

# Globalisation Qualifications and Livelihoods



INSTITUTE OF  
EDUCATION  
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Zimbabwe

University of Colombo,  
Sri Lanka

University of Zhejiang,  
PRC

## Report Number 9

Youth Aspirations and Expectations in  
Lanka following Economic  
Liberalisation

Location Study 5 Hambegamuwa,

N.Fernando and S.T.Hettige

SCHOOL OF  
Lifelong  
Education &  
International  
Development

## Preface

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

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

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

Research Report no 9, 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 Hambegamuwa, a Sinhala Buddhist village in the Uva Province.

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

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April 2005

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## Abbreviations

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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>
KM	<i>Kilo Metre</i>
MBBS	<i>Bachelor of Medicine and Bachelor of Science</i>
NGO	<i>Non Governmental Organization</i>
RS	<i>Rupees</i>
SL	<i>Sri Lanka</i>

## LOCATION STUDY 05 - HAMBEGAMUWA

### 1.0 INTRODUCTION

Hambegamuwa, a Sinhala, Buddhist village in the Uva Province, is situated about 220 km from Colombo. It is in the Thanamalwila Division of the Monaragala District. Thanamalwila, a developing town, 32 km from Hambegamuwa is the closest town connected to Hambegamuwa by a road that is partly gravel and partly paved. People come to Thanamalwila not only to obtain the services of government administrative institutions, but also for other services, both private as well as public, such as banks, hospitals etc. Villagers also go to Embilipitiya (56 km from Hambegamuwa) for commercial purposes.

The livelihood activities are predominantly based on rice cultivation on wetland, by using water from the Hambegamuwa lake, and chena (slash and burn) cultivation on highlands on which they grow maize, gram, green gram, kurakkan (millet) and other crops. Land sizes range from 0.25 acres to about 5 acres. There are also a few families which run dairy farms mainly to produce milk to prepare curd and a handful of families with at least one member doing jobs such as clerks and teachers in the government sector. A few others own grocery shops.

### 2.0 SOCIO-ECONOMIC PROFILE OF THE SAMPLE POPULATION

This section outlines the socio-economic characteristics of the sample household population, i.e. gender, age, marital status, main occupation and income.

#### 2.1 Gender

Table 2.1

**Gender of Respondent**

Categories	Frequency	Percent	Valid Percent
Male	114	54.5	54.5
Female	95	45.5	45.5
Total	209	100.0	100.0

As *Table 2.1* shows, there are more males (55%) in the household sample population, compared to their female counterparts.

#### 2.2 Age

*Table 2.2* shows that nearly 47% of the household population belong to youth in the age category of 16-30, while only 17% are 15 years or less. On the other hand, there are also 18% of this population who are 51 years or more.

Table 2.2  
**Age Distribution of the Sample Household Population**

Categories	Frequency	Percent	Valid Percent
0-5	2	1.0	1.0
6-10	9	4.3	4.3
11-15	25	12.0	12.0
16-20	40	19.1	19.1
21-25	38	18.2	18.2
26-30	21	10.0	10.0
31-35	2	1.0	1.0
36-40	8	3.8	3.8
41-45	15	7.2	7.2
46-50	11	5.3	5.3
51 >	38	18.2	18.2
Total	209	100.0	100.0

### 2.3 Marital Status of the Sample Household Population

Table 2.3  
**Marital Status**

Categories	Frequency	Percent	Valid Percent
Unmarried	136	65.1	65.1
Married	64	30.6	30.6
Widowed	8	3.8	3.8
Separated	1	0.5	0.5
Total	209	100.0	100.0

Marital status of the sample population in *Table 2.3* shows that the majority (65%) of household members are unmarried, while only 30% are married.

### 2.4 Educational Attainment

Table 2.4  
**Educational Attainment of Household Members**

Categories	Frequency	Percent	Valid Percent
Primary	37	17.7	26.8
Post-Primary	72	34.4	52.2
O/L	5	2.4	3.6
A/L	13	6.2	9.4
Degree	4	1.9	2.9
GAQ	2	1.0	1.4
No Schooling Literate	5	2.4	3.6
Total	138	66.0	100.0
Under Age 5	2	1.0	
Still Schooling	69	33.0	
Total	209	100.0	

It is evident from *Table 2.4*, that the majority (52%) of the household members have completed their post-primary education, whilst nearly 27% of members have completed their primary education. On the other hand, there are also 9% of household members who have completed their GCE A/L and only 4% of members with O/L qualifications. Only 2.4% have obtained literacy without having a formal school education. It is noteworthy that only 4 members have university degrees, while another 2 members have reached the level of GAQ.

## 2.5 Main Occupation

Table 2.5.1  
Occupation

Categories	Frequency	Percent	Valid Percent
Unemployed	14	6.7	13.2
Self-employed	4	1.9	3.8
Farming	51	24.4	48.1
Retail Business	8	3.8	7.5
White-Collar Jobs	18	8.6	17.0
Foreign Employment	1	0.5	0.9
Garment Workers	2	1.0	1.9
Skilled Jobs	5	2.4	4.7
Retired	1	0.5	0.9
Unable to work	1	0.5	0.9
Maintains a Montessori	1	0.5	0.9
Total	106	50.7	100.0
Housewives	26	12.4	
Students	70	33.5	
Unable to work and Under age 5	7	3.3	
Total	209	100.0	

As regards the occupational structure, it is evident that 48% (see *Table 2.5.1*) of household members earn an income from agriculture, mainly by rice and highland cultivation.

However, the rate of farming decreases with increasing educational attainment (86% passed Grades 1-5 and 46% passed Grades 6-10, whereas only 8% passed the A/L and no one passed the O/L (see *Table 2.5.2*).

As for gender, more males work as farmers (53%) compared to their female counterparts (33%) (see *Table 2.5.2*).

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

Groups	Unemployed	Self-employment	Farming	Retail Business	White-Collar Jobs	Foreign Employment	Garment Machine Operators	Skilled Jobs	Retired	Maintains a Montessori
<b>All groups</b>	13.3	3.8	48.6	7.6	17.1	1.0	1.9	4.8	1.0	1.0
<b>Education</b>										
Primary	-	4.8	90.5	-	4.8	-	-	-	-	-
Secondary	11.9	5.1	45.8	13.6	10.2	-	3.4	8.5	-	1.7
O/L	50.0	-	-	-	50.0	-	-	-	-	-
A/L	33.3	-	8.3	-	58.3	-	-	-	-	-
Degree	25.0	-	25.0	-	-	25.0	-	-	25.0	-
GAQ	-	-	100.0	-	100.0	-	-	-	-	-
No schooling	-	-	-	-	-	-	-	-	-	-
<b>Gender</b>										
Male	8.6	3.7	53.1	7.4	18.5	1.2	-	6.2	1.2	-
Female	29.2	4.2	33.3	8.3	12.5	-	8.3	-	-	4.2
<b>Age</b>										
16-20	38.5	7.7	30.8	7.7	-	-	7.7	7.7	-	-
21-25	23.3	6.7	36.7	6.7	20.0	-	3.3	3.3	-	-
26-30	11.1	-	27.8	5.6	38.9	5.6	-	11.1	-	-
31-35	-	-	50.0	-	50.0	-	-	-	-	-
36-40	-	-	50.0	50.0	-	-	-	-	-	-
41-45	-	10.0	70.0	-	10.0	-	-	-	-	-
46-50	-	-	62.5	12.5	12.5	-	-	-	-	12.5
51 >	-	-	77.3	9.1	9.1	-	-	-	4.5	-

In relation to age, it is clear that farming is more popular among the older age groups rather than among the young ones.

The unemployment rate of household members in Hambegamuwa is another important area to examine. As is evident, 13% of household members are unemployed, while 87% engage in some income earning activity. When one looks at the relationship between unemployment on the one hand and education, gender and age on the other, one can observe some clear patterns. For example, the rate of unemployment increases with increasing educational attainment (53% unemployment among those who have passed the O/L, 33% among those who passed the A/L, whereas only 12% are those who have passed Grade 6-14%).



As for age, the unemployment rate is the highest in the age cohort of 16-20 years (nearly 39%) and gradually decreases with increasing age (23% among 21-25 age cohort and only 11% among 26-30 age cohort respectively) (see *Table 2.5.2*).

With regard to gender, the unemployment rate is higher among females (29%), when compared with their male counterparts (9%) (see *Table 2.5.2*). This appears to be a major change over the last two decades.

It is important to note that 6% of the household members are involved in teaching, while 7% work in security services and another 8% in retail business.

## 2.6 Income

Table 2.6

### Monthly Earnings of the Sample Population (Rs.)

Categories	Frequency	Percent	Valid Percent
1-1000	17	8.1	34.0
1001-3000	14	6.7	28.0
3001-6000	8	3.8	16.0
6001-10,000	8	3.8	16.0
Over 10,000	3	1.4	6.0
Total	50	23.9	100.0
Not applicable	159	76.1	
Total	209	100.0	

*Table 2.6* shows that a significant proportion of the households (34%) earn a monthly income of Rs. 1-1000, while another 28% earn a monthly income of 3000 rupees or less. What is also important to note here, is that there is a considerable gap between the lowest and the highest income categories, while about 34% earn less than Rs. 1000, and 6% of household members report a monthly income of over Rs. 10,000.

## 3.0 EDUCATION

### 3.1 Educational Attainment of Parents and Youth

Table 3.1.1

#### Educational Status (Parents)

Categories	Frequency	Percent	Valid Percent
Primary	25	37.3	37.3
Post-primary	32	47.8	47.8
O/L	1	1.5	1.5
A/L	2	3.0	3.0
No schooling	7	10.4	10.4
Total	67	100.0	100.0

Table 3.1.2  
**Educational Status (Youth)**

Categories	Frequency	Percent	Valid Percent
Primary	1	2.4	3.0
Post-primary	18	42.9	54.5
O/L	1	2.4	3.0
A/L	13	31.0	39.4
Total	33	78.6	100.0
Still schooling	9	21.4	
Total	42	100.0	

As is well known, the introduction of free education in 1944 facilitated upward social mobility of individuals, irrespective of caste, class, religion and ethnicity. It is evident from *Table 3.1.1*, that a majority (48%) of parents have post-primary level education, while 37% of parents have only primary education, and only 2% and 3% of parents have passed the GCE O/L and A/L respectively. Furthermore, 10% of parents have no school education. On the other hand, educational attainment among youth is higher. For instance, 39% of youth had A/L qualifications, when compared to 3% of their parents. 3% of youth had O/L qualifications compared to only 1.5% of parents. It is also noteworthy, that 48% of parents had post-primary education, compared with 55% of youth (see *Table 3.1.2*).

### 3.2 Higher Education

#### 3.2.1 University Education : Parents and Youth

Table 3.2.1.1  
**University Education among Sampled Parents**

Categories	Frequency	Percent	Valid Percent
University of Sri Jayawardenepura	1	1.5	1.5
No higher education	66	98.5	98.5
Total	67	100.0	100.0

Table 3.2.1.2  
**University Education among Youth**

Categories	Frequency	Percent	Valid Percent
University of Kelaniya	1	2.4	2.4
University of Ruhuna	1	2.4	2.4
No higher education	40	95.2	95.2
Total	42	100.0	100.0

Only one parent in the sample had a university education, while two youths secured local, Sinhala medium Bachelor of Arts degrees from two state 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	2	3.0	3.3
No	58	86.6	96.7
Total	60	89.6	100.0
Not relevant	7	10.4	
Total	67	100.0	

Table 3.3.2

#### Youth who Attended Tuition Classes During their Schooling

Categories	Frequency	Percent	Valid Percent
Yes	21	50.0	60.0
No	14	33.3	40.0
Total	35	83.3	100.0
Not relevant	7	16.7	
Total	42	100.0	

Taking extra tuition either in individual, small or large groups to prepare for competitive examinations such as the year 5-scholarship exam, O/L and A/L is now a common practice among school children. It is also evident from *Table 3.3.1* that nearly 97% of parents who had school education had not attended tuition classes during their schooling. On the other hand, nearly 60% of youth who finished schooling had taken tuition (see *Table 3.3.2*), while 71% of youth who are still schooling attend tuition classes. This shows how widespread this practice is even in rural areas.

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 are preparing for the A/L examination have taken private tuition for Arts, Commerce, Science and Mathematics 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	42	62.7	70.0
No	18	26.9	30.0
Total	60	89.6	100.0
Not relevant	7	10.4	
Total	67	100.0	

In reply to the question, “did you leave school prematurely (at least before sitting for the O/L)?”, 70% of parents answered affirmatively, while only 30% answered negatively (see *Table 3.4.1.1*).

Those responses have varied by age and gender. For instance, the highest rate of dropouts (91%) is reported from the age group of 46-50 years, and the least (50%) from the age group 56-60 (see *Table 3.4.1.2*).

Table 3.4.1.2  
**Premature School Dropout - by Age and Gender (Parents) (%)**

Groups	Yes	No
<b>All groups</b>	<b>70.0</b>	<b>30.0</b>
<b>Age groups</b>		
34-40	75.0	25.0
41-45	78.6	21.4
46-50	90.9	9.1
51-55	50.0	50.0
56-60	66.7	33.3
61-65	66.7	33.3
66 >	50.0	50.0
<b>Gender</b>		
Male	64.0	36.0
Female	74.3	25.7

With regard to gender, school dropouts were higher among females (74%), when compared to their male counterparts (64%) (see *Table 3.4.1.2*).

Table 3.4.1.3  
**Reasons for Leaving School (Parents)**

Categories	Frequency	Percent	Valid Percent
Economic difficulty	34	50.7	81.0
Parents did not want me to continue	2	3.0	4.8
I did not want to continue	3	4.5	7.1
Failure	2	3.0	4.8
Illness	1	1.5	2.4
Total	42	62.7	100.0
Not applicable	25	37.3	
Total	67	100.0	

It is also important to examine the reasons given by parents for leaving school prematurely. *Table 3.4.1.3* shows that 81% of parents left school prematurely due to ‘economic difficulties’, while another 7% stated that they ‘did not want to continue’, and only 5% said that ‘parents did not want me to continue’.

There are no variations in relation to gender and class<sup>1</sup> in the above regard.

### 3.4.2 School Dropouts among Youth and Reasons

Table 3.4.2.1

#### Did you Leave School Prematurely? (At least before O/L) (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	8	19.0	19.0
No	34	81.0	81.0
Total	42	100.0	100.0

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

Table 3.4.2.2

#### If Dropped Out, Reason for Leaving School (Youth)

Categories	Frequency	Percent	Valid Percent
Economic difficulties	3	7.1	37.5
I did not want to continue	1	2.4	12.5
Failure	1	2.4	12.5
Other	2	4.8	25.0
Illness	1	2.4	12.5
Total	8	19.0	100.0
Not applicable	34	81.0	
Total	42	100.0	

With regard to the reasons for leaving school prematurely, 38% of youth had left school early due to economic reasons, others due to illness, lack of interest, failure etc (see *Table 3.4.2.2*).

<sup>1</sup> Middle class – Rs 5000-10,000 per month  
(Grocery shop owners, cattle farm owners, land owners (highland or wetland) of more than 4 acres)  
Lower middle class – Rs 2000-5000 per month  
(Clerks, teachers and vegetable cultivators on 2-4 acres of land)  
Lower class – Rs 2000 per month  
(Slash and burn cultivators on small plots of land less than 2 acres and daily paid labourers)

### 3.5 Aspirations and Expectations for Education

#### 3.5.1 Parents' Aspirations for Education

Table 3.5.1

#### Parents' Aspirations for Education when they were Young

Categories	Frequency	Percent	Valid Percent
Literacy only	1	1.5	1.7
Primary	3	4.5	5.1
O/L	22	32.8	37.3
A/L	21	31.3	35.6
University	12	17.9	20.3
Total	59	88.1	100.0
No aspirations	8	11.9	
Total	67	100.0	

Table 3.5.1 shows that 33% of parents aspired to O/L education followed by another 31% to A/L and 18% to university education. On the other hand, 12% of parents had no aspiration for education. However, when we exclude parents who had no aspiration from the analysis and consider parents with aspiration for education, it is clear that 38% of parents aspired to O/L education while another 36% to A/L and only 20% to university education.

There is no clear relationship with age and gender.

#### 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	23	34.3	40.4
O/L	23	34.3	40.4
A/L	10	14.9	17.5
University	1	1.5	1.8
Total	57	85.1	100.0
No expectations/Not applicable	10	14.9	
Total	67	100.0	

In relation to parents' expectations for education, it is evident from Table 3.5.2.1 that 34% of parents had equal expectations for primary and O/L education, and another 15% for A/L education. On the other hand, only 1.5% of parents had expectations for university education. Also one can see a slight increase in the number of parents with no expectation for education (15%). However, by excluding the 'no expectation' for education category from the analysis, it is clear that 40.4% of parents equally had expectation for primary and O/L education, whilst another 18% had an expectation for A/L education. Furthermore, only 2% of parents had expectations for university education.

Gender variations with respect to expectations for education are noteworthy. For example, the proportion of females who had expectations for A/L (21% to 41%) and primary education is slightly higher when compared to their male counterparts. On the other hand, more males had expectations for O/L education (48%), when compared to their female counterparts (35%) (see *Table 3.5.2.2*).

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

Categories	Gender		Total
	Male	Female	
Primary	9 39.1%	14 41.2%	23 40.4%
O/L	11 47.8%	12 35.3%	23 40.4%
A/L	3 13.0%	7 20.6%	10 17.5%
University		1 2.9%	1 1.8%
Total	23 100.0%	34 100.0%	57 100.0%

There is no relationship with age.

### 3.6 Youths' Aspirations and Expectations for Education

#### 3.6.1 Youths' Aspirations for Education

Table 3.6.1.1  
**Youth Aspirations for Education**

Categories	Frequency	Percent	Valid Percent
O/L	8	19.0	19.0
A/L	9	21.4	21.4
University	25	59.5	59.5
Total	42	100.0	100.0

It is evident from *Table 3.6.1.1*, that 60% of youth aspire to university education, while 21% of youth aspire to A/L and 19% to O/L education.

When we look at the data disaggregated by class, age, gender and current activity status, some interesting patterns emerge. For example, aspiration for university education gradually increases with increasing age (15-19 : 57% and 25-29 : 83%) (see *Table 3.6.1.2*).

Gender variations with respect to aspirations for education are important. The proportion of females who aspire to university education is higher (78%), when compared to males (46%) (see *Table 3.6.1.2*).

As for current activity status, 79% of unemployed youth and 71% of schooling youth aspire to university education, when compared with employed youth (35%) (see *Table 3.6.1.2*).

Table 3.6.1.2

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

Groups	O/L	A/L	University
<b>All groups</b>	<b>19.0</b>	<b>21.4</b>	<b>59.5</b>
<b>Age</b>			
15-19	14.3	28.6	57.1
20-24	22.7	22.7	54.5
25-29	16.7	-	83.3
<b>Gender</b>			
Male	33.3	20.8	45.8
Female	-	22.2	77.8
<b>Current activity</b>			
Still schooling	-	28.6	71.4
Employed	35.3	28.4	35.3
Unemployed	11.1	11.1	77.8
<b>Class</b>			
Middle	18.2	9.1	72.7
Lower middle	28.6	7.1	64.3
Lower	11.8	41.2	47.1

Class variations with regard to the above question are noteworthy. 73% of middle class youth and 64% of lower middle class youth aspire to university education when compared to lower class youth (47%) (see *Table 3.6.1.2*). On the other hand, more lower class youth aspire to A/L education (41%).

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	16	38.1	38.1
No	26	61.9	61.9
Total	42	100.0	100.0

In reply to the question “do you have sufficient means to realize your educational aspirations?”, 38% of youth respondents answered in the affirmative, while 62% of youth respondents said that they do not have sufficient means to realize their educational aspirations (see *Table 3.6.2.1*).

Age variations with respect to ‘sufficient means to realize educational aspirations’ are noteworthy. The proportion of youth who have no means to realize their educational aspirations is higher among the age group of 25-29 (83%), when compared to the 20-24 (55%) and 15-19 (64%) age cohorts (see *Table 3.6.2.2*).



Table 3.6.2.2

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

Groups	Yes	No
<b>All groups</b>	<b>38.1</b>	<b>61.9</b>
<b>Age</b>		
15-19	35.7	64.3
20-24	45.5	54.5
25-29	16.7	83.3
<b>Gender</b>		
Male	41.7	58.3
Female	33.3	66.7
<b>Current activity</b>		
Still schooling	57.1	42.9
Employed	41.2	58.8
Unemployed	27.8	72.2

As for gender, more females (67%) do not have the means to realize their educational aspirations when compared to their male counterparts (58%)(see *Table 3.6.2.2*).

Variations with respect to current activity status are important. 72% of unemployed youth stated that they do not have sufficient means to realize their educational aspirations, when compared to employed (59%) and still schooling youth (43%) (see *Table 3.6.2.2*).

In relation to class, more lower class youth (77%) stated that they do not have sufficient means to realize their educational aspirations, when compared to lower middle (57%) and middle class youth (46%) (see *Table 3.6.2.2*).

### 3.6.3 *Insufficient Means to Realize Educational Aspirations of Youth*

Table 3.6.3.1

**Reasons for Insufficient Means to Realize Educational Aspirations (Youth)**

Categories	Frequency	Percent	Valid Percent
Economic	13	31.0	50.0
Social	2	4.8	7.7
Aptitude	10	23.8	38.5
Illness	1	2.4	3.8
Total	26	61.9	100.0
Not applicable	16	38.1	
Total	42	100.0	

In reply to the question, “if you do not have sufficient means to realize your educational aspirations why is it so?”, nearly 50% stated that it was due to economic reasons, while 39% attributed it to lack of aptitude and another 8% to social reasons (see *Table 3.6.3.1*).

Age, gender, class and current activity status variations are important to note. Nearly 50% of both females and males stated that they cannot achieve their educational aspirations due to economic reasons. (75%) (see *Table 3.6.3.2*).

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

Groups	Economic	Social	Aptitude	Illness
All groups	50.0	7.7	38.5	3.8
<b>Gender</b>				
Male	50.0	14.3	28.6	7.1
Female	50.0	-	50.0	-
<b>Class</b>				
Middle	20.0	-	50.0	-
Lower middle	50.0	25.0	25.0	-
Lower	61.5	-	30.8	7.7

Class variations with regard to the above question are also important to note. 62% of lower class youth cannot achieve their educational aspirations due to economic reasons, followed by 50% from the lower middle class and only 20% from the middle class. On the other hand, more middle class youth (80%) cannot achieve their aspirations due to aptitude reasons, compared to lower middle (25%) and lower class youth (31%) (see *Table 3.6.3.2*).

### 3.6.4 Expectations for Education

Table 3.6.4.1  
**Youths' Expectations for Education**

Categories	Frequency	Percent	Valid Percent
Primary	5	11.9	11.9
O/L	12	28.6	28.6
A/L	13	31.0	31.0
University	12	28.6	28.6
Total	42	100.0	100.0

When youth were asked about their expectations for education, a majority of youth (31%) mentioned A/L education, while 29% had expectations for university and another 29% for O/L education (see *Table 3.6.4.1*).

Variations with regard to class, gender, age and current activity status are significant. More middle class (46%) youth have expectations for university education, compared to lower middle class (35%) and lower class youth (12%). On the other hand, more lower class youth have expectations for O/L and A/L education (41% and 35%) (see *Table 3.6.4.2*).

Table 3.6.4.2

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

<b>Groups</b>	<b>Primary</b>	<b>O/L</b>	<b>A/L</b>	<b>University</b>
<b>All groups</b>	<b>11.9</b>	<b>28.6</b>	<b>31.0</b>	<b>28.6</b>
<b>Class</b>				
Middle	9.1	18.2	27.3	45.5
Lower middle	14.3	21.4	28.6	35.7
Lower	11.8	41.2	35.3	11.8
<b>Gender</b>				
Male	16.7	45.8	8.3	28.2
Female	5.6	5.6	61.1	27.8
<b>Current activity</b>				
Still schooling	-	14.3	42.9	42.9
Employed	17.6	58.8	5.9	17.6
Unemployed	11.1	5.6	50.0	33.3

Gender variations with regard to expectations for education are also significant. More females have expectations (61%) for A/L education, when compared to their male counterparts (8.3%). On the other hand, 46% of males reported expectations for O/L education, compared with only 6% among females (see *Table 3.6.4.2*).

As for current activity status, it is significant that a high percentage of schooling youth (43%) have expectations for university education, while more employed youth have expectations for O/L (59%) and more unemployed youth for A/L education (50%) (see *Table 3.6.4.2*).

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

### **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. We can now examine parents' aspirations and expectations for education for their children.

As shown in *Table 3.7.1.1*, 64% of parents aspire to university education for the selected child, while 19% aspire to A/L and only 6% to O/L education. On the other hand, 10% of parents do not have any educational aspiration for the selected child. If we consider parents with aspirations for education of

the selected child, it is clear that 72% of parents aspire to university education for their selected child, while 22% aspire to A/L and only 7% to O/L education.

Table 3.7.1.1  
**Parents' Aspirations Regarding Education of the Selected Child**

Categories	Frequency	Percent	Valid Percent
O/L	4	6.0	6.7
A/L	13	19.4	21.7
University	43	64.2	71.7
Total	60	89.6	100.0
No aspirations	7	10.4	
Total	67	100.0	

Parents' gender, class and age differences in relation to the above question are also significant. More middle (77%) and lower middle class parents (81%) aspire to university education for their child who was interviewed, compared to lower class parents (59%). On the other hand, more lower class parents aspire to A/L education qualifications (32%) for their child who was interviewed, when compared to lower middle (14%) and middle class parents (18%) (see *Table 3.7.1.2*).

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

Categories	Class			Total
	Middle	Lower Middle	Lower	
O/L	1 5.9%	1 4.8%	2 9.1%	4 6.7%
A/L	3 17.6%	3 14.3%	7 31.8%	13 21.7%
University	13 76.5%	17 81.0%	13 59.1%	43 71.7%
Total	17 100.0%	21 100.0%	22 100.0%	60 100.0%

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

### 3.7.2 Parents' Expectations for Education of the Selected Child

Table 3.7.2.1  
**Parents' Expectations Regarding their Child's Education**

Categories	Frequency	Percent	Valid Percent
O/L	6	9.0	10.0
A/L	18	26.9	30.0
University	36	53.7	60.0
Total	60	89.6	100.0
No expectations/Not applicable	7	10.4	
Total	67	100.0	

As regards 'Parents' expectations for education of the selected child', 54% of parents have expectations for university education even though the rate is lower compared to their aspirations for education. While 27% have expectations for A/L education for the selected child, 10.4% 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 of their child selected for the interview, from the analysis, it is clear that 60% of parents expect a university education, while only 30% expect A/L and another 10% O/L education (see *Table 3.7.2.1*).

Gender and class variations in the above regard are noteworthy. For instance, nearly 76% of lower middle class parents have expectations for university education for their child who was interviewed, followed by 63% of middle class parents and only 44% of lower class parents. On the other hand, more lower class parents have expectations for O/L (22%) and A/L education (35%) 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 Gender (Parents) (%)**

Groups	O/L	A/L	University
<b>All groups</b>	<b>10.0</b>	<b>30.0</b>	<b>60.0</b>
<b>Class</b>			
Middle	-	37.5	62.5
Lower middle	4.8	19.0	76.2
Lower	21.7	34.8	43.5
<b>Gender</b>			
Male	15.4	30.8	53.8
Female	5.9	29.4	64.7

As for gender, it is clear that more mothers (65%) have expectations for university education for their child selected for the interview, compared to fathers (54%)(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	46	68.7	68.7
High	13	19.4	19.4
Low	5	7.5	7.5
Very low	1	1.5	1.5
Do not know	2	3.0	3.0
Total	67	100.0	100.0

In reply to the question, “what was the value attached to education when parents were young?”, 88% of parents stated that there was either a ‘very high’ (68.7%) or ‘high’ (19.4%) value attached to education, while only 9% said that there was either a ‘low’ (7.5%) or ‘very low’ (1.5%) value attached to education (see *Table 3.8.1*).

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

### 3.8.2 Value Attached to Education After Economic Liberalization

Table 3.8.2.1

#### Value Attached to Education at Present (Parents)

Categories	Frequency	Percent	Valid Percent
Very high	33	49.3	49.3
High	22	32.8	32.8
Low	10	14.9	14.9
Very low	1	1.5	1.5
Do not know	1	1.5	1.5
Total	67	100.0	100.0

When we asked the same question in relation to the present situation, nearly 82% of parents stated that there is either a ‘very high’ (49%) or ‘high’ (33%) value attached to education. Whereas nearly 17% stated that there is either a ‘low’ (15%) or ‘very low’ (1.5%) value. Therefore, it is clear from the above data, that the present value attached to education has slightly decreased, compared to the period before economic liberalization (see *Table 3.8.2.1*).

Class variations in relation to the above question are significant. For instance, 87% of lower middle class parents at present, followed by 84% of lower class parents perceived either a ‘very high’ or ‘high’ value attached to educational qualifications, compared to middle class parents (71%) (see *Table 3.8.2.2*).

Table 3.8.2.2

#### What is the Value Attached to Educational Qualifications at Present? - by Class (Parents)

Categories	Class			Total
	Middle	Lower Middle	Lower	
Very high	6 35.3%	13 54.2%	14 53.8%	33 49.3%
High	6 35.3%	8 33.3%	8 30.8%	22 32.8%
Low	5 29.4%	1 4.2%	4 15.4%	10 14.9%
Very low		1 4.2%		1 1.5%
Do not know		1 4.2%		1 1.5%
Total	17 100.0%	24 100.0%	26 100.0%	67 100.0%

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

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

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

Table 3.9.1

#### Parents' Value Differences between Local and Foreign Educational Qualifications in the Past

Categories	Frequency	Percentage	Valid Percentage
<b>01. Was there a difference in value between local and foreign educational qualifications?</b>			
Yes	28	41.8	41.8
No	5	7.5	7.5
Do not know	34	50.7	50.7
Total	67	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	25	37.3	89.3
No	3	4.5	10.7
Not applicable	39	58.2	
Total	67	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	3	4.5	10.7
No	25	37.3	89.3
Not applicable	39	58.2	
Total	67	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	26	38.8	92.9
No		3.0	7.1
Not applicable	39	58.2	
Total	67	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes		3.0	7.1
No	26	38.8	92.9
Not applicable	39	58.2	
Total	67	100.0	

Value differences of parents in regard to local and foreign qualifications when they were young are shown in *Table 3.9.1*. It is evident that nearly 42% of parents perceived that there was a value difference between local and foreign educational qualifications when they were young. On the other hand, nearly 51% of parents, do not know whether there was a value difference between local and foreign educational qualifications when they were young.

If there were value differences between local and foreign educational qualifications, it is important to examine the reasons for such a perception. As is evident from *Table 3.9.1*, they attach a higher prestige (89%) as well as a higher employment value (93%) to foreign qualifications, in comparison to local educational qualifications (11% and 7%).

### 3.9.2 Parent's Opinion of Value Differences between Local and Foreign Educational Qualifications at Present

Table 3.9.2

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

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign educational qualifications?</b>			
Yes	42	62.7	62.7
No	17	25.4	25.4
Do not know	8	11.9	11.9
Total	67	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	35	52.2	83.3
No	7	10.4	16.7
Not applicable	25	37.3	
Total	67	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	7	10.4	16.7
No	35	52.2	83.3
Not applicable	25	37.3	
Total	67	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	35	52.2	83.3
No	7	10.4	16.7
Not applicable	25	37.3	
Total	67	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	7	10.4	16.7
No	35	52.2	83.3
Not applicable	25	37.3	
Total	67	100.0	

With regard to current value differences between local and foreign qualifications, 63% of parents perceive a significant difference, while 25% did not perceive such a difference. On the other hand, 12% of parents do not know whether there is a value difference between local and foreign educational qualifications.

If there is a value difference it is necessary to see as to why it is so. *Table 3.9.2* shows that higher prestige (84%) and greater employment value (83%) of foreign qualifications are the reasons behind the differences (16.7% and 16.7%).



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

Table 3.9.3

**Value Differences between Local and Foreign Educational Qualifications (Youth)**

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign educational qualifications?</b>			
Yes	32	76.2	76.2
No	10	23.8	23.8
Total	42	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	26	61.9	81.3
No	6	14.3	18.8
Not applicable	10	23.8	
Total	42	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	6	14.3	18.8
No	26	61.9	81.3
Not applicable	10	23.8	
Total	42	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	28	66.7	87.5
No	4	9.5	12.5
Not applicable	10	23.8	
Total	42	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	4	9.5	12.5
No	28	66.7	87.5
Not applicable	10	23.8	
Total	42	100.0	

76% of youth perceive a difference between local and foreign educational qualifications, while only 24% do not perceive a difference. It is clear from *Table 3.9.3* that 81% of youth think that foreign educational qualifications have higher prestige as well as a greater employment value (88%), compared to local educational qualifications (13% and 13%).

#### 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 qualification, while only one youth had obtained a nursing qualification in the Sinhala medium from a government institution.

## 4.2 Aspirations and Expectations for Professional Qualifications

### 4.2.1 Parents' Aspirations for Professional Qualifications

Table 4.2.1

#### Parents' Aspirations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	1	1.5	50.0
MBBS	1	1.5	50.0
Total	2	3.0	100.0
Not applicable/No aspirations	65	97.0	
Total	67	100.0	

It is clear from *Table 4.2.1*, that nearly 97% of parents did not have any aspirations for professional education when they were young, while only 3% of parents had professional educational aspirations. Of those who had any aspirations for professional education (excluding the 97% of parents with no professional educational aspiration), one parent aspired to an Attorney-at-Law qualification and another one aspired to a MBBS qualification.

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

## 4.3 Parents' Expectations for Professional Qualifications

Table 4.3

#### Parents' Expectations for Professional Qualifications when they were Young

Category	Frequency	Percent
Not applicable/No expectations	67	100.0

As regards the expectations of parents for professional qualifications when they were young, only two parents expected a professional education; one expected to obtain an Ayurvedic qualification, while another expected a nursing qualification.

## 4.4 Youths' Aspirations and Expectations for Professional Qualifications

### 4.4.1 Youths' Aspirations for Professional Qualifications

With regard to youths' aspirations for professional qualifications, a significant number of youth (nearly 10%) aspired to an Attorney-at-Law qualification, while another 7% aspired to a MBBS qualification, and 2.4% of youth each to Business Management, Engineering, Accountancy, and Library Science. On the other hand, it is important to note that about 69% of youth are without any professional aspirations. Furthermore, if we exclude youth with no professional aspirations from the analysis and look at youth with such aspirations, it is clear that 31% of youth aspire to an Attorney-at-Law qualification, while another 23% aspire to a MBBS qualification (see *Table 4.4.1.1*).

Table 4.4.1.1  
**Youths' Aspirations for Professional Qualifications**

Categories	Frequency	Percent	Valid Percent
Business Management	1	2.4	7.7
Attorney-at-Law	4	9.5	30.8
Nursing	1	2.4	7.7
MBBS	3	7.1	23.1
Engineering	1	2.4	7.7
Accountancy Course	1	2.4	7.7
Pilot Course	1	2.4	7.7
Library Science	1	2.4	7.7
Total	13	31.0	100.0
No Aspirations	29	69.0	
Total	42	100.0	

When we look at gender, class, age and current activity status, with regard to youth aspirations for professional qualifications, some interesting patterns emerge. For instance, 63% of lower class youth aspire to an engineering qualification. On the other hand, a majority of middle class youth (40%) have aspirations for professional qualifications such as Business Management, while a majority of lower middle class youth aspire to MBBS qualifications (50%) (see *Table 4.4.1.2*).

Table 4.4.1.2  
**Aspirations Regarding Professional Qualifications as a Youth - by Class, Age and Gender (Youth) (%)**

Groups	Business Management	Attorney-at-Law	Nursing	MBBS	Engineering	Accountancy	Aviation-Pilot	Library Science
All groups	7.7	30.8	7.7	23.1	7.7	7.7	7.7	7.7
<b>Class</b>								
Middle	-	20.0	-	33.3	20.0	20.0	-	20.0
Lower middle	-	33.3	33.3	-	-	-	33.3	-
Lower	20.0	40.0	-	40.0	-	-	-	-
<b>Age</b>								
15-19	-	50.0	-	50.0	-	-	-	-
20-24	16.7	33.3	-	-	16.7	16.7	-	16.7
25-29	-	-	33.3	33.3	-	-	33.3	-
<b>Gender</b>								
Male	-	-	-	40.0	20.0	20.0	20.0	-
Female	12.5	50.0	12.5	12.5	-	-	-	12.5

As for age, more youth who are in the age category of 15 –19 (50%) aspire to MBBS qualifications, while 17% of youth in the age cohort of 20-24 aspire to engineering qualifications. (see *Table 4.4.1.2*).

In relation to gender, more males (40%) aspire to MBBS qualifications, while more females aspire to an Attorney-at-Law qualification (see *Table 4.4.1.2*).

There are no clear variations with current activity status in relation to the above question.

#### 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	4	9.5	30.8
No	9	21.4	69.2
Total	13	31.0	100.0
Not applicable/No aspirations	29	69.0	
Total	42	100.0	

In reply to the question whether 'youth have sufficient means to realize their professional aspirations', 69% of youth said 'no' while only 31% said that they have sufficient means to realize their professional aspirations (see *Table 4.4.2.1*).

Class variations with regard to the above question are noteworthy. Understandably, 80% of lower class youth stated that they could not realize their professional aspirations, compared to lower middle (67%) and middle class (60%) youth (see *Table 4.4.2.2*).

Table 4.4.2.2

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

Groups	Yes	No
<b>All groups</b>	<b>30.8</b>	<b>69.2</b>
<b>Class</b>		
Middle	40.0	60.0
Lower middle	33.3	66.7
Lower	20.0	80.0
<b>Gender</b>		
Male	20.0	80.0
Female	37.5	62.5
<b>Current activity</b>		
Still schooling	66.7	33.3
Employed	-	100.0
Unemployed	25.0	75.0

In terms of gender, more males (80%) stated that they could not realize their aspirations for professional education, compared to their female counterparts (63%) (see *Table 4.4.2.2*).

With regard to current activity status in relation to the above question, all the employed youth stated that they cannot realize their aspirations, compared to unemployed (75%) and schooling youth (33%) (see *Table 4.4.2.2*).

#### 4.4.3 What do Youth Lack?

Table 4.4.3.1

##### Nature of Inadequate Means of Youth

Categories	Frequency	Percent	Valid Percent
Economic	3	7.1	33.3
Aptitude	4	9.5	44.4
Other	2	4.8	22.2
Total	9	21.4	100.0
Not applicable	33	78.6	
Total	42	100.0	

In reply to the question “why is it that youth cannot realize their professional educational aspirations?”, 44% of youth stated that it is due to a lack of aptitude and another 33% stated that it was due to economic reasons. The rest stated that it is due to other reasons (see *Table 4.4.3.1*).

As for gender, a slightly higher proportion of females (40%) stated that as a result of economic reasons they could not realize their aspirations for professional education compared to their male (25%) counterparts. On the other hand, more males (50%) could not realize their professional educational aspirations due to a lack of aptitude (see *Table 4.4.3.2*).

Table 4.4.3.2

##### Nature of Inadequate Means – by Gender (Youth)

Categories	Gender		Total
	Male	Female	
Economic	1 25.0%	2 40.0%	3 33.3%
Aptitude	2 50.0%	2 40.0%	4 44.4%
No relevant qualifications	1 25.0%		1 11.1%
Lack of information		1 20.0%	1 11.1%
Total	4 100.0%	5 100.0%	9 100.0%

#### 4.5 Youths' Expectations for Professional Qualifications

Table 4.5

##### Youths' Expectations for Professional Qualifications

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	4	9.5	44.4
MBBS	1	2.4	11.1
Accountancy	1	2.4	11.1
Doctor's Assistant	1	2.4	11.1
Nursing	1	2.4	11.1
Counsellor	1	2.4	11.1
Total	9	21.4	100.0
No expectations	33	78.6	
Total	42	100.0	

We discussed aspirations of youth for professional education as well as obstacles that they are faced with to realize them in the above sections. Therefore, as to the question of 'expectation for professional qualifications', it is understandable that the proportion of youth with 'no expectation for professional qualifications' has increased up to 79%, compared to 'no aspiration for professional educational qualifications' (69%), owing to the reasons discussed earlier. On the other hand, expectations for an Attorney-at-Law qualification have not decreased, compared to aspiration for professional education (10%) (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**

<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
MBBS	10	14.9	41.7
Accountancy	6	9.0	25.0
Engineering	4	6.0	16.7
Attorney-at-Law	4	6.0	16.7
Total	24	35.8	100.0
Not applicable/No aspirations	43	64.2	
Total	67	100.0	

As for 'parents' aspirations for professional education of the selected child', 15% of parents aspired to a MBBS qualification, whereas only 9% aspired to an Accountancy qualification and 6% to Engineering and Attorney-at-Law qualifications. On the other hand, 64% of parents had no professional educational aspiration for the selected child. If we consider parents with professional aspirations for the selected child, it is clear that 42% of parents aspired to a MBBS qualification, while 25% aspired to Accountancy and another 17% to Engineering and Attorney-at-Law qualifications (see *Table 4.6.1.1*).

When we look at the disaggregated data by gender and class, some interesting patterns emerge. For instance, more lower class parents (78%) with aspirations for professional education for the selected child aspired to the MBBS qualification, while middle class parents aspired equally to an Attorney-at-Law and MBBS qualification for the selected child (see *Table 4.6.1.2*).

As for gender, 46% of fathers with aspirations for professional education for the selected child aspired to an MBBS professional educational qualification, compared with their mothers (39%)(see *Table 4.6.1.2*).

Table 4.6.1.2

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

Groups	MBBS	Accountancy	Engineering	Attorney-at-Law
All groups	41.7	25.0	16.7	16.7
<b>Class</b>				
Middle	33.3	22.2	11.1	33.3
Lower middle	-	33.3	50.0	16.7
Lower	77.8	22.2	-	-
<b>Gender</b>				
Male	45.5	36.4	9.1	9.1
Female	38.5	15.4	23.1	23.1

Finally, the age 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**

Table 4.7

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

Categories	Frequency	Percent	Valid Percent
MBBS	1	1.5	12.5
Accountancy	4	6.0	50.0
Engineering	1	1.5	12.5
Attorney-at-Law	2	3.0	25.0
Total	8	11.9	100.0
Not applicable/No expectations	59	88.1	
Total	67	100.0	

With regard to 'parents' expectation for professional qualifications for the selected child', nearly 88% of parents do not have any professional/educational aspiration. Only 6% aspired to an accountancy qualification (see *Table 4.7*).

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

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

In reply to the question as to whether there was a 'difference in value between local and foreign professional qualifications when they were young', 37% of parents stated 'yes' while 13% said 'no'. On the other hand, 49% of parents did not know whether there was any difference between local and foreign 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
<b>01. Was there a difference in value between local and foreign professional qualifications?</b>			
Yes	25	37.3	37.3
No	9	13.4	13.4
Do not know	33	49.3	49.3
Total	67	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	24	35.8	96.0
No	1	1.5	4.0
Not applicable	42	62.7	
Total	67	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	1	1.5	4.0
No	24	35.8	96.0
Not applicable	42	62.7	
Total	67	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	25	37.3	100.0
Not applicable	42	62.7	
Total	67	100.0	
<b>05. Local qualifications greater in employment value</b>			
No	25	37.3	100.0
Not applicable	42	62.7	
Total	67	100.0	
<b>06. Foreign professional qualifications carry more influence (Social)</b>			
Yes	25	37.3	100.0
Not applicable	42	62.7	
Total	67	100.0	
<b>07. Local professional qualifications carry more influence (Social)</b>			
No	25	37.3	100.0
Not applicable	42	62.7	
Total	67	100.0	

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

As regards reasons for the value differences between local and foreign professional qualifications when they were young, all parents with a perception of value differences between local and foreign professional qualifications stated that foreign professional qualifications were higher in prestige (96%), had a greater employment value and carried more social influence, compared to local professional qualifications when they were young (see *Table 4.8.1*).

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



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

Table 4.8.2.1

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

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign professional qualifications?</b>			
Yes	45	67.2	67.2
No	15	22.4	22.4
Do not know	7	10.4	10.4
Total	67	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	36	53.7	80.0
No	9	13.4	20.0
Not applicable	22	32.8	
Total	67	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	9	13.4	20.0
No	36	53.7	80.0
Not applicable	22	32.8	
Total	67	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	37	55.2	82.2
No	8	11.9	17.8
Not applicable	22	32.8	
Total	67	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	8	11.9	17.8
No	37	55.2	82.2
Not applicable	22	32.8	
Total	67	100.0	
<b>06. Foreign professional qualifications carry more influence (Social)</b>			
Yes	36	53.7	80.0
No	9	13.4	20.0
Not applicable	22	32.8	
Total	67	100.0	
<b>07. Local professional qualifications carry more influence (Social)</b>			
Yes	9	13.4	20.0
No	36	53.7	80.0
Not applicable	22	32.8	
Total	67	100.0	

With regard to parents' perception of current value differences between local and foreign professional qualifications, 67% of parents perceived a difference between local and foreign professional qualifications, while only 22% did not perceive a difference. On the other hand, 10% of parents did not know whether there is any difference between local and foreign professional qualifications (see *Table 4.8.2.1*).

Gender variations with respect to value differences between local and foreign professional qualifications are noteworthy. It is evident from *Table 4.8.2.2* that a majority of males (86%) perceived a difference between local and foreign professional qualifications, when compared to their male counterparts (74%).

Table 4.8.2.2

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

Groups	Yes	No
<b>All groups</b>	<b>67.2</b>	<b>22.4</b>
<b>Gender</b>		
Male	86.4	14
Female	73.9	26.1
<b>Class</b>		
Middle	85	15.4
Lower middle	81.3	19
Lower	75	25

With regard to class, 85% of middle class parents perceived a difference between local and foreign qualifications, compared to lower middle (81%) and lower class parents (75%). There are no age variations in relation to the above question (see *Table 4.8.2.2*).

With regard to the reasons behind parents' value differences between local and foreign professional qualifications, more parents mentioned that foreign qualifications are higher in prestige (80%), have greater employment value (82%) and are socially more influential (80%), when compared to local professional qualifications (see *Table 4.8.2.1*).

#### **4.9 Youths' Value Differences between Local and Foreign Professional Qualifications**

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

As for the question whether 'there is a difference in value between local and foreign professional qualifications', 57% of youth perceived a difference, while 36% did not perceive a difference. On the other hand, only 7% of youth 'do not know' whether there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

Current activity status variations corresponding to the above question are also significant. 71% of schooling youth perceived a difference between local and foreign professional qualifications, compared to unemployed (59%) and employed youth (50%) (see *Table 4.9.1.2*).

Table 4.9.1.1

**Value Differences between Local and Foreign Professional Qualifications (Youth)**

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign professional qualifications?</b>			
Yes	24	57.1	57.1
No	15	35.7	35.7
Do not know	3	7.1	7.1
Total	42	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	24	57.1	100.0
Not applicable	18	42.9	
Total	42	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	1	2.4	4.2
No	23	54.8	95.8
Not applicable	18	42.9	
Total	42	1100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	22	52.4	91.7
No	2	4.8	8.3
Not applicable	18	42.9	
Total	42	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	2	4.8	8.3
No	22	52.4	91.7
Not applicable	18	42.9	
Total	42	100.0	
<b>06. Foreign professional qualifications carry more influence (Social)</b>			
Yes	23	54.8	95.8
No	1	2.4	4.2
Not applicable	18	42.9	
Total	42	100.0	
<b>07. Local professional qualifications carry more influence (Social)</b>			
Yes	1	2.4	4.2
No	23	54.8	95.8
Not applicable	18	42.9	
Total	42	100.0	

Table 4.9.1.2

**Is there a Difference in Value between Local and Foreign Professional Qualifications? - by Current Activity Status (Youth)**

Categories	Current Activity Status			Total
	Schooling	Employed	Unemployed	
Yes	5 71.4%	10 58.8%	9 50.0%	24 57.1%
No	2 28.6%	6 35.3%	7 38.9%	15 35.7%
Do not know		1 5.9%	2 11.1%	3 7.1%
Total	7 100.0%	17 100.0%	18 100.0%	42 100.0%

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

In reply to the question “is there a difference between local and foreign professional qualifications, and if so, why is it so?”, a clear majority of youth have stated that foreign qualifications are higher in prestige (100%), greater in employment value (92%) and are more socially influential (96%) compared to local qualifications, and that these are the reasons why there is a difference between local and foreign professional qualifications (see *Table 4.9.1.1*).

**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	52	77.6	77.6
High	12	17.9	17.9
Do not know	3	4.5	4.5
Total	67	100.0	100.0

With regard to the above question, nearly 96% of parents perceived that there was either a ‘very high’ (78%) or ‘high’ (18%) value attached to professional qualifications when they were young, while 4% did not know whether there was a value attached to professional qualifications when they were young (see *Table 4.10*).

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

Table 4.11

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

Categories	Frequency	Percent	Valid Percent
Very high	42	62.7	62.7
High	21	31.3	31.3
Low	2	3.0	3.0
Do not know	2	3.0	3.0
Total	67	100.0	100.0

With regard to parents' perceptions concerning the value attached to professional qualifications at present, 94% of parents perceived that there is either a 'very high' (63%) or 'high' (31%) value attached to professional qualifications, compared to only 3% of parents who saw 'a low' value attached to professional qualifications, and another 3% of parents who 'do not know' (see *Table 4.11*).

## 5.0 VOCATIONAL EDUCATION

### 5.1 Parents' Vocational Education

Table 5.1

**Vocational Qualifications (Parents)**

Categories	Frequency	Percentage	Valid Percentage
<b>01. Do you have any vocational qualifications?</b>			
Yes	14	20.9	20.9
No	53	79.1	79.1
Total	67	100.0	
<b>02. If yes, how did you obtain?</b>			
Informally	10	14.9	71.4
Formally	4	6.0	28.6
Not applicable	53	79.1	
Total	67	100.0	
<b>03. If informally, what were the main channels?</b>			
On-the-job	1	1.5	10.0
Self-learning	3	4.5	30.0
Family centred	6	9.0	60.0
Not applicable	57	85.1	
Total	67	100.0	
<b>04. Course Title</b>			
Teachers Training Course	1	1.5	25.0
Montessori Training	1	1.5	25.0
Tile Making Course	1	1.5	25.0
Agriculture Course	1	1.5	25.0
Not applicable	63	94.0	
Total	67	100.0	
<b>05. Sector</b>			
Government	3	4.5	75.0
NGO	1	1.5	25.0
Not applicable	63	94.0	
Total	67	100.0	

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

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

### 5.1.1 How Parents obtained Vocational Education

As to the question “how have parents obtained vocational education?”, among those with any kind of vocational education, 71.4% of parents obtained vocational skills informally, while 29% obtained vocational education formally (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 learned these skills from the family (60%), while 30% learned these skills through self-learning (30%), and another 10% on-the-job.

### 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 tile making, agriculture and Montessori teaching etc. 75% of parents obtained vocational skills from government institutions and another 25% of parents from non-governmental organizations (see *Table 5.1*).

## 5.2 Youths' Vocational Education

Table 5.2.1

### Vocational Qualifications (Youth)

Categories	Frequency	Percentage	Valid Percentage
<b>01. Do you have any Vocational Qualifications?</b>			
Yes	13	31.0	31.0
No	29	69.0	69.0
Total	42	100.0	
<b>02. If yes, how did you obtain?</b>			
Informally	2	4.8	15.4
Formally	11	26.2	84.6
Not applicable	29	69.0	
Total	42	100.0	
<b>03. If informally, what were the main channels?</b>			
On-the-job	1	2.4	50.0
Self-learning	1	2.4	50.0
Not applicable	40	95.2	
Total	42	100.0	
<b>04. Course Title</b>			
Diploma in Computer	3	7.1	27.3
Electrician	1	2.4	9.1
Ganana Shilpa (Book Keeping)	1	2.4	9.1
Shorthand & Typing	1	2.4	9.1
Juki Machine Training	2	4.8	18.2
Technical Course	1	2.4	9.1
Carpentry Course	1	2.4	9.1
Driving Licence	1	2.4	9.1
Not applicable	31	73.8	
Total	42	100.0	

It is noteworthy that a majority of youth interviewed (69%) do not have any vocational education, while only 31% report having any vocational education (see *Table 5.2.1*).

As for current activity status, all schooling youth do not have any vocational qualifications, while more employed youth have vocational qualifications (41%) (see *Table 5.2.2*).

Table 5.2.2

**Do you have any Vocational Education? - by Current Activity Status (Youth)**

Categories	Current Activity Status			Total
	Schooling	Employed	Unemployed	
Yes		7	6	13
		41.2%	33.3%	31.0%
No	7	10	12	29
	100.0%	58.8%	66.7%	69.0%
Total	7	17	18	42
	100.0%	100.0%	100.0%	100.0%

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

**5.2.1 How Youth Obtained Vocational Education**

Among those who have any vocational skill, 85% of youth acquired vocational education formally, while only 15% obtained these skills informally (see *Table 5.2.1*) It appears that youth have more access to training than their parents.

**5.2.2 Main Informal Channels for Obtaining Vocational Skills**

Youth who have acquired vocational skills informally did so by doing a job (50%), while another 50% through self-learning (see *Table 5.2.1*).

**5.2.3 Formal Sector Vocational Courses and Related Sectors**

As regards the areas of formally acquired vocational qualifications, 27% of youth equally acquired computer related qualifications and Juki machine training qualifications, while an equal percentage of youth acquired shorthand and typing, carpentry, driving and technical qualifications (see *Table 5.2.1*).

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

With regard to the sector of the qualification, 75% of youth acquired qualifications from government sector institutions, while another 25% from the non governmental organizations sector.

### 5.3 Aspirations and Expectations of Parents and Youth for Vocational Qualifications

#### 5.3.1 Parents' Aspirations for Vocational Qualifications

Table 5.3.1

##### Parents' Aspirations for Vocational Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Driving Licence	2	3.0	6.1
Carpentry Course	2	3.0	6.1
Engine Technical Course	2	3.0	6.1
Tailoring Course	23	34.3	69.7
Handcraft Course	2	3.0	6.1
Masonry Course	2	3.0	6.1
Total	33	49.3	100.0
No Aspirations	34	50.7	
Total	67	100.0	

It is evident from *Table 5.3.1*, that a majority of parents (51%) did not have any vocational educational aspiration when they were young, whereas 49% had aspiration for vocational education. Moreover, with regard to the type of qualification, 34% of parents aspired to tailoring, while 3% each to driving, carpentry, masonry and engineering technicians' qualifications. However, when we look only at the parents with vocational educational aspirations, it is noteworthy that 70% of parents aspired to a tailoring qualification and 6% to a driving, carpentry, engine technician and masonry qualification.

#### 5.3.2 Parents' Expectations for Vocational Qualifications

Table 5.3.2.1

##### Parents' Expectations for Vocational Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
Driving Training	2	3.0	7.1
Carpentry Course	2	3.0	7.1
Tailoring Course	19	28.4	67.9
Handcraft Course	1	1.5	3.6
Motor Mechanism Course	1	1.5	3.6
Masonry Course	2	3.0	7.1
Total	28	41.8	100.0
No Expectations	39	58.2	
Total	67	100.0	

With regard to parents' expectations for vocational qualifications, 58% of parents had no expectation for vocational qualifications, while only 42% had any expectation for such qualifications. With regard to the expected area of vocational qualification, 28% expected to obtain training in tailoring and 3% each in driving, carpentry and masonry. Furthermore, by considering parents with expectations for vocational qualifications when they were young, it is evident that 68% of parents expected to have a



tailoring qualification, while another 7% each, a driving, carpentry and masonry qualification (see *Table 5.3.2.1*).

Gender variations with regard to expectations for vocational qualifications are noteworthy. 95% of mothers expected to obtain tailoring (dressmaking) related qualifications, compared to their male counterparts (see *Table 5.3.2.2*).

Table 5.3.2.2

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

Categories	Gender		Total
	Male	Female	
Driving Training	2 25.0%		2 7.1%
Carpentry Course	2 25.0%		2 7.1%
Tailoring Course		19 95.0%	19 67.9%
Handcraft Course		1 5.0%	1 3.6%
Motor Mechanism Course	2 25%		2 7.2%
Masonry Course	2 25.0%		2 7.1%
Total	8 100.0%	20 100.0%	28 100.0%

5.3.3 *Youths' Aspirations for Vocational Qualifications*

Table 5.3.3.1

**Youths' Aspirations for Vocational Qualifications**

Categories	Frequency	Percent	Valid Percent
Computer Course	11	26.2	30.6
Motor Mechanics Course	1	2.4	2.8
Shorthand and Typing Course	2	4.8	5.6
Technical Course	2	4.8	5.6
Carpentry Course	5	11.9	13.9
Driving Licence	4	9.5	11.1
Electronics Course	1	2.4	2.8
Electrical Course	2	4.8	5.6
Tailoring Course	8	19.0	22.2
Total	36	85.7	100.0
No Aspirations	6	14.3	
Total	42	100.0	

A majority of youth aspired to computer related qualifications (26%), while 19% to tailoring and another 14% to carpentry qualifications. On the other hand, only 14% of youth had no aspirations for vocational qualifications. It is also important to note that a small percentage of youth aspire to motor

mechanics, electrical, technical and electronics courses. If we consider youth only with vocational qualification aspirations, by excluding youth without vocational qualification aspirations from the analysis, it is clear that 31% of youth aspired to a computer related qualification, while 22% to tailoring, 14% to carpentry and 11% to driving qualifications (see *Table 5.3.3.1*).

As for current activity status, 44% of unemployed youth aspired to computer related qualifications, compared to youth who are employed (23%) and schooling (14.3%). On the other hand, more schooling youth aspire to tailoring qualifications (43%), while more employed youth aspire to carpentry courses (31%) (see *Table 5.3.3.2*).

**Table 5.3.3.2**  
**Aspirations Regarding Vocational Qualifications as a Youth - by Current Activity Status and Gender (Youth) (%)**

Groups	Computer	Motor Mechanic	Shorthand & Typing	Technical	Carpentry	Driving	Electronic	Electrical	Tailoring
<b>All groups</b>	<b>30.6</b>	<b>2.8</b>	<b>5.6</b>	<b>5.6</b>	<b>13.9</b>	<b>11.1</b>	<b>2.8</b>	<b>5.6</b>	<b>22.2</b>
<b>Current activity</b>									
Still schooling	14.3	-	-	14.3	14.3	14.3	-	-	42.9
Employed	23.1	7.7	-	7.7	30.8	15.4	-	7.7	7.7
Unemployed	43.8	-	12.5	-	-	6.3	6.3	-	25.0
<b>Gender</b>									
Male	21.1	5.3	-	10.5	26.3	21.1	5.3	5.3	-
Female	41.2	-	11.8	-	-	-	-	-	47.1

As for gender, 41% of females aspired to computer related qualifications, compared to their male counterparts (21%). On the other hand, more males aspire to driving and carpentry courses (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	23	54.8	63.9
No	13	31.0	36.1
Total	36	85.7	100.0
No aspirations	6	14.3	
Total	42	100.0	

As to the question whether 'you have sufficient means to realize your vocational qualifications', 64% of youth with vocational educational aspirations stated 'yes', whereas only 36% reported not having sufficient means to realize their aspirations (see *Table 5.3.4.1*).

56% of lower class youth stated that they do not have sufficient means to realize their vocational aspirations, compared to lower middle class (18%) and middle class youth (22%) (see *Table 5.3.4.2*).

Table 5.3.4.2

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

Groups	Yes	No
<b>All groups</b>	<b>63.9</b>	<b>36.1</b>
<b>Class</b>		
Middle	77.8	22.2
Lower middle	81.8	18.2
Lower	43.8	56.3
<b>Gender</b>		
Male	68.4	31.6
Female	58.8	41.2
<b>Current activity</b>		
Still schooling	57.1	42.9
Employed	61.5	38.5
Unemployed	68.8	31.3

In relation to gender, more males (68.4%) have sufficient means to realize their vocational qualification aspirations, compared to their female counterparts (59%) (see *Table 5.3.4.2*).

As for current activity status in regard to the above question, 69% of employed and 62% of unemployed youth reported have sufficient means to realize their vocational aspirations, compared to only 57% of schooling youth (see *Table 5.3.4.2*).

### 5.3.5 What do they Lack?

Table 5.3.5.1

**Nature of Inadequate Means of Youth**

Categories	Frequency	Percent	Valid Percent
Economic	9	21.4	69.2
Social	2	4.8	15.4
Aptitude	1	2.4	7.7
Other	1	2.4	7.7
Total	13	31.0	100.0
Not applicable	29	69.0	
Total	42	100.0	

When asked 'why youth cannot realize their vocational aspirations', 69% of youth stated that it was due to economic hardships, while 15% stated it was due to social reasons and another 7% equally stated that it was due to lack of aptitude and social reasons (see *Table 5.3.5.1*).

Class variations with regard to the above question show that 89% of lower class youth cannot realize their vocational aspirations due to economic difficulties, compared to lower middle and middle class youth (see *Table 5.3.5.2*).

Table 5.3.5.2

**Nature of Inadequate Means of Youth - by Class, Age and Gender (%)**

<b>Groups</b>	<b>Economic</b>	<b>Social</b>	<b>Aptitude</b>	<b>Travel problems</b>
<b>All groups</b>	<b>69.2</b>	<b>15.4</b>	<b>7.7</b>	<b>7.7</b>
<b>Class</b>				
Middle	-	50.0	-	50.0
Lower middle	50.0	50.0	-	-
Lower	88.9	-	11.1	-
<b>Age</b>				
15-19	80.0	-	20.0	-
20-24	66.7	16.7	-	6.7
25-29	50.0	50.0	-	-
<b>Gender</b>				
Male	50.0	33.3	16.7	-
Female	85.7	-	-	14.3

As for age, 80% of youth who belong to the age category of 15-19 stated that due to economic difficulties they cannot realise their vocational aspirations, compared to other age cohorts (20-24 : 67% and 25-29 : 50% respectively) (see *Table 5.3.5.2*).

Gender variations are noteworthy. For instance, 86% of females stated that due to economic reasons they cannot realise their vocational aspirations compared to their male counterparts (50%) (see *Table 5.3.5.2*).

### 5.3.6 Youths' Expectations for Vocational Qualifications

As regards 'youth expectations for vocational qualifications,' one cannot see a major gap, in comparison to 'youth vocational aspirations'. Moreover, 21% of the youth equally expect computer and tailoring related qualifications, while nearly 10% each have expectations for carpentry and driving qualifications. On the other hand, the proportion of youth with 'no expectation' for vocational education is much higher (26%), compared to those with 'no aspirations' for vocational education (14%) (see *Table 5.3.6.1*).

Table 5.3.6.1  
**Youths' Expectations Regarding Vocational Qualifications**

Categories	Frequency	Percent	Valid Percent
Tailoring Course	9	21.4	29.0
Computer Course	9	21.4	29.0
Shorthand & Typing Course	2	4.8	6.5
Carpentry Course	4	9.5	12.9
Driving Licence	4	9.5	12.9
Electrical Course	2	4.8	6.5
Technical Course	1	2.4	3.2
Total	31	73.8	100.0
No Expectations	11	26.2	
Total	42	100.0	

When we look only at the category of youth with vocational expectations, it is noteworthy that a majority of youth have equal expectations for computer and tailoring (29%) related vocational qualifications (see *Table 5.3.6.1*).

Class, gender and current activity status are important factors that influence expectations for vocational qualifications. More middle class (38%), and lower class youth (39%) have expectations for tailoring related qualifications, compared to lower middle class youth (10%). On the other hand, more lower middle class youth have expectations for computer related qualifications compared to middle and lower class youth (see *Table 5.3.6.2*).

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

Groups	Tailoring	Computer	Shorthand & Typing	Carpentry	Driving	Electrical	Technical
<b>All groups</b>	<b>29.0</b>	<b>29.0</b>	<b>6.5</b>	<b>12.9</b>	<b>12.9</b>	<b>6.5</b>	<b>3.2</b>
<b>Class</b>							
Middle	37.5	25.0	12.5	-	12.5	-	-
Lower middle	10.0	40.0	10.0	20.0	10.0	10.0	-
Lower	38.5	23.1	-	15.4	15.4	-	7.7
<b>Gender</b>							
Male	-	21.4	-	28.6	7.1	7.1	7.1
Female	52.9	35.3	11.8	-	-	-	-
<b>Current activity</b>							
Still schooling	42.9	14.3	-	14.3	14.3	-	14.3
Employed	22.2	22.2	-	33.3	22.2	-	-
Unemployed	26.7	40.0	13.3	-	6.7	6.7	-

As for gender, more females have expectations for computer and tailoring related qualifications, compared to their male counterparts. On the other hand, males have expectations for carpentry, driving, electrical and technical related qualifications (see *Table 5.3.6.2*).

With regard to current activity status, the expectations for vocational qualifications show that 40% of unemployed youth have expectations for computer related vocational qualifications, when compared to employed youth (22%) and schooling youth (14%). On the other hand, more schooling youth (43%) have expectations for tailoring qualifications, compared to unemployed (27%) and employed youth (22%) (see *Table 5.3.6.2*).

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

##### 5.4.1 Parents' Aspirations Regarding Vocational Qualifications for the Youth Interviewed

Table 5.4.1.1

##### Parents' Aspirations for Vocational Qualifications for the Selected Child

Categories	Frequency	Percent	Valid Percent
Carpentry Course	7	10.4	15.2
Computer Course	10	14.9	21.7
Technical Course	4	6.0	8.7
Driving Licence	3	4.5	6.5
Electrical Course	3	4.5	6.5
Tailoring Course	15	22.4	32.6
Shorthand and Typing	4	6.0	8.7
Total	46	68.7	100.0
No Aspirations	21	31.3	
Total	67	100.0	

It is evident from *Table 5.4.1.1*, that 69% of the parents have aspirations for vocational qualifications for their child selected for the interview, while only 31% of the parents did not have them. When we consider the proportion of parents with any aspiration for vocational education for their children, a majority of them (22%) aspired to tailoring/dressmaking qualifications, while another 15% aspired to computer and another 10% to carpentry qualifications. If one considers only parents with aspirations for vocational education for the child interviewed, it is clear that 33% of parents aspired to tailoring related qualifications for their child who was interviewed.

As for gender, more mothers (37%) aspired to tailoring (dress making) related qualifications for their child, in comparison to the fathers (26%) (see *Table 5.4.1.2*).

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

Table 5.4.1.2

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

Categories	Gender		Total
	Male	Female	
Carpentry Course	4 21.1%	3 11.1%	7 15.2%
Computer Course	4 21.1%	6 22.2%	10 21.7%
Technical Course	2 10.5%	2 7.4%	4 8.7%
Driving Licence	1 5.3%	2 7.4%	3 6.5%
Electrical Course	1 5.3%	1 3.7%	2 4.3%
Tailoring Course	5 26.3%	10 37.0%	15 32.6%
Shorthand and Typing		3 11.1%	3 6.5%
Pharmacy Course	1 5.3%		1 2.2%
Nursing Course	1 5.3%		1 2.2%
Total	19 100.0%	27 100.0%	46 100.0%

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

Table 5.4.2

**Expectations Regarding the Child's Vocational Qualifications (Parents)**

Categories	Frequency	Percent	Valid Percent
Computer Course	11	16.4	23.9
Technical Course	2	3.0	4.3
Shorthand and Typing Course	4	6.0	8.7
Electrical Course	1	1.5	2.2
Driving Licence	3	4.5	6.5
Carpentry Course	9	13.4	19.6
Motor Mechanics	1	1.5	2.2
Electronics Course	2	3.0	4.3
Tailoring	13	19.4	28.3
Total	46	68.7	100.0
No Expectations	21	31.3	
Total	67	100.0	

With regard to the above question, 69% of parents have expectations for vocational education for their child interviewed. In relation to parents with any expectation for vocational educational qualifications for the child, 19% have expectations for tailoring related qualifications, while 16% for computer and another 13% for carpentry qualifications (see *Table 5.4.2*).

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

## 5.5 Value Differences between Local and Foreign Vocational Qualifications

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

Table 5.5.1

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

Categories	Frequency	Percentage	Valid Percentage
<b>01. Was there a difference in value between local and foreign vocational qualifications?</b>			
Yes	19	28.4	28.4
No	5	7.5	7.5
Do not know	43	64.2	64.2
Total	67	100.0	
<b>02. If yes, foreign qualifications provided better skills</b>			
Yes	16	23.9	84.2
No	3	4.5	15.8
Not applicable	48	71.6	
Total	67	100.0	
<b>03. Local qualifications provided better skills</b>			
Yes	3	4.5	15.8
No	16	23.9	84.2
Not applicable	48	71.6	
Total	67	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	17	25.4	89.5
No	2	3.0	10.5
Not applicable	48	71.6	
Total	67	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	3	4.5	15.8
No	16	23.9	84.2
Not applicable	48	71.6	
Total	67	100.0	
<b>06. Foreign vocational qualifications carry more recognition</b>			
Yes	15	22.4	78.9
No	4	6.0	21.1
Not applicable	48	71.6	
Total	67	100.0	
<b>07. Local vocational qualifications carry more recognition</b>			
Yes	4	6.0	21.1
No	15	22.4	78.9
Not applicable	48	71.6	
Total	67	100.0	



In reply to the question “was there a value difference between local and foreign vocational qualifications?”, 28% of parents stated that they perceived a value difference, while 8% stated there was ‘no difference’ between local and foreign vocational qualifications. On the other hand, most parents (64%) ‘did 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 (24%), greater employment value (25%) and more recognition (22%), when compared to local vocational qualifications. If one looks at the parents who perceived a value difference between local and foreign vocational qualifications, those who stated that foreign qualifications provide better skills, greater employment value, and greater recognition constituted 84%, 90% and 79% respectively (see *Table 5.5.1*).

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

Table 5.5.2

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

Categories	Frequency	Percentage	Valid Percentage
<b>01. Is there a difference in value between local and foreign vocational qualifications?</b>			
Yes	33	49.3	49.3
No	18	26.9	26.9
Do not know	16	23.9	23.9
Total	67	100.0	
<b>02. If yes, foreign qualifications provided better skills</b>			
Yes	26	38.8	78.8
No	7	10.4	21.2
Not applicable	34	50.7	
Total	67	100.0	
<b>03. Local qualifications provided better skills</b>			
Yes	7	10.4	21.2
No	26	38.8	78.8
Not applicable	34	50.7	
Total	67	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	26	38.8	78.8
No	7	10.4	21.2
Not applicable	34	50.7	
Total	67	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	7	10.4	21.2
No	26	38.8	78.8
Not applicable	34	50.7	
Total	67	100.0	
<b>06. Foreign vocational qualifications carry more recognition</b>			
Yes	23	34.3	69.7
No	10	14.9	30.3
Not applicable	34	50.7	
Total	67	100.0	
<b>07. Local vocational qualifications carry more recognition</b>			
Yes	10	14.9	30.3
No	23	34.3	69.7
Not applicable	34	50.7	
Total	67	100.0	

As regards parents' perception of value differences between local and foreign vocational qualifications at present, it is clear that a majority of parents (49%) perceived a difference, while only 27% did not perceive such a difference. On the other hand, 24% 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*).

In relation to the reasons for the value difference, more parents stated that foreign vocational qualifications provide better skills (79%), have greater employment value (79%) and more recognition (70%), 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
<b>01. Is there a difference in value between local and foreign vocational qualifications?</b>			
Yes	28	66.7	66.7
No	12	28.6	28.6
Do not know	2	4.8	4.8
Total	42	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	27	64.3	96.4
No	1	2.4	3.6
Not applicable	14	33.3	
Total	42	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	1	2.4	3.6
No	27	64.3	96.4
Not applicable	14	33.3	
Total	42	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	28	66.7	100.0
Not applicable	14	33.3	
Total	42	100.0	
<b>05. Local qualifications greater in employment value</b>			
No	28	66.7	100.0
Not applicable	14	33.3	
Total	42	100.0	
<b>06. Foreign vocational qualifications carry more recognition</b>			
Yes	27	64.3	96.4
No	1	2.4	3.6
Not applicable	14	33.3	
Total	42	100.0	
<b>07. Local vocational qualifications carry more recognition</b>			
Yes	1	2.4	3.6
No	27	64.3	96.4
Not applicable	14	33.3	
Total	42	100.0	

In reply to the question, “is there a value difference between local and foreign vocational qualifications?”, 67% of youth stated ‘yes,’ while only 29% said ‘no’. 5% of youth ‘do not know’ whether there is a value difference between local and foreign qualifications at present (see *Table 5.5.3*).

When one looks at the perceived reasons for the value differences, a majority of the youth stated that this is due to foreign qualifications having a higher level of prestige (64%), greater employment value (67%) and more recognition (64%), compared to local vocational qualifications (see *Table 5.5.3*).

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

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

Table 5.6.1

#### Value Parents Attached to Vocational Qualifications (Past)

Categories		Frequency	Percentage	Valid Percentage
Past	Very high	9	13.4	13.4
	High	36	53.7	53.7
	Low	10	14.9	14.9
	Very low	3	4.5	4.5
	Do not know	9	13.4	13.4
	Total	67	100.0	

As regards parents’ perceptions of value attached to vocational qualifications prior to economic liberalization, it is significant that 67% of parents perceived either a ‘very high’ (13.4%) or a ‘high’ (54%) value, while 19% perceived either a ‘low’ (15%) or a ‘very low’ (4.5%) value (see *Table 5.6.1*). On the other hand, 13% of parents ‘do not know’ the value attached to vocational qualifications prior to economic liberalization.

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

Table 5.6.2

#### Value Parents Attach to Vocational Qualifications (Present)

Categories		Frequency	Percentage	Valid Percentage
Present	Very high	22	32.8	32.8
	High	34	50.7	50.7
	Low	6	9.0	9.0
	Do not know	5	7.5	7.5
	Total	67	100.0	

In relation to the period after economic liberalization, one can see an increase (84%) in the proportion of parents who perceived either a ‘very high’ (33%) or a ‘high’ (51%) value attached to vocational qualifications, compared to the period before economic liberalization (see *Table 5.6.2*). On the other

hand, only 10% perceived a 'low' value attached to vocational qualifications in general, during the post-economic liberalization period, while 8% belong to the 'do not know' category (see *Table 5.6.2*).

## 6.0 LIVELIHOODS

### 6.1 Parents' Aspirations and Expectations for their Livelihoods

#### 6.1.1 Parents' Aspirations for their Livelihoods

Table 6.1.1.1

#### Aspirations for Livelihoods (Parents)

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Professionals (A)	2	3.0	3.6
	Professionals (B)	31	46.3	56.4
	Travel, Restaurant & Sales Workers	4	6.0	7.3
	Security Services	5	7.5	9.1
	Agricultural & Fisheries	8	11.9	14.5
	Plant & Machine Operators	1	1.5	1.8
	Elementary Occupation	1	1.5	1.8
	Self-employment	3	4.5	5.5
	No Aspirations	12	17.9	
	Total	67	100.0	

**Note: 'Professionals A'**

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

**'Professionals B'**

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

*Table 6.1.1.1*, shows that a majority of parents (46%) aspired to be professionals in teaching, nursing and other 'professionals (B)' areas, while only 3% aspired to be 'professionals (A)' in areas such as engineering, medicine and law. It is also important to note that 12% of parents aspired to agricultural and fisheries related occupations. Furthermore, it is important to note that 18% of parents were without any particular occupational aspirations.

If one looks at the category of parents with livelihood aspirations, it is clear that 56% of parents aspired to livelihoods related to 'professionals (B)', while 15% to agricultural and fisheries related occupations (see *Table 6.1.1.1*).

Gender variations with regard to aspirations for livelihoods is important. For instance, more females aspired to 'professionals (B)' sector livelihoods (73%), when compared with their male (36%) counterparts. On the other hand, more males aspired to agriculture and fisheries related livelihoods (24%), compared to their female counterparts (7%) (see *Table 6.1.1.2*).

Table 6.1.1.2

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

Categories	Gender		Total
	Male	Female	
Professionals (A)	1 4.0%	1 3.3%	2 3.6%
Professionals (B)	9 36.0%	22 73.3%	31 56.4%
Travel, Restaurant and Sales Workers	4 16.0%		4 7.3%
Security Service Workers	3 12.0%	2 6.7%	5 9.1%
Agricultural and Fisheries Workers	6 24.0%	2 6.7%	8 14.5%
Plant and Machine Operators and Assemblers		1 3.3%	1 1.8%
Elementary Occupations (Unskilled Labourers)		1 3.3%	1 1.8%
Self-employment	2 8.0%	1 3.3%	3 5.5%
Total	25 100.0%	30 100.0%	55 100.0%

6.1.2 *Parents' Expectations for their Livelihoods*

Table 6.1.2.1

**Expectations for Livelihoods (Parents)**

Categories		Frequency	Percentage	Valid Percentage
Expectations	Executive, Managerial & Administrative	1	1.5	1.9
	Professionals (B)	9	13.4	17.0
	Travel, Restaurant & Sales Workers	2	3.0	3.8
	Security Services	1	1.5	1.9
	Agricultural & Fisheries	31	46.3	58.5
	Craft & Related	2	3.0	3.8
	Elementary Occupations	2	3.0	3.8
	Self-employment	5	7.5	9.4
	No Expectations	14	20.9	
	Total	67	100.0	

As regards expectations, one can see a gradual decrease in parents' expectations for 'professionals (B)' occupations, compared to their other occupational aspirations (46% to 13%). On the other hand, there is an increase in parents with expectations for work in agriculture and fisheries sectors. Moreover, it is also important to note that there is a slight increase of the proportion of parents with no occupational expectations, i.e. 18%, when compared to their aspirations (21%).

When one looks at the category of parents having occupational expectations, it is clear that the majority (59%) of them expect agriculture and fisheries related occupations, followed by 17% of parents who have expectations for 'professionals (B)' occupations (see *Table 6.1.2.1*).

Class and gender variations with regard to expectations for livelihoods are noteworthy. For instance, more middle class parents expect 'professionals (B)' occupations (36%) when compared to lower middle (14%) and lower class parents (10%). On the other hand, more lower class (60%), as well as lower middle class parents expect to work in the agriculture and fisheries sectors, compared to middle class parents (46%) (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
	Middle	Lower Middle	Lower	
Executive, Managerial and Administrative	1 9.1%			1 1.9%
Professionals (B)	4 36.4%	3 13.6%	2 10.0%	9 17.0%
Travel, Restaurant and Sales Workers			2 10.0%	2 3.8%
Security Service Workers			1 5.0%	1 1.9%
Agricultural and Fisheries Workers	5 45.5%	14 63.6%	12 60.0%	31 58.5%
Craft and Related Workers (Skilled Workers)			2 10.0%	2 3.8%
Elementary Occupations (Unskilled Labourers)	1 9.1%	1 4.5%		2 3.8%
Self-employment		4 18.2%	1 5.0%	5 9.4%
Total	11 100.0%	22 100.0%	20 100.0%	53 100.0%

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

**6.2 Youths' Aspirations and Expectations for Livelihoods****6.2.1 Youths' Aspirations for Livelihoods**

Table 6.2.1.1

**Youths' Aspirations for Livelihoods**

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	3	7.1	7.1
	Professionals (A)	11	26.2	26.2
	Professionals (B)	13	31.0	31.0
	Technicians & Associate Professionals	2	4.8	4.8
	Travel, Restaurant & Sales Workers	1	2.4	2.4
	Security Services	5	11.9	11.9
	Agricultural & Fisheries Workers	1	2.4	2.4
	Craft & Related	2	4.8	4.8
	Elementary Occupations (Unskilled Labourers)	2	4.8	4.8
	Self-employment	2	4.8	4.8
	Total	42	100.0	
	Self-employment	9	21.4	21.4
	Total	42	100.0	

As for youths' aspirations for livelihoods, it is evident that a significant proportion of them (31%) aspire to 'professionals (B)' as well as 'professionals (A)' occupations (26%), while another 12% of youth aspire to security service related occupations (see *Table 6.2.1.1*). It is noteworthy, that there are no youth without any occupational aspirations.

Youth aspirations for occupations vary according to class, age, gender and current activity status. For instance, more middle class youth (46%) aspire to 'professionals (B)' occupations, while more lower class youth aspire to 'professionals (A)' occupations (see *Table 6.2.1.2*).

Table 6.2.1.2

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

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Technical	Travel, Restaurant & Sales Workers	Security Service	Agricultural & Fisheries	Craft Related	Elementary Occupation	Self-employment
<b>All groups</b>	7.1	26.2	31.0	4.8	2.4	11.9	2.4	4.8	4.8	4.8
<b>Class</b>										
Middle	9.1	27.3	45.5	-	-	-	9.1	-	9.1	-
Lower middle	7.1	14.3	28.6	14.3	7.1	7.1	-	7.1	7.1	7.1
Lower	5.9	35.3	23.5	-	-	-	-	5.9	-	5.9
<b>Gender</b>										
Male	4.2	16.7	16.7	8.3	4.2	20.8	4.2	8.3	8.3	8.3
Female	11.1	38.9	50.0	-	-	-	-	-	-	-
<b>Current activity</b>										
Still schooling	-	57.1	28.6	-	-	-	-	-	14.3	-
Employed	-	17.6	17.6	5.9	5.9	23.5	5.9	11.8	5.9	5.9
Unemployed	16.7	22.2	44.4	5.6	-	5.6	-	-	-	5.6

As for gender, more females aspire to 'professionals (A) (40%) and (B)' (50%) occupations, compared to their male counterparts, and more males aspire to security services occupations (see *Table 6.2.1.2*).

With regard to current activity status, more currently schooling youth (57%) aspire to 'professionals (A) occupations', whereas more unemployed youth aspire to 'professionals (B)' occupations (44%) (see *Table 6.2.1.2*).

Youth aspirations for occupations do not vary according to age.

### 6.2.2 Availability of Sufficient Means to Realize Occupational Aspirations of Youth

When questioned as to whether 'they have sufficient means to realize their occupational aspirations', 52% of youth said 'yes', while only 48% said that they cannot realize their aspirations (see *Table 6.2.2.1*).

Table 6.2.2.1  
**Availability of Sufficient Means (Youth)**

Categories	Frequency	Percent	Valid Percent
Yes	22	52.4	52.4
No	20	47.6	47.6
Total	42	100.0	100.0

As for current activity status, more currently schooling youth (71%) stated that they have sufficient means to realize their occupational aspirations, when compared to unemployed (44%) and employed youth (53%) (see *Table 6.2.2.2*).

Table 6.2.2.2  
**Sufficient Means to Realize your Aspirations for Livelihoods - by General Activity Status and Gender (Youth) (%)**

Groups	Yes	No
<b>All groups</b>	<b>52.4</b>	<b>47.6</b>
<b>Current activity</b>		
Still schooling	71.4	28.6
Employed	52.9	47.1
Unemployed	44.4	55.6
<b>Gender</b>		
Male	62.5	37.5
Female	38.9	61.1

In relation to gender, more males (63%) mentioned that they have sufficient means to realize their occupational aspirations, as against their female counterparts (39%) (see *Table 6.2.2.2*).

### 6.2.3 What do they Lack?

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

Categories	Frequency	Percent	Valid Percent
Economic	6	14.3	30.0
Social/Cultural	1	2.4	5.0
Aptitude	10	23.8	50.0
Political	2	4.8	10.0
Illness	1	2.4	5.0
Total	20	47.6	100.0
Not Applicable	22	52.4	
Total	42	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 a lack of aptitude (50%), while 30% mentioned economic constraints (see *Table 6.2.3*).

#### 6.2.4 Youths' Expectations for Livelihoods

Table 6.2.4.1

##### Youths' Expectations for Livelihoods

	Categories	Frequency	Percentage	Valid Percentage
Expectations	Executive, Managerial & Administrative	1	2.4	2.4
	Professionals (A)	7	16.7	16.7
	Professionals (B)	5	11.9	11.9
	Technicians & Associate Professionals	1	2.4	2.4
	Clerks	1	2.4	2.4
	Travel, Restaurant & Sales Workers	2	4.8	4.8
	Security Services	1	2.4	2.4
	Agricultural & Fisheries Workers	6	14.3	14.3
	Craft & Related	3	7.1	7.1
	Plant & Machine Operators	1	2.4	2.4
	Elementary Occupations (Unskilled Labourers)	5	11.9	11.9
	Self-employment	9	21.4	21.4
	Total	42	100.0	

When one looks at youth expectations, it is significant that 17% of the youth interviewed expect 'professionals (A)' category jobs, while 12% expect 'professionals (B)' category occupations, and another 14% expect jobs in the agriculture and fisheries sectors. Furthermore, 2.4% of youth had no livelihood expectations. On the other hand, the proportion of youth who expect to do 'professionals (A)' category jobs is only 7.3% in comparison with youth having aspirations for such occupations (20%). It is noteworthy that 21% of youth expect to be self-employed. Also one can see a slight increase in the proportion of youth who expect to work in the areas of agriculture and fisheries (from 2.4% to 7.1%) (see *Table 6.2.4.1*).

As for gender, more females expect to work in the 'professionals (A)' (33%) and (B)' (22%) occupations, compared to their male counterparts (4.2% and 4.2% respectively) (see *Table 6.2.4.2*).

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

Table 6.2.4.2

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

Categories	Gender		Total
	Male	Female	
Executive, Managerial and Administrative	1 4.2%		1 2.4%
Professionals (A)	1 4.2%	6 33.3%	7 16.7%
Professionals (B)	1 4.2%	4 22.2%	5 11.9%
Technicians and Associate Professionals	1 4.2%		1 2.4%
Clerks		1 5.6%	1 2.4%
Travel, Restaurant and Sales Workers	2 8.3%		2 4.8%
Security Service Workers	1 4.2%		1 2.4%
Agricultural and Fisheries Workers	5 20.8%	1 5.6%	6 14.3%
Craft and Related Workers (Skilled Workers)		3 16.7%	3 7.1%
Plant and Machine Operators and Assemblers		1 5.6%	1 2.4%
Elementary Occupations (Unskilled Labourers)	4 16.7%	1 5.6%	5 11.9%
Self-employment	8 33.3%	1 5.6%	9 21.4%
Total	24 100.0%	18 100.0%	42 100.0%

**6.3 Parents' Aspirations and Expectations Regarding Livelihoods for their Children***6.3.1 Parents' Aspirations Regarding Livelihoods for their Children***6.3.1.1****Parents' Livelihood Aspirations for their Children**

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	2	3.0	3.2
	Professionals (A)	28	41.8	44.4
	Professionals (B)	22	32.8	34.9
	Clerks	4	6.0	6.3
	Travel, Restaurant & Sales Workers	2	3.0	3.2
	Agriculture and Fisheries	1	1.5	1.6
	Craft & Related	1	1.5	1.6
	Plant & Machine Operators	1	1.5	1.6
	Self-employment	2	3.0	3.2
	No Aspirations	4	6.0	
	Total	67	100.0	

It is evident from *Table 6.3.1.1*, that a majority of parents had high occupational aspirations for the selected child. While 42% of the parents aspired to 'professionals (A)' occupations for their children, 35% aspired to 'professionals (B)' category occupations. There was only one parent with aspirations for agricultural occupations for their children. It is also noteworthy that only 6% of parents had no occupational aspirations for the child selected for the interview.

When we look at the parents with occupational aspirations for the child separately, it is significant that about 44% of them aspired to 'professionals (A)' category jobs for their selected child, while 35% 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 (59%) aspired to 'professionals (A)' occupations followed by 46% of lower class parents and only 32% of lower middle class parents. On the other hand, more lower class parents aspire to 'professionals (B)' category jobs (42%) for their child selected for the interview, in comparison to lower middle (32%) and middle class parents (29%) (see *Table 6.3.1.2*).

Table 6.3.1.2

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

Groups	Executive, Managerial & Administrative	Professionals (A)	Professionals (B)	Clerks	Travel, Restaurant & Sales Workers	Agricultural & Fisheries	Craft Related	Plant & Machine Operators	Self-employment
<b>All groups</b>	3.2	44.4	34.9	6.3	3.2	1.6	1.6	1.6	3.2
<b>Class</b>									
Middle	-	58.8	29.4	-	-	-	5.9	-	5.9
Lower middle	4.5	31.8	31.8	9.1	9.1	4.5	-	4.5	4.5
Lower	4.2	45.8	41.7	8.3	-	-	-	-	-
<b>Gender</b>									
Male	3.7	55.6	25.9	7.4	3.7	-	-	-	3.7
Female	2.8	36.1	41.7	5.6	2.8	2.8	2.8	2.8	2.8

As for gender, more mothers aspire to 'professionals (B)' (42%) category jobs for their children while more fathers aspire to 'professionals (A)' category jobs (57%) (see *Table 6.3.1.2*).

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

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

Table 6.3.2.1

**Expectations for Livelihoods for the Selected Child (Parents)**

Categories		Frequency	Percentage	Valid Percentage
Expectations	Professionals (A)	13	19.4	21.7
	Professionals (B)	13	19.4	21.7
	Technicians & Associate Professionals	1	1.5	1.7
	Clerks	6	9.0	10.0
	Travel, Restaurant & Sales Workers	3	4.5	5.0
	Security Services	1	1.5	1.7
	Agricultural & Fisheries	5	7.5	8.3
	Craft & Related	5	11.9	13.3
	Elementary Occupations	3	4.5	5.0
	Self-employment	7	10.4	11.7
	No Expectations	7	10.4	
	Total	67	100.0	

When we look at parents' expectations regarding livelihoods for their children, it becomes evident that 19% of parents equally expect 'professionals (B) and (A)' category occupations, while another 9% of them expect clerical occupations. It is important to note that only 10% of parents do not have any particular occupational expectation for their children (see *Table 6.3.2.1*).

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

When we look at the data disaggregated by class and gender, some interesting patterns emerge. For instance, more middle class parents have expectations that their children do 'professionals (A)' category occupations (31%) compared to lower middle (20%) and lower class parents (17%) (see *Table 6.3.2.2*). On the other hand, more lower middle class parents (30%) have expectations for 'professionals B' jobs for their child who was interviewed, compared to middle (19%) and lower class parents (17%) (see *Table 6.3.2.2*).

As for gender, more fathers (26%) expect their children to do 'professionals (B)' category jobs when compared with mothers (18%) (see *Table 6.3.2.2*).

Table 6.3.2.2

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

Groups	Professionals (A)	Professionals (B)	Technicians	Clerks	Travel, Restaurant & Sales Workers	Security Service Workers	Agricultural & Fisheries	Craft Related	Elementary Occupations	Self-employment
<b>All groups</b>	<b>21.7</b>	<b>21.7</b>	<b>1.7</b>	<b>10.0</b>	<b>5.0</b>	<b>1.7</b>	<b>8.3</b>	<b>13.3</b>	<b>5.0</b>	<b>11.7</b>
<b>Class</b>										
Middle	31.3	18.8	-	-	-	-	12.5	6.3	-	31.3
Lower middle	20.0	30.0	-	20.0	10.0	5.0	-	-	-	10.0
Lower	16.7	16.7	4.2	8.3	4.2	-	29.2	29.2	12.5	-
<b>Gender</b>										
Male	25.9	25.9	3.7	7.4	3.7	-	7.4	7.4	3.7	14.8
Female	18.2	18.2	-	12.1	6.1	3.0	9.1	18.2	6.1	9.1

**6.4 Preferred Sector of Employment**

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

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

Table 6.4.1.1

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

Categories	Frequency	Percent	Valid Percent
Government sector	45	67.2	81.8
Unorganized private sector (Informal sector)	1	1.5	1.8
Organized private sector (Foreign/joint venture)	9	13.4	16.4
Total	55	82.1	100.0
Not applicable	12	17.9	
Total	67	100.0	

It is evident from *Table 6.4.1.1* that nearly 82% of parents had aspirations for a preferred sector of employment, while 18% of parents did not indicate any such aspirations. Furthermore, when one looks at the parents with aspirations for a preferred sector of employment, it is significant that the vast majority of parents (82%) aspire to government sector employment, and only 16% aspired to work in the foreign organized private sector and another 2% to the informal sector.

Class variations in the above regard are also significant. 87% of middle class parents had aspirations to work in the government sector, followed by 81% of parents from the lower middle class and only 79% from the lower class (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 and Gender (Aspirations) – Parents (%)**

Groups	Government sector	Unorganized private sector	Organized private sector (Foreign)
<b>All groups</b>	<b>81.8</b>	<b>1.8</b>	<b>16.4</b>
<b>Class</b>			
Middle	86.7	-	13.3
Lower middle	81.0	-	19.0
Lower	78.9	5.3	15.8
<b>Gender</b>			
Male	69.2	3.8	26.9
Female	93.1	-	6.9

As for gender, more females (93%) aspired to work in the government sector compared to their male counterparts (69%) (see *Table 6.4.1.2*).

There are no clear age 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	12	17.9	27.9
Unorganized private sector (Informal sector)	1	1.5	2.3
Organized private sector (Foreign/joint venture)	30	44.8	69.8
Total	43	64.2	100.0
Not applicable	24	35.8	
Total	67	100.0	

When one looks at parents with expectations regarding the preferred sector of employment, 45% of them expect to work in the organized private sector, while only 18% of them expect to work in the government sector (foreign). On the other hand, 36% of parents had no expectation for a preferred sector of employment (see *Table 6.4.2.1*).

Class variations with regard to the above question are noteworthy. For instance, more middle class (55%) parents expected to work in the government sector when they were young, compared to lower middle (28%) and lower class parents (7%) (see *Table 6.4.2.2*). On the other hand, more lower class parents expected to work in the organized private sector (foreign/joint venture) (86%), followed by 72% of lower middle and only 46% of middle class parents (see *Table 6.4.2.2*). In other words, parents' own expectations have also been influenced by their class position.

Table 6.4.2.2

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

Groups	Government sector	Unorganized private sector	Organized private sector (Foreign)
<b>All groups</b>	<b>27.9</b>	<b>2.3</b>	<b>69.8</b>
<b>Class</b>			
Middle	54.5	-	45.5
Lower middle	27.8	-	72.2
Lower	7.1	7.1	85.7
<b>Gender</b>			
Male	24.0	4.0	72.0
Female	33.3	-	66.7

As for gender, more mothers expected to work in the government sector (33%) compared to fathers (24%) (see Table 6.4.2.2).

**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	37	88.1	88.1
Unorganized private sector (Informal sector)	1	2.4	2.4
Organized private sector (Foreign/joint venture)	4	9.5	9.5
Total	42	100.0	100.0

It is evident from Table 6.4.3.1 that nearly 88% of youth aspired to government sector employment, while 10% aspired to work in the organized private sector (foreign/joint venture), and another 2.5% in the informal sector.

Current activity status with regard to the above question is important to examine. 94% of unemployed youth with an aspiration for a preferred sector of employment, aspire to government sector occupations, compared to currently schooling (86%) and employed youth (82%) (see Table 6.4.3.2).

Table 6.4.3.2

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

Groups	Government sector	Unorganized private sector	Organized private sector (Foreign)
<b>All groups</b>	<b>88.1</b>	<b>2.4</b>	<b>9.5</b>
<b>Current activity</b>			
Still schooling	85.7	-	14.3
Employed	82.4	5.9	11.8
Unemployed	94.4	-	5.6
<b>Gender</b>			
Male	79.2	4.2	16.7
Female	100.0	-	-

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

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

#### 6.4.4 Youths' Expectations Regarding the Sector of Employment

Table 6.4.4.1

##### Youths' Expectations Regarding the Preferred Sector of Employment

Categories	Frequency	Percent	Valid Percent
Government sector	21	50.0	53.8
Unorganized private sector (Informal sector)	3	7.1	7.7
Organized private sector (Sri Lankan)	2	4.8	5.1
Organized private sector (Foreign/joint venture)	13	31.0	33.3
Total	39	92.9	100.0
No expectations	3	7.1	
Total	42	100.0	

As regards youths' expectations for the preferred sector of employment, it is evident that nearly 50% of them expect to work in the government sector, while another 31% expect to work in the organized private sector (foreign). Furthermore, youth with no expressed expectation regarding the preferred sector of employment, constitute about 7%, 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 54% of them expect to work in the public sector, an overwhelming preference for the sector concerned, while 33% expect to work in the organized private sector (foreign/joint venture) (see *Table 6.4.4.1*).

Class, gender and current activity status variations with regard to youth expectations for a preferred sector of employment are also noteworthy. For example, 67% of youth from the middle class, followed by 62% from the lower middle class expect to work in the government sector, compared to only 41% of lower class youth (56%) (see *Table 6.4.4.2*).

As for gender, 78% of females expect to work in the government sector, as against a smaller proportion of their male counterparts (33%) (see *Table 6.4.4.2*).

As for current activity status in relation to youth expectations regarding the preferred sector of employment, 83% of schooling youth expect to work in the government sector, compared to unemployed (65%) and employed youth (31%) (see *Table 6.4.4.2*). In other words, those who are still in school have much higher expectations regarding the preferred sector of employment, than youth who are employed and unemployed.



Table 6.4.4.2

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

Groups	Government sector	Unorganized private sector	Organized private sector (S.L)	Organized private sector (Foreign)
<b>All groups</b>	<b>53.8</b>	<b>7.7</b>	<b>5.1</b>	<b>33.3</b>
<b>Class</b>				
Middle	66.7	-	-	33.3
Lower middle	61.5	7.7	-	30.8
Lower	41.2	11.8	11.8	35.3
<b>Gender</b>				
Male	33.3	14.3	-	52.4
Female	77.8	-	11.1	11.1
<b>Current activity</b>				
Still schooling	83.3	-	-	16.7
Employed	31.3	12.5	6.3	50.0
Unemployed	64.7	5.9	5.9	23.5

**7.0 HAMBEGAMUWA VILLAGE SUMMARY****1. Village Background**

Hambegamuwa, a Sinhala Buddhist village is located in the Uva Province, about 220 km from Colombo. The livelihood activities are predominantly based on rice cultivation. A few families run dairy farms for their living, and there are also a handful of families with at least one member doing jobs in the government sector. Few others own grocery shops in this village.

**2. Socio-economic Characteristics of the Sample Population**

As regards gender, there are more males in the sample population (55%) when compared to their female counterparts who constitute 46%.

It is important to note that nearly 47% of the household population belong to youth in the age category of 16-30 years. It is also evident from the data that nearly 65% 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 (52%). On the other hand, nearly 4% have O/L and another 9% have A/L qualifications. However, there is only one member in the sample with a university degree.

Livelihood structure of the sample population is dominated by agriculture (48%). The rate of farming decreases with increasing educational attainment (86% passed grade 1-5 and 46% passed grades 6-10, whereas only 8% have A/L qualifications). There are also 17% of white-collar job holders, while only 5% of members are engaged in skilled jobs.

It is noteworthy that 13% of household members are unemployed. Furthermore, unemployment among females (29%) is higher when compared to their male counterparts (9%).

Income of the sample population shows that there is a considerable gap between the lowest and the highest income categories, because 34% of the sample household population earn less than Rs. 1000, and 6% of household members report a monthly income of over Rs. 10,000.

### **3. Education**

#### **3.1 Educational Attainment of Parents and Youth**

With regard to parents' and youths' educational attainment, it is significant that a majority of parents (47%) have post-primary level education, while nearly 16% of parents have O/L and only 4% have A/L qualifications. In relation to youth educational attainment, one can see a huge increase in the proportion of youth with O/L and A/L qualifications (3% and 39% respectively), compared to their parents.

When it comes to higher education, it is noted that two of the youths have university degrees, while only one parent 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 O/L (37%), while another 36% to university education. When it comes to parents' expectations for education, the proportion of parents who expect O/L (37% to 40%) and primary education (5% to 40%) has increased further, while expectations for A/L (36% to 18%) and university education (20% to 2%) have decreased.

##### **3.2.2 Youths' aspirations and expectations for education**

It is significant that nearly 60% of the interviewed youth aspire to university education, while, 21% to A/L and 19% to O/L qualifications. In other words, the majority of youth have high aspirations for university education.

With regard to whether youth have sufficient means to realize their educational aspirations, a majority of youth stated that they do not have sufficient means to realize (62%) their educational aspirations, mainly due to economic reasons (50%), while 38% of youth stated that they have sufficient means to realize their educational aspirations.

With reference to youth expectations for education, a majority of youth expect A/L education (31%), even though the proportion is slightly more compared to youth aspirations (21%). On the other hand, the proportion of youth who have expectations for university education gradually decreased from 60% to 31%.

#### **4. Aspirations and Expectations for Professional Qualifications**

##### **4.1 Parents' Aspirations for Professional Qualifications**

There were no high aspirations among parents for professional qualifications when they were young, because nearly 97% of them did not have any aspirations for professional qualifications, while only 3% of parents had professional educational aspirations. Of those who had professional educational aspirations, one parent aspired to a MBBS qualification and another to the Attorney-at-Law qualification. Nevertheless, when it came to expectations for professional qualifications, none of the parents had any expectations for professional qualifications.

##### **4.2 Youths' Aspirations and Expectations for Professional Qualifications**

Nearly 31% of youth had aspirations for professional qualifications compared to their parents. While the majority of them aspire to an Attorney-at-Law qualification (31%), 23% aspire to a MBBS qualification.

With regard to whether youth have sufficient means to realize their professional aspirations, a majority of youth stated (69%) that they do not have sufficient means to realize their educational aspirations, mainly due to a lack of aptitude (44%) and economic reasons (33%). On the other hand, 31% of youth stated that they have sufficient means to realize their educational aspirations.

A significant proportion of youth do not have any expectations for professional qualifications (79%), while only 21% of youth have such expectations. With regard to only youth with expectations for professional qualifications, the majority of them expect an Attorney-at-Law qualification.

#### **5. Parents' and Youths' Aspirations for Vocational Qualifications**

##### **5.1 Parents' Aspirations and Expectations for Vocational Qualifications**

In relation to the type of qualifications only among youth with vocational qualification aspirations, 69% of them aspire to a dressmaking/tailoring qualification.

With regard to parents' expectations for vocational qualifications, 68% of parents still expect a tailoring/dressmaking qualification.

##### **5.2 Youths' Aspirations and Expectations for Vocational Qualifications**

It is important to note that nearly 86% of youth have vocational aspirations, while only 14% of youth have no such aspirations. When one considers only youth with vocational aspirations, it is significant that the majority of youth aspire to computer related vocational qualifications (31%).

With regard to whether youth have sufficient means to realize their vocational aspirations, 61% of youth with vocational aspirations stated that they have sufficient means to realize their educational aspirations, while 36% of youth stated that they do not have sufficient means to realize their vocational aspirations, mainly due to economic reasons.

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

### **6.1 Parents' Aspirations and Expectations for Livelihoods**

53% of parents with livelihood aspirations aspired to employment in the 'Professionals (B)' category, while another 15% to employment in the agriculture and fisheries sectors. As for gender, more females aspired to 'Professionals (B)' sector livelihoods (73%), when compared to their male counterparts (36%). When it comes to livelihood expectations, nearly 59% of parents expect agriculture and fisheries sector occupations, while 17% expect 'Professionals (B)' occupations.

### **6.2 Youths' Aspirations and Expectations for Livelihoods**

Nearly 31% of youth aspire to 'Professionals (B)' category occupations, while another 26% to 'Professionals (A)' occupations. In other words, youth have high aspirations for livelihoods, when compared to their parents. It is interesting to note that more females aspire to 'Professionals (A)' (39%) and 'Professionals (B)' category (50%) occupations.

With regard to whether youth have sufficient means to realize their livelihood aspirations, 52% of youth with livelihood aspirations stated that they do not have sufficient means to realize their livelihood aspirations mainly due to a lack of aptitude and economic reasons, while 48% of youth stated that they have sufficient means to realize their livelihood aspirations.

When it comes to livelihood expectations, 17% of youth with livelihood expectations expect 'Professionals (A)' occupations, while 12% expect to work in 'Professionals (B)' category occupations. On the other hand, 14% of youth interviewed, expect to work in the agriculture and fisheries sectors.

## **7. Preferred Sector of Employment**

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

A significant proportion of parents with aspirations for a preferred sector of employment aspired to government sector employment (82%). It is notable that when it comes to expectations for a preferred sector of employment, nearly 70% of parents expect organized private sector employment (foreign/joint venture), while 28% expect government sector employment.

### **7.2 Youths' Aspirations for a Preferred Sector of Employment**

It is evident that a significant proportion of youth aspire to government sector employment (88%). In relation to youths' expectations for a preferred sector of employment, still a majority of youth expect government sector employment (54%), while 33% of youth expect foreign/joint venture organized private sector employment.

## Annex

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