifications. More Tamil youth have expectations for computer related qualifications (71%), compared to Moor (62%) and Sinhala youth (55%) (see *Table 5.3.6.2*).

Table 5.3.6.2

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

Groups	Tailoring	Computer	Motor Mechanics	Shorthand & Typing	Handcraft	Welding	Electronic	Driving	Electrical	Beauty Culture
All groups	8.0	61.9	6.2	2.7	0.9	1.8	1.8	4.4	0.9	11.5
Ethnicity										
Sinhala	8.2	55.1	8.2	4.1	-	2.0	2.0	2.0	-	18.4
Tamil	2.9	71.4	-	2.9	-	-	2.9	8.6	2.9	8.6
Moor	13.8	62.1	10.3	-	3.4	3.4	-	3.4	-	3.4
Current activity										
Still schooling	4.2	79.2	4.2	4.2	-	-	-	-	-	8.3
Employed	6.5	54.8	3.2	3.2	-	-	6.5	9.7	3.2	12.9
Unemployed	10.3	58.6	8.6	1.7	1.7	3.4	-	3.4	-	12.1

Current activity status with regard to expectations for vocational qualifications shows that, 79% of schooling youth have expectations for computer related vocational qualifications, when compared to unemployed youth (59%) and employed youth (55%) (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

It is evident from *Table 5.4.1.1* that 68% of the parents have some aspiration for vocational qualifications for their child selected for the interview. When we consider the proportion of parents with some vocational educational aspirations for their children, a majority of them (61%) aspired to computer related qualifications, while 16% to tailoring/dressmaking qualifications.

Table 5.4.1.1
Parents' Aspirations for Vocational Qualifications for the Selected Child

Categories	Frequency	Percent	Valid Percent
Carpentry	2	0.7	1.0
Computer	118	42.0	61.1
Motor Mechanics	12	4.3	6.2
Technical Course	1	0.4	0.5
Home Science	2	0.7	1.0
Driving Licence	5	1.8	2.6
Electrical Course	1	0.4	0.5
Tailoring/ Dress making	30	10.7	15.5
Beauty Culture	10	3.6	5.2
Shorthand and Typing	3	1.1	1.6
Handcraft	2	0.7	1.0
Welding Course	4	1.4	2.1
Cookery Course	2	0.7	1.0
Gardening Course	1	0.4	0.5
Total	193	68.7	100.0
No Aspirations	88	31.3	
Total	281	100.0	

The relationship between ethnicity and parents' aspirations for vocational qualification of the youth interviewed is significant. For instance, the vast majority of Tamil parents (85%) aspired to computer related vocational qualifications for their child compared to Sinhala (48%) and Moor parents (58%) (see Table 5.4.1.2).

Table 5.4.1.2
Aspirations Regarding your Child's Vocational Qualifications - by Ethnicity and Class (Parents) (%)

Groups	Carpentry	Computer	Motor Mechanics	Technical	Home Science	Driving	Electrical	Tailoring	Beauty Culture	Shorthand & Typing	Handcraft	Welding	Cookery	Gardening
All groups	1.0	61.1	6.2	0.5	1.0	2.6	0.5	15.5	5.2	1.6	1.0	2.1	1.0	0.5
Ethnicity														
Sinhala	1.2	48.2	7.1	-	2.4	3.5	-	18.8	8.2	3.5	2.4	2.4	2.4	-
Tamil	-	84.9	1.9	-	-	1.9	1.9	5.7	1.9	-	-	1.9	-	-
Moor	1.8	58.2	9.1	1.8	-	1.8	-	20.0	3.6	-	-	1.8	-	1.8
Class														
Upper	-	50.0	-	-	-	-	-	-	-	-	50.0	-	-	-
Upper middle	-	33.3	33.3	-	-	-	-	-	-	-	33.3	-	-	-
Middle	1.5	86.2	1.5	-	-	-	-	4.6	4.6	1.5	-	-	-	-
Lower middle	1.6	52.5	1.6	-	-	3.3	1.6	19.7	8.2	-	-	6.6	3.3	1.6
Lower	-	45.2	14.5	1.6	3.2	4.8	-	24.2	3.2	3.2	-	-	-	-

Concerning class variations with respect to parents' aspirations for vocational education for their children, 86% of middle class parents aspired to computer related qualifications, as against parents of other classes (see *Table 5.4.1.2*).

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

With regard to the above question, 67% of parents have some expectation of vocational education for their child interviewed.

Of the parents with some expectation for vocational education qualifications for the child, 63% have expectations for computer related qualifications, while 14% aspired to tailoring/dressmaking qualifications (see *Table 5.4.2.1*).

As for ethnicity, a large majority of Tamil parents (81%) have expectations for computer related qualifications for their child selected for the interview, compared with Sinhala (50%) and Moor parents (65%) (see *Table 5.4.2.2*).

Table 5.4.2.1

Expectations Regarding the Child's Vocational Qualifications (Parents)

Categories	Frequency	Percent	Valid Percent
Computer	118	42.0	62.8
Technical Course	7	2.5	3.7
Shorthand and Typing	2	0.7	1.1
Electrical Course	1	0.4	0.5
Driving Licence	5	1.8	2.7
Carpentry	1	0.4	0.5
Motor Mechanics	7	2.5	3.7
Home Science	2	0.7	1.1
Tailoring/ Dressmaking	26	9.3	13.8
Beauty Culture	10	3.6	5.3
Catering	2	0.7	1.1
Handcraft	2	0.7	1.1
Air Conditioning Course	2	.7	1.1
Welding Course	2	.7	1.1
Handcraft	1	.4	0.5
Total	188	66.9	100.0
No Expectations	93	33.1	
Total	281	100.0	

Table 5.4.2.2

Expectations Regarding your Child's Vocational Qualifications - by Ethnicity and Class (Parents) (%)

Groups	Computer	Technical	Shorthand and Typing	Electrical	Driving	Carpentry	Motor Mechanics	Home Science	Tailoring	Beauty Culture	Catering	Handcraft	Air Conditioning Course	Welding
All groups	62.8	3.7	1.1	0.5	2.7	0.5	3.7	1.1	13.8	5.3	1.1	1.6	1.1	1.1
Ethnicity														
Sinhala	50.0	8.3	2.4	-	3.6	-	-	2.4	17.9	7.1	1.2	2.4	2.4	2.4
Tamil	81.1	-	-	1.9	1.9	1.9	3.8	-	7.5	1.9	-	-	-	-
Moor	64.7	-	-	-	2.0	-	9.8	-	13.7	5.9	2.0	2.0	-	-
Class														
Upper	50.0	-	-	-	-	-	-	-	-	-	-	50.0	-	-
Upper middle	33.3	33.3	-	-	-	-	-	-	-	-	-	33.3	-	-
Middle	85.7	-	1.6	-	-	-	4.8	-	1.6	4.8	1.6	-	-	-
Lower middle	61.7	-	-	1.7	3.3	1.7	1.7	-	11.7	8.3	1.7	1.7	3.3	3.3
Lower	41.7	-	1.7	-	5.0	-	5.0	3.3	30.0	3.3	-	-	-	-

Class variations are also important. 86% of middle class parents had expectations for computer related qualifications for their child selected for interview compared with parents of other classes (see *Table 5.4.2.2*).

5.5 Value Differences between Local and Foreign Vocational Qualifications

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

As to the question of whether 'there was a value difference between local and foreign vocational qualifications', 32% of parents stated that they perceived a value difference, while 9% stated that there was 'no difference' between local and foreign vocational qualifications. On the other hand, a majority of parents (59%) 'do not know' whether there was a value difference between local and foreign vocational qualifications. Furthermore, when questioned as to the reasons for the value difference, more parents felt that foreign qualifications provided better skills (25%), had greater employment value (24%) and more recognition (24%), compared with local vocational qualifications. If one looks only at parents who perceived a value difference between local and foreign vocational qualifications when they were young, percentages for those who stated that foreign qualifications provide better skills, greater employment value, and more recognition increased further, compared to local vocational qualifications (see *Table 5.5.1*).

Table 5.5.1
Parents' Value Differences between Local and Foreign Vocational Qualifications (Past)

Categories	Frequency	Percentage	Valid Percentage
01. Was there a difference in value between local and foreign vocational qualifications?			
Yes	89	31.7	31.7
No	26	9.3	9.3
Do not know	166	59.1	59.1
Total	281	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	69	24.6	77.5
No	20	7.1	22.5
Not applicable	192	68.3	
Total	281	100.0	
03. Local qualifications provided better skills			
Yes	20	7.1	22.5
No	69	24.6	77.5
Not applicable	192	68.3	
Total	281	100.0	
04. Foreign qualifications greater in employment value			
Yes	68	24.2	76.4
No	21	7.5	23.6
Not applicable	192	68.3	
Total	281	100.0	
05. Local qualifications greater in employment value			
Yes	21	7.5	23.6
No	68	24.2	76.4
Not applicable	192	68.3	
Total	281	100.0	
06. Foreign vocational qualifications have more recognition			
Yes	68	24.2	76.4
No	21	7.5	23.6
Not applicable	192	68.3	
Total	281	100.0	
07. Local vocational qualifications have more recognition			
Yes	21	7.5	23.6
No	68	24.2	76.4
Not applicable	192	68.3	
Total	281	100.0	

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

Table 5.5.2

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

Categories	Frequency	Percentage	Valid Percentage
01. Is there a difference in value between local and foreign vocational qualifications?			
Yes	155	55.2	55.2
No	48	17.1	17.1
Do not know	78	27.8	27.8
Total	281	100.0	
02. If yes, foreign qualifications provided better skills			
Yes	107	38.1	69.0
No	48	17.1	31.0
Not applicable	126	44.8	
Total	281	100.0	
03. Local qualifications provided better skills			
Yes	48	17.1	31.0
No	107	38.1	69.0
Not applicable	126	44.8	
Total	281	100.0	
04. Foreign qualifications greater in employment value			
Yes	104	37.0	67.1
No	51	18.1	32.9
Not applicable	126	44.8	
Total	281	100.0	
05. Local qualifications greater in employment value			
Yes	51	18.1	32.9
No	104	37.0	67.1
Not applicable	126	44.8	
Total	281	100.0	
06. Foreign vocational qualifications have more recognition			
Yes	104	37.0	67.1
No	51	18.1	32.9
Not applicable	126	44.8	
Total	281	100.0	
07. Local vocational qualifications have more recognition			
Yes	50	17.8	32.3
No	105	37.4	67.7
Not applicable	126	44.8	
Total	281	100.0	

As regards the parents' perception of value differences between local and foreign vocational qualifications today, it is clear that a majority of parents (55%) perceived a difference, while only 17% did not perceive such a difference. On the other hand, 28% 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, a large proportion of parents stated that foreign vocational qualifications provide better skills (69%), have greater employment value (67%) and more recognition (67%) 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	116	65.2	65.2
No	22	12.4	12.4
Do not know	40	22.5	22.5
Total	178	100.0	
02. If yes, foreign qualifications higher in prestige			
Yes	92	51.7	79.3
No	24	13.5	20.7
Not applicable	62	34.8	
Total	178	100.0	
03. Local qualifications higher in prestige			
Yes	26	14.6	22.4
No	90	50.6	77.6
Not applicable	62	34.8	
Total	178	100.0	
04. Foreign qualifications greater in employment value			
Yes	89	50.0	76.7
No	27	15.2	23.3
Not applicable	62	34.8	
Total	178	100.0	
05. Local qualifications greater in employment value			
Yes	28	15.7	24.1
No	88	49.4	75.9
Not applicable	62	34.8	
Total	178	100.0	
06. Foreign Vocational qualifications have more recognition			
Yes	89	50.0	76.7
No	27	15.2	23.3
Not applicable	62	34.8	
Total	178	100.0	
07. Local vocational qualifications have more recognition			
Yes	27	15.2	23.3
No	89	50.0	76.7
Not applicable	62	34.8	
Total	178	100.0	

In reply to the question “is there a value difference between local and foreign vocational qualifications?”, 65% of youth stated ‘yes’ while only 12% said ‘no’. On the other hand, 23% of the youth said that they ‘do not know’ whether there is a value difference between local and foreign vocational qualifications (see *Table 5.5.3*).

When we look at the perceived reasons for the value differences, a significant proportion of youth stated that this is because foreign qualifications have a higher level of prestige (79%), greater employment value (77%) and more recognition (77%) compared with local vocational qualifications (see *Table 5.5.3*).

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

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

Table 5.6.1

Value Parents Attached to Vocational Qualifications (Past)

Categories	Frequency	Percent	Valid Percent
Very high	81	28.8	29.5
High	151	53.7	54.9
Low	40	14.2	14.5
Very low	3	1.1	1.1
Total	275	97.9	100.0
No idea	6	2.1	
Total	281	100.0	

As regards parents’ perceptions of value attached to vocational qualifications prior to economic liberalization, it is significant that 84% of parents perceived either a ‘very high’ (29%) or a ‘high’ (55%) value associated with vocational qualifications, while 15.5% perceived either a ‘low’ or a ‘very low’ value (1.1%) (see *Table 5.6.1*).

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

Table 5.6.2

Value Parents Attach to Vocational Qualifications (Present)

Categories	Frequency	Percent	Valid Percent
Very high	124	44.1	45.1
High	129	45.9	46.9
Low	20	7.1	7.3
Very low	2	0.7	0.7
Total	275	97.9	100.0
No idea	6	2.1	
Total	281	100.0	

When moving into the period after economic liberalization, one can see an increase in the proportion of parents (92%) who perceived either a ‘very high’ (45%) or a ‘high’ (47%) value attached to

vocational qualifications. (see *Table 5.6.2*) On the other hand, only 8% perceived either a 'very low' (1%) or 'low' (7%) value attached to vocational qualifications in general, during the post-economic liberalization period (see *Table 5.6.2*).

6.0 LIVELIHOODS

6.1 Parents' Aspirations and Expectations for their Livelihoods

6.1.1 Parents' Aspirations for their Livelihoods

Table 6.1.1.1

Aspirations for Livelihoods (Parents)

Categories	Frequency	Percent	Valid Percent
Executive, Managerial and Administrative	21	7.5	10.1
Professionals (A)	63	22.4	30.4
Professionals (B)	52	18.5	25.1
Technicians and Associate Professionals	2	0.7	1.0
Clerks	12	4.3	5.8
Travel, Restaurant and Sales Workers	7	2.5	3.4
Security Service Workers	10	3.6	4.8
Agricultural and Fisheries Workers	1	0.4	0.5
Craft and Related Workers (Skilled Workers)	7	2.5	3.4
Plant and Machine Operators and Assemblers	5	1.8	2.4
Elementary Occupations (Unskilled Labourers)	27	9.6	13.0
Total	207	73.7	100.0
No Aspirations	74	26.3	
Total	281	100.0	

Table 6.1.1.1 shows that a significant proportion of parents (22%) aspired to be professionals in 'Professionals (A)' areas, while 19% aspired to be professionals in 'Professionals (B)' areas. Furthermore, it is important to note that 26% of parents were without any particular occupational aspiration.

If one looks at the category of parents with livelihood aspirations, it is clear that 30% of parents aspired to livelihoods related to 'Professionals (A)' while 25% to 'Professionals (B)' category livelihoods (see *Table 6.1.1.1*).

Ethnic variations with regard to the above question are noteworthy. For instance, a large proportion of Tamil parents aspired to 'Professionals (A)' livelihoods (48%), while more Moor parents aspired to 'Professionals (B)' sector livelihoods (36%) and more Sinhala parents aspired to Executive, Managerial and Administrative sector livelihoods when they were young (14%) (see *Table 6.1.1.2*).

In relation to class, 70% of currently upper class parents aspired to 'Professionals (A)' livelihoods, while more upper middle class parents aspired to Executive, Managerial and Administrative related livelihoods (36%) and more middle class parents aspired to 'Professionals (B)' livelihoods (42.4%). On the other hand, more lower class parents aspired to elementary occupations (34%) when they were young (see *Table 6.1.1.2*).

Gender variations with regard to aspirations for livelihoods are important. For instance, more females aspired to 'Professionals (B)' sector livelihoods (37%), when compared with their male counterparts (11%) (see Table 6.1.1.2).

Table 6.1.1.2

What was your Aspiration Regarding Livelihood as a Youth? - by Ethnicity, Class and Gender (Parents) (%)

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Technicians	Clerks	Travel, Restaurant, Sales	Security Service	Agriculture/ Fisheries	Craft & Related	Plant & Machine Operators	Elementary Occupations
All groups	10.1	30.4	25.1	1.0	5.8	3.4	4.8	0.5	3.4	2.4	13.0
Ethnicity											
Sinhala	13.6	24.5	20.0	0.9	10.0	5.5	4.5	0.9	5.5	4.5	10.0
Tamil	6.4	44.7	25.5	2.1	2.1	2.1	-	-	-	-	17.0
Moor	6.0	30.0	36.0	-	-	-	10.0	-	2.0	-	16.0
Class											
Upper	17.4	69.6	8.7	-	4.3	-	-	-	-	-	-
Upper middle	36.4	40.9	18.2	4.5	-	-	-	-	-	-	-
Middle	6.1	24.2	42.4	-	10.6	-	10.6	1.5	1.5	1.5	1.5
Lower middle	3.8	25.0	21.2	1.9	7.7	7.7	1.9	-	7.7	1.9	21.2
Lower	6.8	20.5	15.9	-	-	6.8	4.5	-	4.5	6.8	34.1
Gender											
Male	14.4	25.8	11.3	2.1	9.3	3.1	9.3	1.0	5.2	4.1	14.4
Female	6.4	34.5	37.3	-	2.7	3.6	0.9	-	1.8	0.9	11.8

6.1.2 *Parents' Expectations for their Livelihoods*

Table 6.1.2.1

Expectations for Livelihoods (Parents)

Categories	Frequency	Percent	Valid Percent
Executive, Managerial and Administrative	11	3.9	6.3
Professionals (A)	30	10.7	17.0
Professionals (B)	23	8.2	13.1
Technicians and Associate Professionals	4	1.4	2.3
Clerks	27	9.6	15.3
Travel, Restaurant and Sales Workers	9	3.2	5.1
Security Service Workers	4	1.4	2.3
Craft and Related Workers (Skilled Workers)	7	2.5	4.0
Plant and Machine Operators and Assemblers	4	1.4	2.3
Elementary Occupations (Unskilled Labourers)	57	20.3	32.4
Total	176	62.6	100.0
No Expectations	105	37.4	
Total	281	100.0	

As regards expectations, one can see a gradual decrease of parents' expectations for 'Professionals (A)' occupations, compared to their other occupational aspirations (37% to 17%). On the other hand, 32% of the parents have expectations for elementary occupations such as transport and unskilled labour. Moreover, it is also important to note that there is an increase of the proportion of parents with no occupational expectations, i.e. 37%, when compared to their aspirations (26.3%).

Class and gender variations with regard to expectations for livelihoods are noteworthy. For instance, more upper class parents (80%) expect 'Professionals (A)' occupations, while more upper middle class parents expect Executive, Managerial and Administrative related occupations (33%) and more middle class parents expect 'Professionals (B)' occupations (25%). On the other hand, a clear proportion of lower middle (59%) and lower (58%) class parents expect elementary occupations (see Table 6.1.2.2).

Table 6.1.2.2

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

Categories	Class					Total
	Upper	Upper Middle	Middle	Lower Middle	Lower	
Executive, Managerial and Administrative	3	7		1		11
	27.3%	63.6%		9.1%		100.0%
	15.0%	33.3%		2.2%		6.3%
Professionals (A)	16	9	4	1		30
	53.3%	30.0%	13.3%	3.3%		100.0%
	80.0%	42.9%	7.1%	2.2%		17.0%
Professionals (B)		5	14	4		23
		21.7%	60.9%	17.4%		100.0%
		23.8%	25.0%	8.7%		13.1%
Technicians and Associate Professionals				3	1	4
				75.0%	25.0%	100.0%
				6.5%	3.0%	2.3%
Clerks			22	4	1	27
			81.5%	14.8%	3.7%	100.0%
			39.3%	8.7%	3.0%	15.3%
Travel, Restaurant and Sales Workers			2	3	4	9
			22.2%	33.3%	44.4%	100.0%
			3.6%	6.5%	12.1%	5.1%
Security Service Workers	1		3			4
	25.0%		75.0%			100.0%
	5.0%		5.4%			2.3%
Craft and Related Workers (Skilled Workers)				2	5	7
				28.6%	71.4%	100.0%
				4.3%	15.2%	4.0%
Plant and Machine Operators and Assemblers				1	3	4
				25.0%	75.0%	100.0%
				2.2%	9.1%	2.3%
Elementary Occupations (Unskilled Labourers)			11	27	19	57
			19.3%	47.4%	33.3%	100.0%
			19.6%	58.7%	57.6%	32.4%
Total	20	21	56	46	33	176
	11.4%	11.9%	31.8%	26.1%	18.8%	100.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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

6.2 Youths' Aspirations and Expectations for Livelihoods

6.2.1 Youths' Aspirations for Livelihoods

As for youths' aspirations for livelihoods, it is evident that a significant proportion of them (38%) aspire to 'Professionals (A)' occupations, while 20% aspire to Executive, Managerial and Administrative occupations and another 16% to 'Professionals (B)' occupations. Conversely, 10% of youth indicate no aspirations for a particular occupation. If one excludes youth with no aspirations for livelihoods, 42% aspire to 'Professionals (A)' occupations, while 22% to Executive, Managerial and Administrative occupations and another 18% to 'Professionals (B)' occupations. In other words, youth have high aspirations compared to their parents (see *Table 6.2.1.1*).

Table 6.2.1.1
Youths' Aspirations for Livelihoods

Categories	Frequency	Percent	Valid Percent
Executive, Managerial and Administrative	35	19.7	21.9
Professionals (A)	67	37.6	41.9
Professionals (B)	28	15.7	17.5
Technicians and Associate Professionals	5	2.8	3.1
Clerks	2	1.1	1.3
Travel, Restaurant and Sales Workers	10	5.6	6.3
Security Service Workers	4	2.2	2.5
Plant and Machine Operators and Assemblers	2	1.1	1.3
Elementary Occupations (Unskilled Labourers)	7	3.9	4.4
Total	160	89.9	100.0
No Aspirations	18	10.1	
Total	178	100.0	

Youths' aspirations for occupations vary according to class, gender and ethnicity. For instance, more upper (53%) and upper middle class youth (78%) aspire to Executive, Managerial and Administrative occupations, while more lower middle (50%) and middle class youth (52%) aspire to 'Professionals (A)' occupations (see *Table 6.2.1.2*).

As for ethnicity, more Sinhala youth aspire to Executive, Managerial and Administrative occupations (31%), while Tamil (57%) and Moor youth (63%) aspire to 'Professionals (A)' occupations (see *Table 6.2.1.2*).

As for gender, more males aspire to 'Professionals (A)' (48%) occupations, compared to their female counterparts, and more females aspire to 'Professionals (B)' occupations (26%) (see *Table 6.2.1.2*).

Table 6.2.1.2

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

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Technicians	Clerks	Travel, Restaurant, Sales	Security Service	Plant & Machine Operators	Elementary Occupations
All groups	21.9	41.9	17.5	3.1	1.3	6.3	2.5	1.3	4.4
Ethnicity									
Sinhala	30.5	24.4	15.9	4.9	2.4	11.0	3.7	2.4	4.9
Tamil	13.5	56.8	27.0	-	-	-	-	-	2.7
Moor	12.2	63.4	12.2	2.4	-	2.4	2.4	-	4.9
Class									
Upper	52.6	36.8	10.5	-	-	-	-	-	-
Upper middle	77.8	22.2	-	-	-	-	-	-	-
Middle	9.5	52.4	19.0	4.8	-	14.3	-	-	-
Lower middle	2.4	50.0	21.4	2.4	2.4	-	4.8	2.4	14.3
Lower	15.4	33.3	23.1	5.1	2.6	10.3	5.1	2.6	2.6
Gender									
Male	24.7	47.9	6.8	2.7	-	6.8	4.1	2.7	4.1
Female	19.5	36.8	26.4	3.4	2.3	5.7	1.1	-	4.6

Youths' aspirations for occupations do not vary according to age and current activity status.

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	87	48.9	55.1
No	71	39.9	44.9
Total	158	88.8	100.0
Not applicable	20	11.2	
Total	178	100.0	

When questioned as to whether 'they have sufficient means to realize their occupational aspirations', a majority of youth answered affirmatively (55%), while 45% answered in the negative (see *Table 6.2.2.1*).

Class variations in relation to the above question are noteworthy. For instance, more upper (100%), upper middle (94%) and middle class youth (71%) stated that they have sufficient means to realize their occupational aspirations compared to lower middle (29%) and lower class youth (28%) (see *Table 6.2.2.2*).

Table 6.2.2.2

Do you have Sufficient Means to Realize your Aspirations for Livelihoods? - by Class, Ethnicity and Current Activity Status (Youth) (%)

Groups	Yes	No
All groups	55.1	44.9
Class		
Upper	100.0	-
Upper middle	93.8	6.3
Middle	71.4	28.6
Lower middle	28.6	71.4
Lower	28.2	71.8
Ethnicity		
Sinhala	67.5	32.5
Tamil	37.8	62.2
Moor	46.3	53.7
Current activity		
Still schooling	89.3	10.7
Employed	46.5	53.5
Unemployed	48.3	51.7

As regards ethnicity, a large proportion of Sinhala youth (68%) stated that they have sufficient means to realize their occupational aspirations compared to Tamil (38%) and Moor youth (46%) (see *Table 6.2.2.2*).

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 (48%) and employed youth (47%) (see *Table 6.2.2.2*).

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	11	6.2	15.3
Social/Cultural	11	6.2	15.3
Aptitude	45	25.3	62.5
Political	2	1.1	2.8
Other	3	1.7	4.2
Total	72	40.4	100.0
Not Applicable	106	59.6	
Total	178	100.0	

In reply to the question as to 'why youth cannot realize their occupational aspirations' a majority of youth stated that it was due to lack of aptitude (63%), while 15% mentioned that it was due to economic constraints and another 15% attributed it to social and cultural reasons (see *Table 6.2.3*).

6.2.4 Youths' Expectations for Livelihoods

Table 6.2.4.1

Youths' Expectations for Livelihoods

Categories	Frequency	Percent	Valid Percent
Executive, Managerial and Administrative	29	16.3	19.7
Professionals (A)	35	19.7	23.8
Professionals (B)	27	15.2	18.4
Technicians and Associate Professionals	8	4.5	5.4
Clerks	5	2.8	3.4
Travel, Restaurant and Sales Workers	10	5.6	6.8
Security Service Workers	1	0.6	0.7
Agricultural and Fisheries Workers	1	0.6	0.7
Craft and Related Workers (Skilled Workers)	4	2.2	2.7
Plant and Machine Operators and Assemblers	2	1.1	1.4
Elementary Occupations (Unskilled Labourers)	25	14.0	17.0
Total	147	82.6	100.0
No Expectation	31	17.4	
Total	178	100.0	

After discussing why some youth cannot realize their occupational aspirations, when one looks at youths' expectations, it is significant that 20% of the youth interviewed expect 'Professionals (A)' category jobs, while 16% expect occupations in Executive, Managerial and Administrative areas. Furthermore, 15% of youth expect 'Professionals (B)' occupations. On the other hand, it is important to note that the proportion of youth with no expectations for occupations is 17% compared to the proportion of youth who had no occupational aspirations (10%) (see *Table 6.2.4.1*).

When youth with occupational expectations are taken together, it is clear that 24% of them expect to work in 'Professionals (A)' occupations, while 20% expect to work in Executive, Managerial and Administrative occupations (see *Table 6.2.4.1*).

In relation to class, a clear proportion of upper (50% and 39% respectively) and upper middle (75% and 25% respectively) class youth expect Executive, Managerial and Administrative occupations and 'Professionals (A)' occupations compared to youth of other classes (see *Table 6.2.4.2*).

As for gender, more males expect 'Professionals (A)' occupations (29%) while more females expect 'Professionals (B)' occupations (26%) (see *Table 6.2.4.2*).

Table 6.2.4.2

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

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Technicians	Clerks	Travel, Restaurant, Sales	Security Service	Agriculture/ Fisheries	Craft & Related	Plant & Machine Operators	Elementary Occupations
All groups	19.7	23.8	18.4	5.4	3.4	6.8	0.7	0.7	2.7	1.4	17.0
Class											
Upper	50.0	38.9	11.1	-	-	-	-	-	-	-	-
Upper middle	75.0	25.0	-	-	-	-	-	-	-	-	-
Middle	10.3	33.3	23.1	12.8	2.6	12.8	-	-	-	-	5.1
Lower middle	7.7	17.9	17.9	2.6	10.3	2.6	2.6	-	5.1	-	33.3
Lower	2.6	11.4	25.7	5.7	-	11.4	-	2.9	5.7	5.7	28.6
Gender											
Male	20.3	29.0	10.1	5.8	2.9	10.1	1.4	-	4.3	2.9	13.0
Female	19.2	19.2	25.6	5.1	3.8	3.8	-	1.3	1.3	-	20.5

There are no clear variations in youth expectations for livelihood, age, ethnicity 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

It is evident from *Table 6.3.1.1*, that a majority of parents had high occupational aspirations for the selected child. While 42% of the parents aspired to 'Professionals (A)' occupations for their children, 13% aspired to 'Professionals (B)' category occupations. Only 4% of the parents aspired to elementary occupations for their children. It is also noteworthy that 14% of parents had no occupational aspirations for the child selected for the interview.

Table 6.3.1.1

Parents' Livelihood Aspirations for their Children

Categories	Frequency	Percent	Valid Percent
Executive, Managerial and Administrative	32	11.4	13.3
Professionals (A)	119	42.3	49.4
Professionals (B)	37	13.2	15.4
Technicians and Associate Professionals	1	.4	.4
Clerks	27	9.6	11.2
Travel, Restaurant and Sales Workers	2	0.7	0.8
Craft and Related Workers (Skilled Workers)	7	2.5	2.9
Plant and Machine Operators and Assemblers	5	1.8	2.1
Elementary Occupations (Unskilled Labourers)	11	3.9	4.6
Total	241	85.8	100.0
No Aspirations	40	14.2	
Total	281	100.0	

When we look at parents with occupational aspirations for the child separately, it is significant that about 49% of them aspired to 'Professionals (A)' category jobs for their selected child, while 15% aspired to 'Professionals (B)' occupations. In other words, their overall aspirations are very high.

Class variations with regard to occupational aspirations for the child selected for the interview are significant. For example, more middle class parents (73%) aspired to 'Professionals (A)' occupations, while more upper (44%) and upper middle (59%) class parents aspired to Executive, Managerial and Administrative occupations for their child selected for the interview (see *Table 6.3.1.2*).

Table 6.3.1.2

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

Categories	Class					Total
	Upper	Upper Middle	Middle	Lower Middle	Lower	
Executive, Managerial and Administrative	10	13	5	1	3	32
	43.5%	59.1%	7.1%	1.5%	4.9%	13.3%
Professionals (A)	12	6	51	29	21	119
	52.2%	27.3%	72.9%	44.6%	34.4%	49.4%
Professionals (B)	1	3	7	12	14	37
	4.3%	13.6%	10.0%	18.5%	23.0%	15.4%
Technicians and Associate Professionals				1		1
				1.5%		0.4%
Clerks			6	11	10	27
			8.6%	16.9%	16.4%	11.2%
Travel, Restaurant and Sales Workers			1		1	2
			1.4%		1.6%	0.8%
Craft and Related Workers (Skilled Workers)				3	4	7
				4.6%	6.6%	2.9%
Plant and Machine Operators and Assemblers					5	5
					8.2%	2.1%
Elementary Occupations (Unskilled Labourers)				8	3	11
				12.3%	4.9%	4.6%
Total	23	22	70	65	61	241
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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

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

When we look at parents' expectations regarding livelihoods for their children, it becomes evident that 22% of parents expect 'Professionals (A)' category occupations, while another 13% of them expect elementary occupations. It is important to note that 23% of parents do not have any particular occupational expectation for their children (see *Table 6.3.2.1*).

Table 6.3.2.1
Expectations for Livelihoods for the Selected Child (Parents)

Categories	Frequency	Percent	Valid Percent
Executive, Managerial and Administrative	31	11.0	14.3
Professionals (A)	62	22.1	28.6
Professionals (B)	33	11.7	15.2
Technicians and Associate Professionals	8	2.8	3.7
Clerks	25	8.9	11.5
Travel, Restaurant and Sales Workers	7	2.5	3.2
Security Service Workers	1	0.4	0.5
Agricultural and Fisheries Workers	1	0.4	0.5
Craft and Related Workers (Skilled Workers)	9	3.2	4.1
Plant and Machine Operators and Assemblers	5	1.8	2.3
Elementary Occupations (Unskilled Labourers)	35	12.5	16.1
Total	217	77.2	100.0
No Expectations	64	22.8	
Total	281	100.0	

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

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

Categories	Class					Total
	Upper	Upper Middle	Middle	Lower Middle	Lower	
Executive, Managerial and Administrative	12	11	4	1	3	31
	54.5%	61.1%	6.3%	1.7%	5.6%	14.3%
Professionals (A)	9	4	35	7	7	62
	40.9%	22.2%	54.7%	11.9%	13.0%	28.6%
Professionals (B)	1	3	8	15	6	33
	4.5%	16.7%	12.5%	25.4%	11.1%	15.2%
Technicians and Associate Professionals			3	4	1	8
			4.7%	6.8%	1.9%	3.7%
Clerks			6	10	9	25
			9.4%	16.9%	16.7%	11.5%
Travel, Restaurant and Sales Workers			2		5	7
			3.1%		9.3%	3.2%
Security Service Workers				1		1
				1.7%		0.5%
Agricultural and Fisheries Workers				1		1
				1.7%		0.5%
Craft and Related Workers (Skilled Workers)				3	6	9
				5.1%	11.1%	4.1%
Plant and Machine Operators and Assemblers					5	5
					9.3%	2.3%
Elementary Occupations (Unskilled Labourers)			6	17	12	35
			9.4%	28.8%	22.2%	16.1%
Total	22	18	64	59	54	217
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

When we look at the data disaggregated by class, some interesting patterns emerge. For instance, more upper (55%) and upper middle class parents (61%) expect their children to do Executive, Managerial and Administrative category occupations, while more middle class parents expect their children to do 'Professionals (A)' category occupations (55%) (see *Table 6.3.2.2*).

Finally, there are no age, gender and ethnic variations 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 Parent's 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	144	51.2	67.3
Unorganized Private Sector (Informal Sector)	7	2.5	3.3
Organized Private Sector (Sri Lankan)	18	6.4	8.4
Organized Private Sector (Foreign/Joint Venture)	29	10.3	13.6
Self-employment	13	4.6	6.1
Overseas	3	1.1	1.4
Total	214	76.2	100.0
Not Applicable	67	23.8	
Total	281	100.0	

It is evident from *Table 6.4.1.1* that nearly 76% of parents had aspirations for a particular sector of employment, while 24% of parents did not indicate any such aspirations. Furthermore, when one looks at parents with aspirations for a particular sector of employment, it is significant that the vast majority of parents (67%) aspire to government sector employment, and only 14% aspired to work in the foreign/joint venture organized private sector.

Class variations regarding the above are also significant. 97% of presently middle class parents had aspirations to work in the government sector, compared to parents of other classes (see *Table 6.4.1.2*). In other words, aspirations have been influenced by their class position to a considerable extent.

Table 6.4.1.2

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

Categories	Class of the respondent					Total
	Upper	Upper middle	Middle	Lower middle	Lower	
Government Sector	15	7	62	32	28	144
	65.2%	30.4%	96.9%	62.7%	52.8%	67.3%
Unorganized Private Sector (Informal Sector)	3				4	7
	13.0%				7.5%	3.3%
Organized Private Sector (Sri Lankan)	2	6	1	4	5	18
	8.7%	26.1%	1.6%	7.8%	9.4%	8.4%
Organized Private Sector (Foreign/Joint Venture)	1	6		13	9	29
	4.3%	26.1%		25.5%	17.0%	13.6%
Self-employment	2	2	1	2	6	13
	8.7%	8.7%	1.6%	3.9%	11.3%	6.1%
Overseas		2			1	3
		8.7%			1.9%	1.4%
Total	23	23	64	51	53	214
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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

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

Table 6.4.2.1

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

Categories	Frequency	Percent	Valid Percent
Government Sector	77	27.4	42.5
Unorganized Private Sector (Informal Sector)	18	6.4	9.9
Organized Private Sector (Sri Lankan)	32	11.4	17.7
Organized Private Sector (Foreign/Joint Venture)	39	13.9	21.5
Self-employment	11	3.9	6.1
Overseas	4	1.4	2.2
Total	181	64.4	100.0
Not applicable	100	35.6	
Total	281	100.0	

When it comes to parents' expectations regarding the sector of employment, the proportion of parents with no particular expectations for a preferred sector of employment reaches 36%, compared to 24% with no aspirations. When one looks at parents with expectations regarding the preferred sector of employment, 43% of them expect to work in the government sector, while 22% of parents expect to work in the foreign/joint venture organized private sector and another 18% in the locally organized private sector (see *Table 6.4.2.1*).

Ethnic variations with regard to the above question are important to note. For instance, more Sinhala parents expect government sector occupations (48%), while more Tamil parents (31%) expect

occupations in the locally organized private sector and more Moor parents expect foreign/joint venture organized private sector occupations (37%) (see *Table 6.4.2.2*).

Table 6.4.2.2

What was the Sector in which you Preferred to be Employed? - by Ethnicity and Class (Expectations) – Parents (%)

Groups	Government Sector	Unorganized Private Sector	Organized Private Sector (S.L)	Organized Private Sector (Foreign/Joint Venture)	Self-employment	Overseas
All groups	42.5	9.9	17.7	21.5	6.1	2.2
Ethnicity						
Sinhala	47.5	11.1	15.2	16.2	7.1	3.0
Tamil	41.0	7.7	30.8	17.9	2.6	-
Moor	32.6	9.3	11.6	37.2	7.0	2.3
Class						
Upper	65.2	4.3	21.7	4.3	4.3	-
Upper middle	15.8	5.3	31.6	36.8	5.3	5.3
Middle	68.4	3.5	3.5	19.3	3.5	1.8
Lower middle	21.7	15.2	26.1	37.0	-	-
Lower	27.8	19.4	19.4	8.3	19.4	5.6

Class variations with regard to the above question are noteworthy. For instance, more upper class (65%) and middle class parents (68%) expected to work in the government sector, while more upper middle (37%) and lower middle class parents (37%) expected foreign/joint venture organized private sector employment when they were young (see *Table 6.4.2.2*). In other words, parents' own expectations have also been influenced by their class position.

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

6.4.3 Youths' Aspirations Regarding the Sector of Employment

Table 6.4.3.1

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

Categories	Frequency	Percent	Valid Percent
Government Sector	79	44.4	48.8
Unorganized Private Sector (Informal Sector)	2	1.1	1.2
Organized Private Sector (Sri Lankan)	54	30.3	33.3
Organized Private Sector (Foreign/Joint Venture)	11	6.2	6.8
Self-employment	9	5.1	5.6
Overseas	6	3.4	3.7
NGOs	1	0.6	0.6
Total	162	91.0	100.0
No Aspirations	16	9.0	
Total	178	100.0	

Looking at the data on youths' aspirations for the preferred sector of employment, it is evident that 44% of youth aspired to government sector employment, while only 30% aspired to employment in the locally organized private sector. On the other hand, only 9% of youth did not have any aspiration for a particular sector of employment (see *Table 6.4.3.1*).

When youth with aspirations for a particular sector are taken together, it is notable that 49% of them aspire to work in the government sector, while 33% prefer to work in the locally organized private sector.

In relation to class, a large proportion of lower (65%), lower middle (61%) and middle class youth (61%) aspire to government sector employment, while more upper (71%) and upper middle class youth (67%) aspire to work in the locally organized private sector (see *Table 6.4.3.2*).

Table 6.4.3.2

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

Groups	Government Sector	Unorganized Private Sector	Organized Private Sector (S.L)	Organized Private Sector (Foreign)	Self-employment	Overseas	NGOs
All groups	48.8	1.2	33.3	6.8	5.6	3.7	0.6
Ethnicity							
Sinhala	34.1	2.4	36.5	9.4	10.6	5.9	1.2
Tamil	69.4	-	25.0	2.8	-	2.8	-
Moor	61.0	-	34.1	4.9	-	-	-
Class							
Upper	14.3	-	71.4	4.8	-	9.5	-
Upper middle	4.8	-	66.7	4.8	9.5	9.5	4.8
Middle	61.9	-	19.0	7.1	9.5	2.4	-
Lower middle	61.0	2.4	22.0	14.6	-	-	-
Lower	64.9	2.7	21.6	-	8.1	2.7	-

As for ethnicity, a large proportion of Tamil (69%) and Moor youth (61%) aspire to government employment compared to Sinhala youth (34%) (see *Table 6.4.3.2*).

There are no clear variations across age and gender 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 38% of them expect to work in the locally organized private sector, while another 21% expect to work in the government sector. Furthermore, youth with no expressed expectation regarding the preferred sector of employment constitute about 11%, 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	37	20.8	23.4
Unorganized Private Sector (Informal Sector)	5	2.8	3.2
Organized Private Sector (Sri Lankan)	67	37.6	42.4
Organized Private Sector (Foreign/Joint Venture)	27	15.2	17.1
Self-employment	17	9.6	10.8
Overseas	5	2.8	3.2
Total	158	88.8	100.0
No Expectations	20	11.2	
Total	178	100.0	

When youth with expectations for a preferred sector of employment are taken together, it is significant that 42% of them expect to work in locally organized private sector, while 23% have expectations to work in government sector employment and another 17% in the foreign/joint venture organized private sector (see *Table 6.4.4.1*).

Class, gender and current activity status variations with regard to youth expectations for a preferred sector of employment are also noteworthy. For example, more upper (67%) and upper middle class youth (68%) expect to work in locally organized private sector, while more middle class youth expect to work in the government sector (46%). On the other hand, a clear proportion of lower class youth have expectations for self-employment (see *Table 6.4.4.2*).

Table 6.4.4.2
What is the Sector in which you Prefer to be Employed? - by Class, Gender and Current Activity Status (Expectations) –Youth (%)

Groups	Government Sector	Unorganized Private Sector	Organized Private Sector (S.L)	Organized Private Sector (Foreign)	Self-Employment	Overseas
All groups	23.4	3.2	42.4	17.1	10.8	3.2
Class						
Upper	14.3	-	66.7	4.8	4.8	9.5
Upper middle	5.3	-	68.4	5.3	10.5	10.5
Middle	46.3	4.9	24.4	12.2	12.2	-
Lower middle	14.6	2.4	46.3	34.1	2.4	-
Lower	22.2	5.6	30.6	16.7	22.2	2.8
Gender						
Male	25.7	4.1	39.2	13.5	14.9	2.7
Female	21.4	2.4	45.2	20.2	7.1	3.6
Current activity						
Still schooling	48.1	7.4	29.6	3.7	7.4	3.7
Employed	13.0	4.3	47.8	17.4	10.9	6.5
Unemployed	21.2	1.2	43.5	21.2	11.8	1.2

As for gender, 21% of females expect to work in the government sector, as against their male counterparts (26%) (see *Table 6.4.4.2*).

Current activity status with regard to youth expectations regarding the preferred sector of employment indicates that 48% of currently schooling youth expect to work in the government sector, compared to unemployed (21%) and employed youth (13%) (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.

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

7.0 THIMBIRIGASYAYA LOCATION SUMMARY

1. Urban Location Background

Thimbirigasyaya, is a multi ethnic urban area within the Colombo Municipal Council limits. With regard to livelihood activities, one can see that there are people engaged in different types of livelihoods, ranging from daily paid labourers to company directors. It is important to note, that there are many more facilities such as hospitals, banks, schools (private, international and government), recreational and other facilities provided by private as well as government sectors that are available to the residents in this location, compared to other locations. However, access to these places could vary according to the class positions of the population in this area.

2. Socio-economic Characteristics of the Sample Population

In relation to gender, there are more females in the sample population (52%) compared to their male counterparts, who constitute 48%.

It is important to note that nearly 42% of the household population belong to youth in the age category of 16-30. It is also evident from the data that 54% of the sample population are not married.

With regard to educational attainment of the sample population, it is clear that a majority of household members have completed their post-primary education (47%). Nearly 26% of household members have O/L, while 5% have A/L qualifications. Furthermore, 2% of household members have university degrees.

In relation to the livelihood structure of the sample population, it is noteworthy that there is a relationship between class and livelihood structure. For instance, more lower class household members are engaged in elementary occupations (31%), while more upper class household members are engaged in Executive, Managerial and Administrative positions (29%). On the other hand, more upper middle class household members are engaged in 'Professionals (A)' (19%) and 'Professionals (B)' (36%) category occupations.

It is noteworthy that 20% of household members are unemployed. Furthermore, unemployment among females (26.3%) is considerably higher, when compared to their male counterparts (16.2%). With regard to age, unemployment is the highest in the age cohort of 16-20 years (nearly 73%).

Income of the sample population shows that the upper and upper middle class household members earn a monthly income of Rs. 25,000 or more, while more middle class household members earn a monthly income of Rs. 5001-8000.

3. Education

3.1 Educational Attainment of Parents and Youth

With regard to educational attainment of parents and youth, it is significant that a majority of parents (51%) have post-primary level education, while nearly 22% of parents have O/L and only 6% have A/L qualifications. As for youth educational attainment, one can see a huge increase in the proportion of youth with O/L and A/L qualifications (37% and 15% respectively) compared to their parents.

When it comes to higher education, nearly 10% of youth had obtained university degrees from local and foreign universities, while 8% of the parents in the sample had a university education.

3.2 Aspirations and Expectations for Education

3.2.1 Parents' aspirations and expectations for education

The majority of parents aspired to university education (42%), while another 37% to O/L education. Gender variations in relation to aspirations for education are noteworthy. A clear proportion of females aspired to O/L education (42%), while more males aspired to university education (46%).

When it comes to parents' expectations for education, the proportion of parents who had expectations for primary education increased further (6% to 38%), while expectations for university education (42% to 10%) decreased.

3.2.2 Youths' aspirations and expectations for education

It is significant that nearly 55% of the youth interviewed aspired to university education, while the rest aspired to A/L (32%) and O/L education (12%). In other words, the majority of youth have high aspirations for university education.

Class variations with regard to youth aspirations for education are noteworthy. Most of the upper (96%) and upper middle class youth (96%) aspired to university education compared to lower middle (27%) and lower class (27%) youth. Furthermore, 57% of lower middle class and 43% of lower class youth aspired to A/L education.

With regard to whether youth have sufficient means to realize their educational aspirations, a majority of youth stated that they have sufficient means to do so (56%), while 44% stated that they did not have sufficient means, mainly due to aptitude reasons (69%).

With reference to youth expectations for education, a majority of youth had expectations for university education (40%), even though the proportion is fairly low compared with youth aspirations (55%). Furthermore, expectations for O/L education have increased when compared to educational aspirations (12% to 32%).

Most of the upper (91%) and upper middle class youth (90%) had expectations for university education, compared to lower middle (9.1%) and lower class youth (10%). On the other hand, a clear proportion of lower middle (64%) and lower class youth (57%) had expectations for O/L education.

4. Aspirations and Expectations for Professional Qualifications

4.1 Parents' Aspirations for Professional Qualifications

Nearly 80% of parents did not have any aspirations for professional education when they were young, while only 20% of parents had professional education aspirations. Of those parents who had any aspirations for professional education (excluding the 80% of parents with no professional education aspiration) 22% of parents equally aspired to Accountancy and Engineering professional qualifications, while another 18% equally aspired to the Attorney-at-Law and MBBS (Bachelor of Medicine and Bachelor of Science) qualifications.

In relation to class, a large proportion of parents who presently belong to the upper and upper middle class, aspire to the MBBS (46.2%) and Engineering professional qualifications (42%), while more middle class parents aspire to Accountancy (38%) and Attorney-at-Law professional qualifications (29%).

As regards the expectations of parents for professional qualifications when they were young, it is significant that the percentage of parents with 'no professional expectation' increased further from 80% to 93% when compared to their aspirations. However, in relation to only parents with expectations for professional education, 26% of parents had expectations for Accountancy related professional qualifications, while 21% had expectations for the MBBS qualifications.

4.2 Youths' Aspirations and Expectations for Professional Qualifications

With regard to youth aspirations for professional qualifications, it is clear that there are more youth with aspirations for professional qualifications (44%) when compared to their parents (20%). In relation to only youth with professional education aspirations, 25% aspire to Management and Accountancy professional qualifications, followed by 24% of youth to a MBBS qualification. Furthermore, 13% of youth aspire to Marketing related professional qualifications. In other words, the majority of youth aspire to Accountancy, Management and Marketing related qualifications. It is also important to note that nearly 9% of youth aspire to IT professional qualifications (Software and Hardware Engineers, Web Page Designers etc).

With regard to whether youth have sufficient means to realize their professional aspirations, a majority of youth stated (29%) that they do not have sufficient means to realize their educational aspirations, mainly due to aptitude (74%) reasons. On the other hand, 71% of youth stated that they have sufficient means to realize their educational aspirations.

As to the question of expectations for professional qualifications, it is understandable that the proportion of youth with no expectations for professional qualifications increased upto 71% compared to no aspirations for professional education qualifications (56%), owing to the reasons discussed earlier. On the other hand, a majority of youth had expectations for Management and Accounting qualifications (48%), and for a MBBS qualification (19%).

5. Aspirations of Parents and Youth for Vocational Qualifications

5.1 Parents' Aspirations and Expectations for Vocational Qualifications

A majority of parents (56%) did not have any aspiration for vocational education when they were young, whereas only 44% had aspirations for vocational education. Moreover, with regard to the type of qualification, 24% of parents aspired to tailoring/dressmaking and 4% to driving qualifications. However, when we look only at parents with aspiration for vocational education, it is clear that 53% of parents aspired to a tailoring/dressmaking related qualification and 9% to a driving qualification.

As for gender, it is significant that 79% of females aspired to dressmaking related qualifications as against their male counterparts. On the other hand, more males aspired to driving and motor mechanics courses.

As regards parents' expectations for vocational qualifications, 61% of parents had no expectations for vocational qualifications, while only 39% had any expectation for such qualifications. With regard to the expected area of vocational qualification, 17% had expectations to obtain training in tailoring/dressmaking, 6% in motor mechanics and 4% in driving related qualifications. Furthermore, by considering parents with expectations for vocational qualifications when they were young, it is evident that 45% of parents expected to have a tailoring/dressmaking qualification, while another 16% a motor mechanics and 10% a driving qualification.

Gender variations with regard to expectation for vocational qualifications are noteworthy. 67% of mothers had expectations to obtain tailoring (dressmaking) related qualifications compared to fathers (3%). On the other hand, more fathers expected driving qualifications.

5.2 Youths' Aspirations and Expectations for Vocational Qualifications

A majority of youth aspired to computer related qualifications (42%), while 6% to dressmaking/tailoring qualifications. On the other hand, only 30% of youth had no aspirations for vocational qualifications. If we consider only youth with aspirations for vocational qualifications, by excluding the youth without any vocational qualification aspirations from the analysis, it is clear that 61% of youth aspired to computer related qualifications on the one hand, and motor mechanic (10%) and dressmaking/tailoring (10%) qualifications on the other.

Class, ethnicity and current activity status variations with regard to aspirations for vocational qualifications are noteworthy. More middle class youth aspired to computer related vocational qualifications (87%), compared to other classes.

With regard to whether youth have sufficient means to realize their vocational aspirations, 84% of youth with vocational aspirations stated that they have sufficient means to realize them, while only 16% of youth stated they didn't have sufficient means, mainly due to economic reasons.

6. Aspirations and Expectations of Parents and Youth for Livelihoods

6.1 Parents' Aspirations and Expectations for Livelihoods

A majority of parents (22%) aspired to be professionals in the 'Professionals (A)' category, while 19% aspired to be Professionals in the '(B)' area. Furthermore, it is important to note that 26% of parents were without any particular occupational aspiration.

If one looks at the category of parents with livelihood aspirations, it is clear that 30% of parents aspired to livelihoods related to the 'Professionals (A)' category and 25% to the 'Professionals (B)' category.

In relation to class, 70% of currently upper class parents aspired to 'Professionals (A)' livelihoods, while more upper middle class parents aspired to Executive, Managerial and Administrative related livelihoods (36%) and more middle class parents aspired to 'Professionals (B)' livelihoods (42.4%). On the other hand, more lower class parents aspired to elementary occupations (34%) when they were young.

As regards expectations, one can see a gradual decrease of parents' expectations for 'Professionals (A)' occupations, compared to their other occupational aspirations (37% to 17%). On the other hand, 32% of the parents have expectations for elementary occupations such as transport and unskilled labour. Moreover, it is also important to note that there is an increase of the proportion of parents with no occupational expectations, i.e. 37%, when compared to their aspirations (26.3%).

Class and gender variations with regard to expectations for livelihoods are noteworthy. For instance, more upper class parents (80%) expect 'Professionals (A)' occupations, while more upper middle class parents have expectations for Executive, Managerial and Administrative related occupations (32%), and more middle class parents have expectations for 'Professionals (B)' occupations (25%). On the other hand, a clear proportion of lower middle (59%) and lower (58%) class parents have expectations for elementary occupations.

6.2 Youths' Aspirations and Expectations for Livelihoods

As for youths' aspirations for livelihoods, it is evident that a significant proportion of them (38%) aspire to 'Professionals (A)' occupations, while 20% aspire to Executive, Managerial and Administrative occupations and another 16% to 'Professionals (B)' occupations. Conversely, 10% of youth indicate that they have no aspirations for a particular occupation. If one excludes youth with no aspirations for livelihoods, 42% aspire to 'Professionals (A)' occupations, while 22% to 'Executive, Managerial and Administrative' occupations and another 18% to 'Professionals (B)' occupations. In other words, youth have high aspirations compared to their parents.

As for class, more upper (53%) and upper middle class youth (78%) aspire to Executive, Managerial and Administrative occupations, while more lower middle (50%) and middle class youth (52%) aspire to 'Professionals (A)' occupations.

With regard to whether youth have sufficient means to realize their livelihood aspirations, 55% of youth with livelihood aspirations, stated that they do not have sufficient means to realize their educational aspirations, mainly due to aptitude reasons, while 45% of youth stated that they have sufficient means to do so.

When it comes to youth expectations, it is significant that 20% of the youth interviewed expect 'Professionals (A)' category jobs, while 16% expect occupations in the Executive, Managerial and Administrative category. Furthermore, 15% of youth expect 'Professionals (B)' occupations. On the other hand, it is important to note that the proportion of youth with no expectations for occupation is 17%, compared to the proportion of youth who had no occupational aspirations (10%).

When youth with occupational expectations are taken together, it is clear that 24% of them expect to work in 'Professionals (A)' occupations, while 20% expect to work in Executive, Managerial and Administrative occupations.

In relation to class, a clear proportion of upper (50% and 39% respectively) and upper middle (75% and 25% respectively) class youth expect Executive, Managerial and 'Professionals (A)' occupations, compared to youth of other classes.

7. Preferred Sector of Employment

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

76% of parents had aspirations for a particular sector of employment, while 24% of parents did not indicate any such aspirations. Furthermore, when one looks at parents with aspirations for a particular sector of employment, it is significant that the vast majority of parents (67%) aspired to government sector employment, and only 14% aspired to work in the foreign/joint venture organized private sector.

Class variations in the above regard are also significant. 97% of the middle class parents had aspirations to work in the government sector, compared to parents belonging to other classes. In other words, aspirations have been influenced by their class position to a considerable extent.

When it comes to parents' expectations regarding the sector of employment, the proportion of parents with no particular expectations for a preferred sector of employment reaches 36%, compared to 24% with no aspirations. When one looks at parents with expectations regarding the preferred sector of employment, 43% of them expect to work in the government sector, while 22% of parents expect to

work in the foreign/joint venture organized private sector, and another 18% in the locally organized private sector.

7.2 Youths' Aspirations for a Preferred Sector of Employment

It is evident that 44% of youth aspired to government sector employment, while only 30% aspired to employment in the locally organized private sector. On the other hand, only 9% of youth did not have any aspiration for a particular sector of employment.

When youth with aspirations for a particular sector are taken together, it is notable that 49% of them aspire to work in the government sector, while 33% aspire to work in the locally organized private sector.

In relation to class, a majority of lower (65%), lower middle (61%) and middle class youth (61%) aspire to government sector employment, while more upper (71%) and upper middle class youth (67%) aspire to employment in the locally organized private sector.

As regards youth expectations for a preferred sector of employment, it is evident that nearly 38% of them expect to work in the locally organized private sector, while another 21% expect to work in the government sector. Furthermore, youth with no expressed expectation regarding a preferred sector of employment, constitute about 11%, a slightly higher percentage than that for aspirations.

When youth with expectations for a preferred sector of employment are taken together, it is significant that 42% of them expect to work in the locally organized private sector, while 23% expect to work in government sector employment and another 17% in the foreign/joint venture organized private sector.

More upper (67%) and upper middle class youth (68%) expect to work in the locally organized private sector, while more middle class youth expect to work in the government sector (46%). On the other hand, a significant proportion of lower class youth have expectations for self-employment.

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