

# Globalisation Qualifications and Livelihoods



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**Report Number 10**  
Youth Aspirations and Expectations in  
Sri Lanka following Economic  
Liberalisation

Location Study 6 Uddapuwa

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**SCHOOL OF** Lifelong  
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## Preface

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

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

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

Research Report no 10, 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 Udappuwa, a predominantly Tamil rural village in the North Western 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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## Contents

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Tables

Abbreviations

### LOCATION STUDY 06 – UDAPPUWA

<b>1.0</b>	<b>INTRODUCTION</b>	<b>1</b>
<b>2.0</b>	<b>SOCIO-ECONOMIC PROFILE OF THE SAMPLE POPULATION</b>	<b>1</b>
2.1	Gender	1
2.2	Age	1
2.3	Marital Status of the Sample Household Population	2
2.4	Educational Attainment	2
2.5	Main Occupation	3
2.6	Income	5
<b>3.0</b>	<b>EDUCATION</b>	<b>6</b>
3.1	Educational Attainment of Parents and Youth	6
3.2	Higher Education	6
	3.2.1 University Education: Parents and Youth	6
3.3	Use of Tuition	7
3.4	School Dropouts among Parents and Youth	8
	3.4.1 School Dropouts among Parents and Reasons	8
	3.4.2 School Dropouts among Youth and Reasons	9
3.5	Aspirations and Expectations for Education	10
	3.5.1 Parents' Aspirations for Education	10
	3.5.2 Parents' Expectations for Education	11
3.6	Youths' Aspirations and Expectations for Education	12
	3.6.1 Youths' Aspirations for Education	12
	3.6.2 Whether Youth have Sufficient Means to Realize their Educational Aspirations	13

3.6.3	Insufficient Means to Realize Educational Aspirations of Youth	14
3.6.4	Expectations for Education	15
3.7	Parents' Aspirations and Expectations for Education of the Youth Selected for the Interview	16
3.7.1	Parents' Aspirations Regarding Education of the Selected Child	16
3.7.2	Parents' Expectations Regarding Education of the Selected Child	18
3.8	Value Attached to Education Before and After Economic Liberalization	19
3.8.1	Value Attached to Education Before Economic Liberalization	19
3.8.2	Value Attached to Education After Economic Liberalization	19
3.9	Value Differences between Local and Foreign Educational Qualifications Before and After Economic Liberalization	19
3.9.1	Parents' Opinion of Value Differences between Local and Foreign Educational Qualifications in the Past	19
3.9.2	Parents' Opinion of Value Differences between Local and Foreign Educational Qualifications at Present	20
3.9.3	Youths' Opinion of Value Differences between Local and Foreign Educational Qualifications	21
<b>4.0</b>	<b>PROFESSIONAL EDUCATION</b>	<b>22</b>
4.1	Current Status of Professional Education of Parents and Youth	22
4.2	Aspirations and Expectations for Professional Qualifications	22
4.2.1	Parents' Aspirations for Professional Qualifications	22
4.3	Parents' Expectations for Professional Qualifications	23
4.4	Youths' Aspirations and Expectations for Professional Qualifications	23
4.4.1	Youths' Aspirations for Professional Qualifications	23
4.4.2	Whether Youth have Sufficient Means to Realize their Aspirations for Professional Qualifications	24
4.4.3	What do Youth Lack?	25
4.5	Youths' Expectations for Professional Qualifications	26
4.6	Parents' Aspirations and Expectations for Professional Education of the Youth Selected for the Interview	27
4.6.1	Parents' Aspirations for Professional Qualification of the Selected Youth	27
4.7	Parents' Expectations for Professional Qualification of the Child Selected for the Interview	28
4.8	Parents' Value Differences between Local and Foreign Professional	29

## 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)	29
4.8.2	Parents' Perceptions of Value Differences between Local and Foreign Professional Qualifications at Present	30
4.9	Value Differences between Local and Foreign Professional Qualifications (Youth)	31
4.9.1	Youths' Perceptions of Value Differences between Local and Foreign Professional Qualifications	31
4.10	Parents' Perceptions of Value Attached to Professional Qualifications in the Past	33
4.11	Parents' Perceptions of Value Attached to Professional Qualifications at Present	33
<b>5.0</b>	<b>VOCATIONAL EDUCATION</b>	<b>33</b>
5.1	Parents' Vocational Education	33
5.1.1	How Parents Obtained Vocational Education	34
5.1.2	Main Informal Channels for Obtaining Vocational Skills	34
5.1.3	Formal Sector Vocational Courses and Related Sectors	34
5.2	Youths' Vocational Education	34
5.2.1	How Youth Obtained Vocational Education	35
5.2.2	Main Informal Channels for Obtaining Vocational Skills	35
5.2.3	Formal Sector Vocational Courses and Related Sectors	35
5.3	Aspirations and Expectations of Parents and Youth for Vocational Qualifications	36
5.3.1	Parents' Aspirations for Vocational Qualifications	36
5.3.2	Parents' Expectations for Vocational Qualifications	37
5.3.3	Youths' Aspirations for Vocational Qualifications	38
5.3.4	Sufficient Means to Realize Vocational Aspirations of Youth	39
5.3.5	What do they Lack?	40
5.3.6	Youths' Expectations for Vocational Qualifications	41
5.4	Parents' Aspirations and Expectations for Vocational Qualifications for the Youth Interviewed	42
5.4.1	Parents' Aspirations Regarding Vocational Qualifications for the Youth Interviewed	42
5.4.2	Parents' Expectations Regarding Vocational Qualifications for the Child	43

	Selected for the Interview	
5.5	Value Differences between Local and Foreign Vocational Qualifications	44
5.5.1	Parents' Perceptions of Value Differences between Local and Foreign Vocational Qualifications when they were Young	44
5.5.2	Parents' Perceptions of Value Differences between Local and Foreign Vocational Qualifications at Present	45
5.5.3	Youths' Perceptions of Value Differences between Local and Foreign Vocational Qualifications	47
5.6	Parents' Perceptions of Value Attached to Vocational Qualifications Prior to Economic Liberalization and the Period After	48
5.6.1	Parents' Perceptions of Value Attached to Vocational Qualifications Prior to Economic Liberalization	48
5.6.2	Parents' Perceptions of Value Attached to Vocational Qualifications After Economic Liberalization	48
<b>6.0</b>	<b>LIVELIHOODS</b>	<b>48</b>
6.1	Parents' Aspirations and Expectations for their Livelihoods	48
6.1.1	Parents' Aspirations for their Livelihoods	48
6.1.2	Parents' Expectations for their Livelihoods	49
6.2	Youths' Aspirations and Expectations for Livelihoods	50
6.2.1	Youths' Aspirations for Livelihoods	50
6.2.2	Availability of Sufficient Means to Realize Occupational Aspirations of Youth	51
6.2.3	What do they Lack?	52
6.2.4	Youths' Expectations for Livelihoods	53
6.3	Parents' Aspirations and Expectations Regarding Livelihoods for their Children	54
6.3.1	Parents' Aspirations Regarding Livelihoods for their Children	54
6.3.2	Parents' Expectations Regarding Livelihoods for the Child Selected for the Interview	56
6.4	Preferred Sector of Employment	57
6.4.1	Parents' Aspirations Regarding the Preferred Sector of Employment when they were Young	57
6.4.2	Parents' Expectations Regarding the Preferred Sector of Employment when they were Young	58
6.4.3	Youths' Aspirations Regarding the Sector of Employment	58
6.4.4	Youths' Expectations Regarding the Sector of Employment	59

<b>7.0</b>	<b>UDAPPUWA VILLAGE SUMMARY</b>	<b>60</b>
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**Annex**

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	Globalisation, Qualifications and Livelihoods Project Research Report Series	69
	Other published output from the GQL project	71

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**Tables**


---

2.1	Gender of Respondent	1
2.2	Age Distribution of the Sample Household Population	2
2.3	Marital Status	2
2.4	Educational Attainment of Household Members	2
2.5.1	Occupation	3
2.5.2	Occupation - by Gender, Age, Education and Class (%)	4
2.6	Monthly Earnings of the Sample Population (Rs.)	5
3.1.1	Educational Status (Parents)	6
3.1.2	Educational Status (Youth)	6
3.2.1.1	University Education among Sampled Parents	7
3.2.1.2	University Education among Youth	7
3.3.1	Parents who Attended Tuition Classes During their Schooling	7
3.3.2	Youth who Attended Tuition Classes During their Schooling	7
3.4.1.1	Parents who Left School Prematurely (At least before O/L)	8
3.4.1.2	Premature School Dropout – by Gender (Parents)	8
3.4.1.3	Reasons for Leaving School (Parents)	9
3.4.1.4	Reasons for Leaving School – by Gender (Parents)	9
3.4.2.1	Did you Leave School Prematurely? (At least before doing the O/L) (Youth)	9
3.4.2.2	Did you Leave School Prematurely? (At least before O/L) – by Class (Youth)	10
3.4.2.3	If Dropped Out, Reason for Leaving School (Youth)	10
3.5.1	Parents' Aspirations for Education when they were Young	11
3.5.2.1	Parents' Expectations for Education when they were Young	11
3.5.2.2	Expectations for Education as a Youth - by Gender (Parents)	12
3.6.1.1	Youths' Aspirations for Education	12
3.6.1.2	Aspirations Regarding Education as a Youth - by Age, Gender and Current Activity Status (Youth) (%)	13
3.6.2.1	Sufficient Means to Realize Educational Aspirations (Youth)	13



3.6.2.2	Sufficient Means to Realize Educational/Education Aspirations - by Age, Gender, Current Activity Status and Class (Youth) (%)	14
3.6.3.1	Reasons for Insufficient Means to Realize their Educational Aspirations (Youth)	14
3.6.3.2	If No, what are they? - by Gender (Youth)	15
3.6.4.1	Youths' Expectations for Education	15
3.6.4.2	Expectations for Education as a Youth - by Class, Gender and Current Activity Status (Youth) (%)	16
3.7.1.1	Parents' Aspirations Regarding Education of the Selected Child	17
3.7.1.2	Aspirations Regarding Child's General Educational Qualifications - by Class (Parents)	17
3.7.2.1	Parents' Expectations Regarding their Child's Education	18
3.7.2.2	Expectations Regarding Child's Education - by Class and Gender (Parents) (%)	18
3.8.1	Value Attached to Education when they were Young (Parents)	19
3.8.2	Value Attached to Education at Present (Parents)	19
3.9.1	Parents' Value Differences between Local and Foreign Educational Qualifications in the Past	20
3.9.2	Parents' Value Differences between Local and Foreign Educational Qualifications at Present	21
3.9.3	Value Differences between Local and Foreign Educational Qualifications (Youth)	22
4.2.1.1	Parents' Aspirations for Professional Qualifications when they were Young	22
4.2.1.2	Aspirations for Professional Qualifications when they were Young – by Gender (Parents)	23
4.3	Parents' Expectations for Professional Qualifications when they were Young	23
4.4.1.1	Youths' Aspirations for Professional Qualifications	23
4.4.1.2	Aspirations Regarding Professional Qualifications as a Youth - by Gender and Current Activity Status (Youth) (%)	24
4.4.2.1	Do you have Sufficient Means to Realize your Aspirations for Professional Qualifications? (Youth)	24
4.4.2.2	Do you have Sufficient Means to Realize your Aspirations for Professional Qualifications? - by Class, Gender and Current Activity Status (Youth) (%)	25
4.4.3.1	Nature of Inadequate Means of Youth	25
4.4.3.2	Nature of Inadequate Means - by Gender (Youth)	26
4.5.1	Youths' Expectations for Professional Qualifications	26
4.5.2	What is your Expectation Regarding Professional Qualifications as a Youth? – by Gender (Youth)	27
4.6.1.1	Parents' Aspirations for Professional Qualification of the Selected Youth	27

4.6.1.2	Aspirations Regarding your Child's Professional Qualifications - by Class and Gender (Parents) (%)	28
4.7	Parents' Expectations for Professional Qualification of the Selected Child	28
4.8.1	Parents' Value Differences between Local and Foreign Professional Qualifications when they were Young	29
4.8.2.1	Parents' Value Differences between Local and Foreign Professional Qualifications at Present	30
4.8.2.2	Is there a Difference in Value between Local and Foreign Professional Qualifications at Present? – by Gender and Class (Parents) (%)	31
4.9.1	Value Differences between Local and Foreign Professional Qualifications (Youth)	32
4.10	What was the Value Attached to Professional Qualifications in your Youth? (Parents)	33
4.11	What is the Value Attached to Professional Qualifications at Present? (Parents)	33
5.1	Vocational Qualifications (Parents)	34
5.2	Vocational Qualifications (Youth)	35
5.3.1.1	Parents' Aspirations for Vocational Qualifications when they were Young	36
5.3.1.2	What was your Aspiration Regarding Vocational qualifications in your Youth? - by Gender (Parents)	36
5.3.2.1	Parents' Expectations for Vocational Qualifications when they were Young	37
5.3.2.2	Expectations Regarding Vocational Qualifications as a Youth - by Gender (Parents)	37
5.3.3.1	Youths' Aspirations for Vocational Qualifications	38
5.3.3.2	Aspiration Regarding Vocational Qualifications as a Youth – by Class, Gender, and Current Activity Status (Youth) (%)	38
5.3.4.1	Do you have Sufficient Means to Realize your Aspirations for Vocational Qualifications? (Youth)	39
5.3.4.2	Sufficient Means to Realize Aspirations for Vocational Qualifications – by Class, Gender and Current Activity Status (Youth) (%)	39
5.3.5.1	Nature of Inadequate Means of Youth	40
5.3.5.2	Nature of Inadequate Means of Youth – by Class and Gender (Youth) (%)	40
5.3.6.1	Youths' Expectations Regarding Vocational Qualifications	41
5.3.6.2	Expectations Regarding Vocational Qualifications as a Youth - by Class, Gender and Current Activity Status (Youth) (%)	41
5.4.1.1	Parents' Aspirations for Vocational Qualifications for the Selected Child	42
5.4.1.2	Aspirations Regarding your Child's Vocational Qualifications - by Class (Parents)	43
5.4.2.1	Expectations Regarding the Child's Vocational Qualifications (Parents)	43

5.4.2.2	Expectations Regarding your Child's Vocational Qualifications – by Class and Gender (Parents) (%)	44
5.5.1	Parents' Value Differences between Local and Foreign Vocational Qualifications (Past)	45
5.5.2	Parents' Value Differences between Local and Foreign Vocational Qualifications (At Present)	46
5.5.3	Value Differences between Local and Foreign Vocational Qualifications (Youth)	47
5.6.1	Value Parents Attached to Vocational Qualifications (Past)	48
5.6.2	Value Parents Attach to Vocational Qualifications (Present)	48
6.1.1	Aspirations for Livelihoods (Parents)	49
6.1.2	Expectations for Livelihoods (Parents)	49
6.2.1.1	Youths' Aspirations for Livelihoods	50
6.2.1.2	What is your Aspiration Regarding Livelihood as a Youth? - by Class, Gender and Current Activity Status (Youth) (%)	51
6.2.2.1	Availability of Sufficient Means (Youth)	51
6.2.2.2	Do you have Sufficient Means to Realize Aspirations for Livelihoods? - by Current Activity Status, Gender and Class (Youth) (%)	52
6.2.3	If No, the Reasons for Insufficient Means (Youth)	52
6.2.4.1	Youths' Expectations for Livelihoods	53
6.2.4.2	What is your Expectation Regarding Livelihood as a Youth? – by Current Activity Status (Youth)	54
6.3.1.1	Parents' Livelihood Aspirations for their Children	54
6.3.1.2	What was/is your Aspiration Regarding your Child's Livelihood? - by Class and Gender (Parents) (%)	55
6.3.2.1	Expectations for Livelihoods for the Selected Child (Parents)	56
6.3.2.2	What was/is your Expectation Regarding your Child's Livelihood? - by Class and Gender (Parents) (%)	57
6.4.1.1	Parents' Aspirations for the Sector in which they Preferred to be Employed	57
6.4.1.2	What was the Sector in which you Preferred to be Employed? - by Class (Aspirations) – Parents	58
6.4.2	Parents' Expectations for the Sector in which they Preferred to be Employed	58
6.4.3.1	Youths' Aspirations Regarding the Sector in which they Prefer to be Employed	58
6.4.3.2	What is the Sector in which you Prefer to be Employed? - by Current Activity Status (Aspirations) - Youth	59
6.4.4.1	Youths' Expectations Regarding the Preferred Sector of Employment	59

6.4.4.2	What is the Sector in which you Prefer to be Employed? - by Class, Gender and Current Activity Status (Expectation) - Youth (%)	60
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## **Abbreviations**

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





## LOCATION STUDY 06 - UDAPPUWA

### 1.0 INTRODUCTION

Udappuwa, a predominantly Tamil rural village, lies in the North Western Province, 112 km from Colombo. This village is located in the Mundel Division of the Puttalam District. 20 km from Udappuwa lies Chilaw, which is the closest town connected by a part gravel, part paved road. Villagers come to Chilaw not only to obtain the services of government administrative institutions, but also for other services, both public and private, such as banks, hospitals etc. Villagers also go to Puttalam (38 km from Udappuwa) for commercial purposes.

The livelihood activities are predominantly based on fishing in the sea. There are also a few families which run prawn farms 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 coconut estates.

### 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	129	54.0	54.0
Female	110	46.0	46.0
Total	239	100.0	100.0

As *Table 2.1* shows, there are more males (54%) in the household sample population, when compared to their female counterparts (46%).

#### 2.2 Age

*Table 2.2* shows that nearly 45% of the household population belong to youth in the age category of 16-30, while only 13.4% are 15 years or less. On the other hand, there are also 19% 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	9	3.8	3.8
6-10	8	3.3	3.3
11-15	15	6.3	6.3
16-20	33	13.8	13.8
21-25	42	17.6	17.6
26-30	33	13.8	13.8
31-35	11	4.6	4.6
36-40	9	3.8	3.8
41-45	12	5.0	5.0
46-50	21	8.8	8.8
51 >	46	19.2	19.2
Total	239	100.0	100.0

### 2.3 Marital Status of the Sample Household Population

Table 2.3  
**Marital Status**

Categories	Frequency	Percent	Valid Percent
Unmarried	133	55.6	55.6
Married	96	40.2	40.2
Widowed	10	4.2	4.2
Total	239	100.0	100.0

Marital status of the sample population in *Table 2.3* shows that the majority (56%) of the household members are unmarried, while only 40% are married.

### 2.4 Educational Attainment

Table 2.4  
**Educational Attainment of Household Members**

Categories	Frequency	Percent	Valid Percent
Passed Grade 1-5	66	27.6	32.2
Passed Grade 6-10	84	35.1	41.0
O/L	40	16.7	19.5
A/L	4	1.7	2.0
No schooling literate	9	3.8	4.4
Degree	2	0.8	1.0
Total	205	85.8	100.0
Under age 5	5	2.1	
Still schooling	29	12.1	
Total	34	14.2	
Total	239	100.0	



It is evident from *Table 2.4*, that a large proportion (41%) of household members have completed up to post-primary education, whilst nearly 32% of members have completed only primary education. On the other hand, there are also 20% of household members who have completed their GCE O/L and only 2% of members have completed their A/L. Another 4% have obtained literacy without having a formal school education. It is noteworthy that two household members have obtained Bachelor of Arts degrees.

## 2.5 Main Occupation

Table 2.5.1  
Occupation

Categories	Frequency	Percent	Valid Percent
Unemployed	43	18.0	29.9
Retired	2	0.8	1.4
White-collar job	13	5.4	9.0
Business (Retail)	3	1.3	2.1
Skilled job	13	5.4	9.0
Foreign employment	20	8.4	13.9
Hairdresser	1	0.4	0.7
Fishing	38	15.9	26.4
Barman	1	0.4	0.7
Fish Vendor	9	3.8	6.3
Hotel Steward	1	0.4	0.7
Total	144	60.3	100.0
Housewife	52	21.8	
Unable to work/ Under age 5	13	5.4	
Student	30	12.6	
Total	239	100.0	

As regards the occupational structure, it is evident that 26% (see *Table 2.5.1*) of household members earn an income from fishing in the sea, while another 6% are engaged as fish vendors in the Udappuwa fish market.

However, the incidence of fishing as an occupation decreases with increasing educational attainment (65% passed grades 1-5 and 18% passed Grades 6-10, whereas only 5% passed the O/L and no one passed the A/L (see *Table 2.5.2*).

In relation to gender, more males are engaged in fishing (37%) compared to their female counterparts (2.3%) (see *Table 2.5.2*).

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

Groups	Unemployed	Retired	White-Collar Jobs	Business (Retail)	Skilled Jobs	Foreign Employment	Hairdressing	Fishing	Barman	Fish Vendor	Hotel Steward
<b>All groups</b>	<b>29.9</b>	<b>1.4</b>	<b>9.0</b>	<b>2.1</b>	<b>9.0</b>	<b>13.9</b>	<b>0.7</b>	<b>26.4</b>	<b>0.7</b>	<b>6.3</b>	<b>0.7</b>
<b>Gender</b>											
Male	15.8	2.0	7.9	3.0	6.9	19.8	1.0	36.6	1.0	5.0	1.0
Female	62.8	-	11.6	-	14.0	-	-	2.3	-	9.3	-
<b>Age</b>											
11-15	100.0	-	-	-	-	9.5	-	-	-	-	-
16-20	66.7	-	-	-	9.5	19.4	-	9.5	-	4.8	-
21-25	47.2	-	8.3	-	8.3	30.8	-	16.7	-	-	-
26-30	23.1	-	11.5	3.8	11.5	10.0	3.8	7.7	3.8	3.8	-
31-35	20.0	-	40.0	-	10.0	-	-	20.0	-	-	-
36-40	-	-	-	-	-	28.6	-	75.0	-	25.0	-
41-45	14.3	-	-	-	-	-	-	42.9	-	14.3	-
46-50	-	-	9.1	-	9.1	-	-	45.5	-	36.4	-
51 >	7.1	7.1	7.1	-	10.7	-	-	53.6	-	3.6	3.6
<b>Education</b>											
Grade 1-5	13.9	-	-	-	5.6	-	-	66.7	-	13.9	-
Grade 6-10	40.3	-	4.8	4.8	14.5	12.9	-	17.7	-	3.2	1.6
O/L	28.9	-	21.1	-	5.3	31.6	2.6	5.3	2.6	2.6	-
A/L	50.0	-	50.0	-	-	-	-	-	-	-	-
No schooling	25.0	25.0	-	-	-	-	-	25.0	-	25.0	-
Degree	-	-	50.0	-	-	-	-	-	-	-	-
<b>Class</b>											
Middle	21.4	7.1	14.3	-	28.6	-	7.1	7.1	-	14.3	-
Lower middle	26.5	1.5	11.8	4.4	8.8	19.1	-	19.1	-	7.4	1.5
Lower	35.5	-	4.8	-	4.8	11.3	-	38.7	1.6	3.2	-

As for class<sup>1</sup>, it is clear that more lower class household members are engaged in fishing (38%) compared to lower middle (19%) and middle class household members (7%). Moreover, more middle class household members (14%) are engaged as fish vendors as against lower middle (1.4%) and lower class household members (3.2%) (see Table 2.5.2).

<sup>1</sup> Middle class – Coconut land owners (50 acres or more), big fishing net owners and prawn farm owners.  
Lower middle class – Teachers, clerks and small scale traders.  
Lower class – Daily paid labourers who work in prawn farms and the fishing industry

The unemployment rate of household members in Udappuwa is a significant issue in the area. As is evident, 30% of household members are unemployed, while 70% are engaged in some income earning activity. When one looks at the relationship between unemployment on the one hand and education, gender and age on the other, one can observe some clear patterns. For example, the rate of unemployment is higher among the household members who have a post-primary education (42%).

As for age, the unemployment rate is highest in the age cohort of 16-20 years (nearly 71%) and gradually decreases with increasing age (47% among 21-25 age cohort and only 23% among 26-30 age cohort respectively) (see *Table 2.5.2*).

With regard to gender, unemployment rate is higher among females (63%), compared with their male counterparts (nearly 16%) (see *Table 2.5.2*). This appears to be a major change over the last two decades.

It is noteworthy that nearly 14% of household members are engaged in foreign employment as skilled and unskilled workers, mainly in Middle East countries. Furthermore, another 7% of household members are employed in government institutions as teachers, clerks etc.

## 2.6 Income

Table 2.6

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

Categories	Frequency	Percent	Valid Percent
1-1000	8	3.3	15.7
1001-3000	17	7.1	33.3
3001-5000	9	3.8	17.6
5001-10,000	12	5.0	23.5
10001 >	5	2.1	9.8
Total	51	21.3	100.0
N/A	188	78.7	
Total	239	100.0	

*Table 2.6* shows that a significant proportion of employed persons (33%) earn a monthly income in the range of Rs. 1001-3000, while another 16% and 18% earn monthly incomes of Rs. 1-1000 and 3001-5000 respectively. What is also important to note here, is that there is a considerable gap between the lowest and the highest income categories. While about 16% earn less than Rs. 1000, 10% of the 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	37	54.4	54.4
Post-primary	23	33.8	33.8
O/L	3	4.4	4.4
A/L	1	1.5	1.5
No schooling literate	4	5.9	5.9
Total	68	100.0	100.0

Table 3.1.2

##### Educational Status (Youth)

Categories	Frequency	Percent	Valid Percent
Primary	3	7.1	8.3
Post-primary	20	47.6	55.6
O/L	10	23.8	27.8
A/L	3	7.1	8.3
Total	36	85.7	100.0
Still Schooling	6	14.3	
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 noteworthy that all the parents as well as their children who had school education attended Tamil government schools and learned in the Tamil medium. Furthermore, it is clear from *Table 3.1.1*, that a majority (54%) of the parents have primary level education, while 34% of parents have only post-primary education, and only 4% and 2% of parents have passed the O/L and A/L respectively. Furthermore, there are 6% of literate parents without any school education. On the other hand, educational attainment among youth is higher. For instance, 28% of youth had A/L qualifications, when compared to 2% of their parents and 24% of youth had O/L qualifications compared to only 4% of parents. It is also noteworthy, that 47% of youth had post-primary education, compared with 34% of parents (see *Table 3.1.2*).

### 3.2 Higher Education

#### 3.2.1 University Education : Parents and Youth

Only one parent and one youth in the sample have gone to university securing local, Tamil medium Bachelor of Arts Degrees from the Peradeniya University (see *Tables 3.2.1.1 and 3.2.1.2*).

Table 3.2.1.1  
**University Education among Sampled Parents**

Categories	Frequency	Percent	Valid Percent
University of Peradeniya	1	1.5	1.6
No higher education	63	92.6	98.4
Total	64	94.1	100.0
Not applicable	4	5.9	
Total	68	100.0	

Table 3.2.1.2  
**University Education among Youth**

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

### 3.3 Use of Tuition

Table 3.3.1  
**Parents who Attended Tuition Classes During their Schooling**

Categories	Frequency	Percent	Valid Percent
Yes	2	2.9	3.1
No	62	91.2	96.9
Total	64	94.1	100.0
Not applicable	4	5.9	
Total	68	100.0	

Table 3.3.2  
**Youth who Attended Tuition Classes During their Schooling**

Categories	Frequency	Percent	Valid Percent
Yes	17	40.5	47.2
No	19	45.2	52.8
Total	36	85.7	100.0
Still schooling	6	14.3	
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 examination, the O/L and A/L is now a common practice among school children. It is also evident from *Table 3.3.1* that nearly 97% of parents who had school education had not attended tuition classes during their schooling. On the other hand, nearly 47% of youth who had finished schooling had taken tuition (see *Table 3.3.2*), while 83% 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 subjects such as English, Science and Mathematics. On the other hand, those who are preparing for the A/L examination have taken private tuition for Arts and Commerce subjects as well.

### 3.4 School Dropouts among Parents and Youth

#### 3.4.1 School Dropouts among Parents and Reasons

Table 3.4.1.1

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

Categories	Frequency	Percent	Valid Percent
Yes	53	77.9	82.8
No	11	16.2	17.2
Total	64	94.1	100.0
Not applicable	4	5.9	
Total	68	100.0	

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

Those responses have varied by gender. For instance, school dropouts were higher among females (86%), when compared to their male counterparts (79%) (see *Table 3.4.1.2*).

Table 3.4.1.2

##### Premature School Dropout - by Gender (Parents)

Categories	Gender		Total
	Male	Female	
Yes	22	31	53
	78.6%	86.1%	82.8%
No	6	5	11
	21.4%	13.9%	17.2%
Total	28	36	64
	100.0%	100.0%	100.0%

It is also important to examine the reasons given by parents for leaving school prematurely. *Table 3.4.1.3* shows that 55% of parents left school prematurely due to ‘economic difficulties’, while another 26% stated that ‘parents did not want me to continue’, and only 8% said ‘I did not want to continue’.

Table 3.4.1.3  
Reasons for Leaving School (Parents)

Categories	Frequency	Percent	Valid Percent
Economic difficulty	29	42.6	54.7
Parents did not want me to continue	14	20.6	26.4
I did not want to continue	4	5.9	7.5
Failure	1	1.5	1.9
Other	5	7.4	9.4
Total	53	77.9	100.0
Not applicable	15	22.1	
Total	68	100.0	

Gender variations with regard to the above question are noteworthy. For instance, school dropouts among females (42%) due to the reason 'parents did not want me to continue' are higher compared to their male counterparts (5%). On the other hand, school dropouts among males (59%) are slightly higher due to 'economic difficulties' as against females (52%) (see *Table 3.4.1.4*).

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

Categories	Gender		Total
	Male	Female	
Economic difficulty	13	16	29
	59.1%	51.6%	54.7%
Parents did not want me to continue	1	13	14
	4.5%	41.9%	26.4%
I did not want to continue	3	1	4
	13.6%	3.2%	7.5%
Failure	1		1
	4.5%		1.9%
Other	4	1	5
	18.2%	3.2%	9.4%
Total	22	31	53
	100.0%	100.0%	100.0%

### 3.4.2 School Dropouts among Youth and Reasons

Table 3.4.2.1  
Did you Leave School Prematurely? (At least before doing the O/L) (Youth)

Categories	Frequency	Percent	Valid Percent
Yes	11	26.2	26.2
No	31	73.8	73.8
Total	42	100.0	100.0

The school dropout rate among youth is not as high when compared to that of their parents, as nearly 74% of youth have not dropped out from school before sitting for the O/L, and only 26% had left school prematurely, due to different reasons (see *Table 3.4.2.1*).

Class variations in relation to the above question are noteworthy. More lower class youth (44%) left school early as against lower middle (15%) and middle class youth (see *Table 3.4.2.2*).

Table 3.4.2.2

**Did you Leave School Prematurely? (At least before doing the O/L) - by Class (Youth)**

Categories	Class of the respondent			Total
	Middle	Lower middle	Lower	
Yes		3	8	11
		15.0%	44.4%	26.2%
No	4	17	10	31
	100.0%	85.0%	55.6%	73.8%
Total	4	20	18	42
	100.0%	100.0%	100.0%	100.0%

Table 3.4.2.3

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

Categories	Frequency	Percent	Valid Percent
Economic difficulties	6	14.3	54.5
Parents did not want me to continue	1	2.4	9.1
I did not want to continue	1	2.4	9.1
Illness	3	7.1	27.3
Total	11	26.2	100.0
Not applicable	31	73.8	
Total	42	100.0	

As regard the reasons for leaving school prematurely, 55% of youth had left school early due to economic reasons and others due to illness (27%), lack of interest (9%) etc (see *Table 3.4.2.3*).

### 3.5 Aspirations and Expectations for Education

#### 3.5.1 Parents' Aspirations for Education

*Table 3.5.1* shows that 37% of parents aspired to the O/L, while another 23% to the A/L and only 16% to university education. On the other hand, 4.4% of parents had no aspiration for education. It is worth mentioning that 12% of parents aspired to primary education and another 7% to literacy only. However, when one excludes parents who had no aspirations from the analysis, it is clear that 38% of parents aspired to the O/L, while another 25% to the A/L and 17% to university education.



Table 3.5.1  
**Parents' Aspirations for Education when they were Young**

Categories	Frequency	Percent	Valid Percent
Literacy only	5	7.4	7.7
Primary	8	11.8	12.3
O/L	25	36.8	38.5
A/L	16	23.5	24.6
University	11	16.2	16.9
Total	65	95.6	100.0
No aspirations	3	4.4	
Total	68	100.0	

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	16	23.5	27.6
O/L	25	36.8	43.1
A/L	14	20.6	24.1
University	3	4.4	5.2
Total	58	85.3	100.0
No expectations	10	14.7	
Total	68	100.0	

In relation to parents' expectations for education, it is evident from *Table 3.5.2.1* that 37% of parents had expectations for O/L education, and another 21% for A/L education. On the other hand, only 4% of parents had expectations for university education. Also one can see a slight increase in the number of parents with no expectations for education (4.4% to 15%) and expectation for primary education, compared to their aspirations (12% to 24%). However, by excluding the 'no expectation' for education category from the analysis, it is clear that 43% of parents had expectations for O/L education, whilst another 28% had expectations for primary education. Furthermore, only 5% of parents had expectations for university education.

Gender variations with respect to expectations for education are noteworthy. For example, the proportions of males who had expectations for University, A/L and primary education were 9%, 26% and 30% respectively. They are slightly higher when compared with their female counterparts. On the other hand, more females had more expectations for O/L education (49%), when compared to their male 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	7	9	16
	30.4%	25.7%	27.6%
O/L	8	17	25
	34.8%	48.6%	43.1%
A/L	6	8	14
	26.1%	22.9%	24.1%
University	2	1	3
	8.7%	2.9%	5.2%
Total	23	35	58
	100.0%	100.0%	100.0%

There is no relationship with age.

### 3.6 Youths' Aspirations and Expectations for Education

#### 3.6.1 Youths' Aspirations for Education

Table 3.6.1.1

**Youths' Aspirations for Education**

Categories	Frequency	Percent	Valid Percent
Literacy only	1	2.4	2.4
O/L	3	7.1	7.1
A/L	9	21.4	21.4
University	29	69.0	69.0
Total	42	100.0	100.0

It is evident from *Table 3.6.1.1*, that 69% of youth aspire to university education, while 21% of youth aspire to A/L and 7% 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 decreases with increasing age (15-19 : 71%, 20-24 : 73% and 25-29 : 62%) (see *Table 3.6.1.2*).

Gender variations with respect to aspiration for education are important. The proportion of males who aspire to university education is higher (81%), when compared to females (57%) (see *Table 3.6.1.2*).

As for current activity status, all schooling youth followed by 88% of employed youth aspire to university education, when compared with unemployed youth (45%) (see *Table 3.6.1.2*).

Table 3.6.1.2

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

Groups	Literacy only	O/L	A/L	University
<b>All groups</b>	<b>2.4</b>	<b>7.1</b>	<b>21.4</b>	<b>69.0</b>
<b>Age</b>				
15-19	-	7.1	21.4	71.4
20-24	6.7	-	20.0	73.3
25-29	-	15.4	23.1	61.5
<b>Gender</b>				
Male	-	-	19.0	81.0
Female	4.8	14.3	23.8	57.1
<b>Current activity</b>				
Still schooling	-	-	-	100.0
Employed	-	-	12.5	87.5
Unemployed	5.0	15.0	35.0	45.0

There is no class variation in relation to youths' expectation for education.

### 3.6.2 Whether Youth have Sufficient Means to Realize their Educational Aspirations

Table 3.6.2.1

**Sufficient Means to Realize Educational Aspirations (Youth)**

Categories	Frequency	Percent	Valid Percent
Yes	15	35.7	35.7
No	27	64.3	64.3
Total	42	100.0	100.0

In reply to the question “do you have sufficient means to realize your educational aspirations?”, 64% of youth respondents stated that they do not have sufficient means to realize their educational aspirations, while only 36% of youth respondents said that they have sufficient means (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 is higher among the age group of 20-24 (73%) followed by 69% of youth among the age group of 25-29 and only 50% of those among the age cohort of 15-19 (see *Table 3.6.2.2*).

As for gender, more females (71%) do not have the means to realize their educational aspirations when compared to their male counterparts (57%)(see *Table 3.6.2.2*).

Table 3.6.2.2

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

Groups	Yes	No
<b>All groups</b>	<b>35.7</b>	<b>64.3</b>
<b>Age</b>		
15-19	50.0	50.0
20-24	26.7	73.3
25-29	30.8	69.2
<b>Gender</b>		
Male	42.9	57.1
Female	28.6	71.4
<b>Current activity</b>		
Still schooling	100.0	-
Employed	31.3	68.8
Unemployed	20.0	80.0
<b>Class</b>		
Middle	50.0	50.0
Lower middle	55.0	45.0
Lower	11.1	88.9

Variations with respect to current activity status are important. 80% of unemployed youth stated that they do not have sufficient means to realize their educational aspirations, followed by another 69% of employed youth and none of the currently schooling youth (see *Table 3.6.2.2*).

In relation to class, more lower class youth (89%) stated that they do not have sufficient means to realize their educational aspirations, when compared to lower middle (45%) and middle class youth (50%) (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 their Educational Aspirations (Youth)**

Categories	Frequency	Percent	Valid Percent
Economic	4	9.5	14.8
Aptitude	20	47.6	74.1
Illness	2	4.8	7.4
Other	1	2.4	3.7
Total	27	64.3	100.0
Not applicable	15	35.7	
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?”, 74% stated that it was due to a lack of aptitude, while only 15% stated it was due to economic reasons, and another 8% attributed it to other reasons (see *Table 3.6.3.1*).

Gender variations are important to note. Nearly 83% of males stated that they cannot achieve their educational aspirations due to a lack of aptitude compared to their female counterparts (67%) (see *Table 3.6.3.2*).

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

Categories	Gender		Total
	Male	Female	
Economic	1	3	4
	8.3%	20.0%	14.8%
Aptitude	10	10	20
	83.3%	66.7%	74.1%
Illness		2	2
		13.3%	7.4%
Ethnic crisis	1		1
	8.3%		3.7%
Total	12	15	27
	100.0%	100.0%	100.0%

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

#### 3.6.4 Expectations for Education

Table 3.6.4.1  
**Youths' Expectations for Education**

Categories	Frequency	Percent	Valid Percent
Primary	3	7.1	7.3
O/L	7	16.7	17.1
A/L	13	31.0	31.7
University	18	42.9	43.9
Total	41	97.6	100.0
No expectations	1	2.4	
Total	42	100.0	

When youth were asked about their expectations for education, a large proportion of them (43%) mentioned university education, while 31% had expectations for A/L and another 17% for O/L (see *Table 3.6.4.1*).

Variations with regard to class, gender, age and current activity status are significant. More lower middle class youth (55%) and middle class youth (50%) have expectations for university education, compared to lower class youth (29%) (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>7.3</b>	<b>17.1</b>	<b>31.7</b>	<b>43.9</b>
<b>Class</b>				
Middle	-	-	50.0	50.0
Lower middle	-	20.0	25.0	55.0
Lower	17.6	17.6	35.3	29.4
<b>Gender</b>				
Male	4.8	9.5	28.6	57.1
Female	10.0	25.0	35.0	30.0
<b>Current activity</b>				
Still schooling	-	-	-	100.0
Employed	6.7	20.0	33.3	40.0
Unemployed	10.0	20.0	40.0	30.0

Gender variations with regard to expectations for education are also significant. More males have expectations for university education (57%), when compared to their female counterparts (30%). On the other hand, more females reported expectations for O/L and A/L education (35% and 25% respectively), compared with males 29% and 10%) (see *Table 3.6.4.2*).

As for current activity status, it is evident that all currently schooling youth (100%) have expectations for university education, compared to employed (40%) and unemployed youth (30%) (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 youth aspirations and expectations for education at present, separately. On the other hand, it is necessary to examine parents' aspirations and expectations for education for their children.

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

Categories	Frequency	Percent	Valid Percent
O/L	6	8.8	9.5
A/L	4	5.9	6.3
University	53	77.9	84.1
Total	63	92.6	100.0
No aspirations	5	7.4	
Total	68	100.0	

As shown in *Table 3.7.1.1*, 78% of parents aspire to university education for the selected child, while 6% aspire to A/L and another 9% to O/L education. On the other hand, 7% 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 84% of parents aspire to university education for their selected child, while 10% aspire to O/L and only 6% to A/L education.

Parents' class differences in relation to the above question are also significant. All middle class and 85% of lower middle class parents aspire to university education for their child who was interviewed, compared to 75% of lower class parents (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		2	4	6
		5.9%	20.0%	9.5%
A/L		3	1	4
		8.8%	5.0%	6.3%
University	9	29	15	53
	100.0%	85.3%	75.0%	84.1%
Total	9	34	20	63
	100.0%	100.0%	100.0%	100.0%

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

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

Table 3.7.2.1

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

Categories	Frequency	Percent	Valid Percent
O/L	15	22.1	25.0
A/L	20	29.4	33.3
University	23	33.8	38.3
Other	2	2.9	3.3
Total	60	88.2	100.0
No expectations	8	11.8	
Total	68	100.0	

In reply to the question "what are parents' expectations for education of the selected child?", it was found that 34% of parents have expectations for university education even though the rate is lower compared to their aspirations for education. Moreover, 29% have expectations for A/L, while 22% for O/L education for the selected child. On the other hand, 12% of the sample of parents have no expectations. Nevertheless, when we look into the real expectation of parents for education by excluding parents with 'no expectation' for education for their child selected for the interview, from the analysis, it is clear that 38% of parents expect a university education, while only 33% expect A/L and another 25% expect O/L education (see *Table 3.7.2.1*).

Class variations in the above regard are noteworthy. For instance, more middle class parents expect university education for their child selected for the interview as against lower middle (36%) and lower class parents (33%). On the other hand, more lower class parents (33%) expect O/L education for their child selected for interview compared to lower middle (24%) and middle class parents (11%) (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	Other
<b>All groups</b>	<b>25.0</b>	<b>33.3</b>	<b>38.3</b>	<b>3.3</b>
<b>Class</b>				
Middle	11.1	33.3	55.6	-
Lower middle	24.2	33.3	36.4	6.1
Lower	33.3	33.3	33.3	-
<b>Gender</b>				
Male	26.1	30.4	39.1	4.3
Female	24.3	35.1	37.8	2.7

There is no gender relationship with regard to parents' expectation for education of the selected child for the interview (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	14	20.6	20.6
High	54	79.4	79.4
Total	68	100.0	100.0

In reply to the question, “what was the value attached to education when parents were young?”, all the parents stated that there was either a ‘very high’ (21%) or ‘high’ (79%) 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

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

Categories	Frequency	Percent	Valid Percent
Very high	54	79.4	79.4
High	12	17.6	17.6
Low	2	2.9	2.9
Total	68	100.0	100.0

When one asked the same question in relation to the present situation, 97% of parents stated that there is either a ‘very high’ (79%) or ‘high’ (18%) value attached to education, whereas only 3% stated that there is a ‘very low’ value. Therefore, it is clear from the above data, that the present ‘very high’ value attached to education has increased compared to the period before economic liberalization (see *Table 3.8.2*).

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

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

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

Value differences of parents with regard to foreign and local qualifications when they were young, are shown in *Table 3.9.1*. It is evident that nearly 10% of parents perceived that there was a value difference between local and foreign educational qualifications when they were young. On the other hand, nearly 88% of parents, did not know whether there was a value difference between local and foreign educational qualifications when they were young.

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	7	10.3	10.3
No	1	1.5	1.5
Do not know	60	88.2	88.2
Total	68	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	
<b>03. Local qualifications higher in prestige</b>			
No	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	
<b>05. Local qualifications greater in employment value</b>			
No	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	

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*, those who perceived a difference between local and foreign qualifications attach a higher prestige (100%) as well as a higher employment value (100%) to foreign qualifications, in comparison with local educational qualifications (0% and 0%).

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

With regard to current value differences between local and foreign qualifications, 69% of parents perceive a significant difference, while 2% did not perceive such a difference. On the other hand, only 29% of parents do not know whether there is a value difference between local and foreign educational qualifications.

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	47	69.1	69.1
No	1	1.5	1.5
Do not know	20	29.4	29.4
Total	68	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	35	51.5	74.5
No	12	17.6	25.5
Not applicable	21	30.9	
Total	68	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	12	17.6	25.5
No	35	51.5	74.5
Not applicable	21	30.9	
Total	68	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	35	51.5	74.5
No	12	17.6	25.5
Not applicable	21	30.9	
Total	68	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	12	17.6	25.5
No	35	51.5	74.5
Not applicable	21	30.9	
Total	68	100.0	

If there is a value difference it is necessary to see as to why it is so, *Table 3.9.2* shows that high prestige (75%) and greater employment value (75%) of foreign qualifications are the reasons behind the differences (26% and 26%).

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

95% of youth perceive a difference between local and foreign educational qualifications, while only 2.5% do not perceive a difference. It is clear from *Table 3.9.3* that 93% of youth think that foreign educational qualifications have higher prestige as well as a greater employment value, compared to local educational qualifications (8% and 8%).

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	40	95.2	95.2
No	1	2.4	2.4
Do not know	1	2.4	2.4
Total	42	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	37	88.1	92.5
No	3	7.1	7.5
Not applicable	2	4.8	
Total	42	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	3	7.1	7.5
No	37	88.1	92.5
Not applicable	2	4.8	
Total	42	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	37	88.1	92.5
No	3	7.1	7.5
Not applicable	2	4.8	
Total	42	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	3	7.1	7.5
No	37	88.1	92.5
Not applicable	2	4.8	
Total	42	100.0	

#### 4.0 PROFESSIONAL EDUCATION

##### 4.1 Current Status of Professional Education of Parents and Youth

It is important to note that none of the parents interviewed had any professional educational qualification, while only one youth had obtained a Management Certificate in the English medium from a private institution.

##### 4.2 Aspirations and Expectations for Professional Qualifications

###### 4.2.1 Parents' Aspirations for Professional Qualifications

Table 4.2.1.1

###### Parent's Aspirations for Professional Qualifications when they were Young

Categories	Frequency	Percent	Valid Percent
MBBS	4	5.9	100.0
No aspirations	64	94.1	
Total	68	100.0	

It is clear from *Table 4.2.1.1*, that 94% of parents did not have any aspirations for professional education when they were young, while only 6% of parents had professional educational aspirations for MBBS qualifications.

As for gender more males aspired to the MBBS professional qualification (75%) as against their female counterparts (25%) (see *Table 4.2.1.2*).

Table 4.2.1.2

**Aspirations for Professional Qualifications when they were Young - by Gender (Parents)**

Categories	Gender		Total
	Male	Female	
MBBS	3	1	4
	100.0%	100.0%	100.0%
Total	3	1	4
	100.0%	100.0%	100.0%

There is no clear relationship with 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
No expectations	68	100.0

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

**4.4 Youths' Aspirations and Expectations for Professional Qualifications****4.4.1 Youths' Aspirations for Professional Qualifications**

Table 4.4.1.1

**Youths' Aspirations for Professional Qualifications**

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	1	2.4	7.7
Nursing	1	2.4	7.7
MBBS	9	21.4	69.2
Engineering	1	2.4	7.7
Bank Management	1	2.4	7.7
Total	13	31.0	100.0
No Aspirations	29	69.0	
Total	42	100.0	

With regard to youth aspirations for professional qualifications, a large number (nearly 21%) aspired to a MBBS qualification, while a small proportion of youth aspired to Attorney-at-Law, engineering and bank management qualifications. 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 aspiration from the analysis and look at youth with such aspirations, it is clear that 69% of youth aspire to a MBBS qualification (see *Table 4.4.1.1*).

As for gender, a clear proportion of females aspired to a MBBS qualification (83%) compared to their male counterparts (57%) (see *Table 4.4.1.2*).

Table 4.4.1.2

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

Groups	Attorney-at-Law	Nursing	MBBS	Engineering	Management
All groups	7.7	7.7	69.2	7.7	7.7
<b>Gender</b>					
Male	14.3	-	57.1	14.3	14.3
Female	-	16.7	83.3	-	-
<b>Current activity</b>					
Still schooling	25.0	-	50.0	-	25.0
Employed	-	33.3	66.7	-	-
Unemployed	-	-	83.3	16.7	-

Current activity status variations are noteworthy. For instance, more unemployed youth aspired to MBBS qualifications (83%) compared to employed (67%) and currently schooling youth (50%) (see *Table 4.4.1.2*).

There are no clear variations with class and age 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	3	7.1	23.1
No	10	23.8	76.9
Total	13	31.0	100.0
No aspirations	29	69.0	
Total	42	100.0	

In reply to the question whether 'youth have sufficient means to realize their professional aspirations', 77% of youth said 'no' while only 23% 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, all the lower class youth with professional qualification aspirations stated that they could not realize their professional aspirations, compared to lower middle (71%) and middle class youth (50%) (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>23.1</b>	<b>76.9</b>
<b>Class</b>		
Middle	50.0	50.0
Lower middle	28.6	71.4
Lower	-	100.0
<b>Gender</b>		
Male	28.6	71.4
Female	16.7	83.3
<b>Current activity</b>		
Still schooling	25.0	75.0
Employed	33.3	66.7
Unemployed	16.7	83.3

In terms of gender, more females (83%) stated that they could not realize their professional educational aspirations, compared to their male counterparts (71%) (see *Table 4.4.2.2*).

With regard to current activity status in relation to the above question, 83% of unemployed youth followed by 75% of schooling youth stated that they cannot realize their aspirations, compared to 67% of employed youth (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	1	2.4	10.0
Aptitude	9	21.4	90.0
Total	10	23.8	100.0
Not applicable	32	76.2	
Total	42	100.0	

In reply to the question “why is it that youth cannot realize their professional educational aspirations?”, 90% of youth stated that it is due to a lack of aptitude and another 10% said it was due to economic reasons (see *Table 4.4.3.1*).

As for gender, a higher proportion of females (100%) stated that as a result of lack of aptitude they could not realize their professional educational aspirations compared to their male (80%) counterparts. On the other hand, more males (20%) could not realize their professional educational aspirations due to economic difficulties compared to their female counterparts (13%) (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		1
	20.0%		10.0%
Aptitude	4	5	9
	80.0%	100.0%	90.0%
Total	5	5	10
	100.0%	100.0%	100.0%

#### 4.5 Youths' Expectations for Professional Qualifications

Table 4.5.1  
**Youths' Expectations for Professional Qualifications**

Categories	Frequency	Percent	Valid Percent
Attorney-at-Law	3	7.1	42.9
MBBS	2	4.8	28.6
Bank Management	1	2.4	14.3
Engineering	1	2.4	14.3
Total	7	16.7	100.0
No Expectations	35	83.3	
Total	42	100.0	

We discussed aspirations of youth for professional education as well as obstacles that they are faced with to realize their aspirations for professional education in the above sections. Therefore, as 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 83%, 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 increased (43%), compared to aspirations for professional education (2.4%). On the other hand, expectations for MBBS qualifications have decreased compared to aspirations (69% to 29%).

Gender variations are noteworthy. For instance, more males expect Attorney-at-Law qualifications compared to females (33%). Furthermore, 67% of females aspire to MBBS qualifications (see *Table 4.5.2*).



Table 4.5.2

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

Categories	Gender		Total
	Male	Female	
Attorney-at-Law	2	1	3
	50.0%	33.3%	42.9%
MBBS		2	2
		66.7%	28.6%
Bank Management	1		1
	25.0%		14.3%
Engineering	1		1
	25.0%		14.3%
Total	4	3	7
	100.0%	100.0%	100.0%

As regards the above question, there is no clear relationship with age, 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' Aspiration for Professional Qualification of the Selected Youth

Table 4.6.1.1

**Parents' Aspirations for Professional Qualification of the Selected Youth**

Categories	Frequency	Percent	Valid Percent
MBBS	16	23.5	66.7
Accountancy	1	1.5	4.2
Management (Bank)	1	1.5	4.2
Engineering	3	4.4	12.5
Attorney-at-Law	2	2.9	8.3
Nursing	1	1.5	4.2
Total	24	35.3	100.0
No aspirations	44	64.7	
Total	68	100.0	

As far as 'parents' aspiration for professional education of the selected child' is concerned, 24% of parents aspired to the MBBS professional qualification, whereas only 4% to an engineering qualification and a small proportion of parents aspired to accountancy, nursing and bank management qualifications. On the other hand, 65% 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 67% of parents aspired to a MBBS professional qualification for their selected child, while 13% aspired to Engineering qualifications for their child selected for the interview (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 (86%) with professional educational aspiration for the selected child aspired to MBBS qualifications, compared to lower middle (67%) and middle class parents (40%) (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	Management	Engineering	Attorney-at-Law	Nursing
<b>All groups</b>	<b>66.7</b>	<b>4.2</b>	<b>4.2</b>	<b>12.5</b>	<b>8.3</b>	<b>4.2</b>
<b>Class</b>						
Middle	40.0	-	-	20.0	20.0	20.0
Lower middle	66.7	8.3	-	16.7	8.3	-
Lower	85.7	-	14.3	-	-	-
<b>Gender</b>						
Male	72.7	9.1	9.1	-	9.1	-
Female	61.5	-	-	23.1	7.7	7.7

As for gender, 73% of fathers with aspirations for professional education for the selected child aspired to a MBBS professional educational qualification, compared to their mothers (62%)(see *Table 4.6.1.2*).

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
Management	1	1.5	12.5
MBBS	2	2.9	25.0
Accountancy	1	1.5	12.5
Engineering	1	1.5	12.5
Attorney-at-Law	3	4.4	37.5
Total	8	11.8	100.0
No expectations	60	88.2	
Total	68	100.0	

With regard to parents' expectations for professional qualifications of the selected child, nearly 88% of parents did not have any professional/educational expectation. Only 4% aspired to an Attorney-at-Law qualification, while one youth each expect engineering, accountancy and management qualifications (see *Table 4.7*).

There are no clear variations with regard to age, class and gender of parents in relation 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)

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	7	10.3	10.3
Do not know	61	89.7	89.7
Total	68	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	
<b>03. Local qualifications higher in prestige</b>			
No	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	
<b>05. Local qualifications greater in employment value</b>			
No	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	
<b>06. Foreign professional qualifications carry more influence (Social)</b>			
Yes	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	
<b>07. Local professional qualifications carry more influence (Social)</b>			
No	7	10.3	100.0
Not applicable	61	89.7	
Total	68	100.0	

In reply to the question as to whether there was a 'difference in value between local and foreign professional qualifications when they were young', 10% of parents stated 'yes' while 90% 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*).

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

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

There are no gender and age variations in 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	41	60.3	60.3
No	3	4.4	4.4
Do not know	24	35.3	35.3
Total	68	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	35	51.5	85.4
No	6	8.8	14.6
Not applicable	27	39.7	
Total	68	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	6	8.8	14.6
No	35	51.5	85.4
Not applicable	27	39.7	
Total	68	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	35	51.5	85.4
No	6	8.8	14.6
Not applicable	27	39.7	
Total	68	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	6	8.8	14.6
No	35	51.5	85.4
Not applicable	27	39.7	
Total	68	100.0	
<b>06. Foreign professional qualifications carry more influence (Social)</b>			
Yes	35	51.5	85.4
No	6	8.8	14.6
Not applicable	27	39.7	
Total	68	100.0	
<b>07. Local professional qualifications carry more influence (Social)</b>			
Yes	6	8.8	14.6
No	35	51.5	85.4
Not applicable	27	39.7	
Total	68	100.0	

With regard to parents' perception of current value differences between local and foreign professional qualifications, 60% of parents perceived a difference between local and foreign professional qualifications, while only 4% did not perceive a difference. On the other hand, 35% 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 (64%) perceived a difference between local and foreign professional qualifications, when compared to their female counterparts (58%).

Table 4.8.2.2

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

Groups	Yes	No	Don't know
<b>All groups</b>	<b>60.3</b>	<b>4.4</b>	<b>35.3</b>
<b>Gender</b>			
Male	64.3	10.7	25.0
Female	57.5	-	42.5
<b>Class</b>			
Middle	66.7	-	33.3
Lower middle	61.8	8.8	29.4
Lower	56.0	-	44.0

With regard to class, 67% of middle class parents perceived a difference between local and foreign qualifications, followed by 62% of lower middle and only 23% of lower class parents (23%). 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 (85%), have greater employment value (85%) and are socially more influential (85%), when compared to local professional qualifications (see *Table 4.8.2.1*).

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

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

In reply to the question "is there a difference in value between local and foreign professional qualifications?", 98% of youth perceived a difference, while only 2.4% of youth did not know whether there was a difference between local and foreign professional qualifications (see *Table 4.9.1*).

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

Table 4.9.1  
**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	41	97.6	97.6
Do not know	1	2.4	2.4
Total	42	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	39	92.9	95.1
No	2	4.8	4.9
Not applicable	1	2.4	
Total	42	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	2	4.8	4.9
No	39	92.9	95.1
Not applicable	1	2.4	
Total	42	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	38	90.5	92.7
No	3	7.1	7.3
Not applicable	1	2.4	
Total	42	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	3	7.1	7.3
No	38	90.5	92.7
Not applicable	1	2.4	
Total	42	100.0	
<b>06. Foreign professional qualifications carry more influence (Social)</b>			
Yes	39	92.9	95.1
No	2	4.8	4.9
Not applicable	1	2.4	
Total	42	100.0	
<b>07. Local professional qualifications carry more influence (Social)</b>			
Yes	2	4.8	4.9
No	39	92.9	95.1
Not applicable	1	2.4	
Total	42	100.0	

As for the question, “is there a difference between local and foreign professional qualifications, and if so, why is it so?”, a clear majority of youth stated that foreign qualifications are higher in prestige (95%), greater in employment value (93%) and are more socially influential (95%) 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*).

#### 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	10	14.7	14.7
High	56	82.4	82.4
Low	1	1.5	1.5
No idea	1	1.5	1.5
Total	68	100.0	100.0

With regard to the above question, nearly 98% of parents perceived that there was either a 'very high' (15%) or 'high' (83%) value attached to professional qualifications when they were young, while 2% perceived a 'low' value attached to professional qualifications when they were young. On the other hand, 2% of parents 'do not know' (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	61	89.7	89.7
High	6	8.8	8.8
Low	1	1.5	1.5
Total	68	100.0	100.0

With regard to parents' perceptions concerning the value attached to professional qualifications at present, 99% of parents perceived that there is either a 'very high' (90%) or 'high' (9%) value attached to professional qualifications, compared to only 2% of parents who saw a low value attached to professional qualifications (see *Table 4.11*).

## 5.0 VOCATIONAL EDUCATION

### 5.1 Parents' Vocational Education

With regard to the above question, 68% of parents had no vocational education, while only 32% report any vocational education (see *Table 5.1*).

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

Table 5.1  
**Vocational Qualifications (Parents)**

Categories	Frequency	Percentage	Valid Percentage
<b>01. Do you have any Vocational qualifications?</b>			
Yes	22	32.4	32.4
No	46	67.6	67.6
Total	68	100.0	
<b>02. If yes, how did you obtain?</b>			
Informally	20	29.4	90.9
Formally	2	2.9	9.1
Not applicable	46	67.6	
Total	68	100.0	
<b>03. If informally, what were the main channels?</b>			
Self-learning	7	10.3	35.0
Family centred	13	19.1	65.0
Not applicable	48	70.6	
<b>04. Course Title</b>			
Driving Licence	2	2.9	100.0
Not applicable	66	97.1	
Total	68	100.0	
<b>05. Sector</b>			
Private	2	2.9	100.0
Not applicable	66	97.1	
Total	68	100.0	

#### 5.1.1 How Parents Obtained Vocational Education

As to the question “how have parents obtained vocational education?”, among those with any kind of vocational education, 91% of parents obtained vocational skills informally, while 9% 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 (65%), while 35% had done so through self-learning.

#### 5.1.3 Formal Sector Vocational Courses and Related Sectors

In relation to the areas of formally acquired vocational qualifications, parents had learned driving from private driving schools (see *Table 5.1*).

## 5.2 Youths' Vocational Education

It is noteworthy that a majority of youth interviewed (79%) do not have any vocational education, while only 21% reported having any vocational education (see *Table 5.2*).



Table 5.2  
**Vocational Qualifications (Youth)**

Categories	Frequency	Percentage	Valid Percentage
<b>01. Do you have any vocational Qualifications?</b>			
Yes	9	21.4	21.4
No	33	78.6	78.6
Total	42	100.0	
<b>02. If yes, how did you obtain?</b>			
Informally	8	19.0	88.9
Formally	1	2.4	11.1
Not applicable	33	78.6	
Total	42	100.0	
<b>03. If informally, what were the main channels?</b>			
On-the-job	1	2.4	12.5
Self-learning	3	7.1	37.5
Family centred	4	9.5	50.0
Not applicable	34	81.0	
Total	42	100.0	
<b>04. Course Title</b>			
Electrical Course	1	2.4	100.0
Not applicable	41	97.6	
Total	42	100.0	

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

#### 5.2.1 How Youth Obtained Vocational Education

Among those who have any vocational skill, 89% of youth acquired vocational education formally, while only 11% obtained these skills informally (see *Table 5.2*).

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

Youth who have acquired vocational skills informally did so mainly through the family (50%), while 38% acquired it through self-learning and another 13% on-the-job (see *Table 5.2*).

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

As regards the areas of formally acquired vocational qualifications, only one youth had followed an electrical course in a government vocational training centre.

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

#### 5.3.1 Parents' Aspirations for Vocational Qualifications

Table 5.3.1.1

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

Categories	Frequency	Percent	Valid Percent
Driving Licence	1	1.5	2.9
Training for Coir Industry	1	1.5	2.9
Tailoring/Dressmaking Course	23	33.8	65.7
Mat Weaving	4	5.9	11.4
Artificial Flower Making Course	1	1.5	2.9
Fabric Painting	1	1.5	2.9
Technical Course	1	1.5	2.9
Jewellery Course	3	4.4	8.6
Total	35	51.5	100.0
No Aspirations	33	48.5	
Total	68	100.0	

It is evident from *Table 5.3.1.1*, that 49% of parents did not have any aspiration for vocational education when they were young, whereas 51% had aspirations for vocational education. Moreover, with regard to the type of qualification, 34% of parents aspired to tailoring/dressmaking, while 6% to mat weaving and another 4% to jewellery making. Furthermore, a few parents' aspired to driving, fabric painting and technical courses. However, when we look only at the parents with aspirations for vocational education, it is clear that 66% of parents aspired to a tailoring/dressmaking qualification and 11% to mat weaving.

Table 5.3.1.2

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

Categories	Gender		Total
	Male	Female	
Driving Licence	1		1
	100.0%		100.0%
	16.7%		2.9%
Training for Coir Industry	1		1
	100.0%		100.0%
	16.7%		2.9%
Tailoring Course		23	23
		100.0%	100.0%
		79.3%	65.7%
Mat Weaving Course		4	4
		100.0%	100.0%
		13.8%	11.4%
Artificial Flower Making Course		1	1
		100.0%	100.0%
		3.4%	2.9%
Fabric Painting		1	1
		100.0%	100.0%
		3.4%	2.9%
Technical Course	1		1
	100.0%		100.0%
	16.7%		2.9%
Jewellery Course	3		3
	100.0%		100.0%
	50.0%		8.6%
Total	6	29	35
	17.1%	82.9%	100.0%
	100.0%	100.0%	100.0%

Gender variations with regard to the above question are noteworthy. For instance, 79% of females aspired to dressmaking, while males aspired to driving, jewellery and coir related training.

### 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	2.9	7.1
Tailoring/Dressmaking	22	32.4	78.6
Masonry	1	1.5	3.6
Jewellery Course	3	4.4	10.7
Total	28	41.2	100.0
No Expectations	40	58.8	
Total	68	100.0	

With regard to parents' expectations for vocational qualifications, 59% of parents had no expectation for vocational qualifications, while only 42% had any expectation for such qualifications. In relation to the expected area of vocational qualification, 32% expected to obtain training in tailoring/dressmaking, 3% in driving and another 4% in Jewellery making. Furthermore, when considering parents with expectations for vocational qualifications when they were young, it is evident that 79% of parents expected to have a tailoring qualification, while 10% for jewellery making and another 7% for driving.

Gender variations with regard to expectations for vocational qualifications are noteworthy. All 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		2
	33.3%		7.1%
Tailoring		22	22
		100.0%	78.6%
Masonry	1		1
	16.7%		3.6%
Jewellery Making Course	3		3
	50.0%		10.7%
Total	6	22	28
	100.0%	100.0%	100.0%

## 5.3.3 Youths' Aspirations for Vocational Qualifications

Table 5.3.3.1

**Youths' Aspirations for Vocational Qualifications**

Categories	Frequency	Percent	Valid Percent
Computer Course	7	16.7	21.2
Motor Mechanics Course	5	11.9	15.2
Technical Course	1	2.4	3.0
Carpentry Course	1	2.4	3.0
Tailoring Course	18	42.9	54.5
Jewellery Making Course	1	2.4	3.0
Total	33	78.6	100.0
No Aspirations	9	21.4	
Total	42	100.0	

A majority of youth aspired to tailoring/dressmaking related qualifications (43%), while 17% to computer and another 12% to motor mechanics. On the other hand, only 21% of youth had no aspirations for vocational qualifications. It is also important to note that a small percentage of youth aspire to carpentry and jewellery making courses. If we consider only youth with vocational qualification aspirations, by excluding youth without vocational qualification aspirations from the analysis, it is clear that 55% of youth aspired to a dressmaking/tailoring qualification, while 21% to computer and 15% to motor mechanics qualifications (see *Table 5.3.3.1*).

Class variations with regard to the above question are notable. More middle (25%) and lower middle class youth (28%) aspired to computer related qualifications compared to lower class youth (9%) (see *Table 5.3.3.2*).

Table 5.3.3.2

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

Groups	Computer	Motor Mechanics	Technical	Carpentry	Tailoring	Jewellery Making
<b>All groups</b>	<b>21.2</b>	<b>15.2</b>	<b>3.0</b>	<b>3.0</b>	<b>54.5</b>	<b>3.0</b>
<b>Class</b>						
Middle	25.0	25.0	-	-	25.0	25.0
Lower middle	27.8	16.7	5.6	-	50.0	-
Lower	9.1	9.1	-	9.1	72.7	-
<b>Gender</b>						
Male	42.9	35.7	7.1	7.1	-	7.1
Female	5.3	-	-	-	94.7	-
<b>Current activity</b>						
Still schooling	33.3	50.0	-	-	16.7	-
Employed	30.0	10.0	10.0	-	40.0	10.0
Unemployed	11.8	5.9	-	5.9	76.5	-

As for current activity status, more unemployed youth (77%) aspired to dressmaking related qualifications compared to employed (40%) and schooling youth (17%) (see *Table 5.3.3.2*).

As for gender, 95% of females aspired to dressmaking qualifications, while 43% of males aspired to computer related qualifications (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	22	52.4	66.7
No	11	26.2	33.3
Total	33	78.6	100.0
No aspirations	9	21.4	
Total	42	100.0	

In reply to the question “do you have sufficient means to realize your vocational qualifications?”, 67% of youth with aspirations for vocational education said ‘yes’, whereas only 33% reported not having sufficient means to realize their aspirations (see *Table 5.3.4.1*).

75% of middle class youth followed by 72% of lower middle class youth stated that they have sufficient means to realize their vocational aspirations, compared to only 55% of lower class youth (see *Table 5.3.4.2*).

Table 5.3.4.2

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

Groups	Yes	No
<b>All groups</b>	<b>66.7</b>	<b>33.3</b>
<b>Class</b>		
Middle	75.0	25.0
Lower middle	72.2	27.8
Lower	54.5	45.5
<b>Gender</b>		
Male	57.1	42.9
Female	73.7	26.3
<b>Current activity</b>		
Still schooling	83.3	16.7
Employed	70.0	30.0
Unemployed	58.8	41.2

As for gender, more females (74%) do not have sufficient means to realize their aspirations for vocational qualifications, compared to their male counterparts (57%) (see *Table 5.3.4.2*).

With regard to current activity status in relation to the above question, 83% of schooling youth and 70% of employed youth reported having sufficient means to realize their vocational aspirations, compared to only 58% of unemployed 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	7	16.7	63.6
Social	2	4.8	18.2
Aptitude	1	2.4	9.1
Other	1	2.4	9.1
Total	11	26.2	100.0
Not applicable	31	73.8	
Total	42	100.0	

When asked 'why youth cannot realize their vocational aspirations', 64% of youth stated that it was due to economic hardships, while 18% said that it was due to social reasons and another 9% stated that it was due to a lack of aptitude and other reasons respectively (see *Table 5.3.5.1*).

Class variations with regard to the above question show that 80% of lower class youth cannot realize their vocational aspirations due to economic difficulties, compared to lower middle (60%) and middle class youth (0%) (see *Table 5.3.5.2*).

Table 5.3.5.2

#### Nature of Inadequate Means of Youth - by Class and Gender (Youth) (%)

Groups	Economic	Social	Aptitude	Illness
<b>All groups</b>	<b>63.6</b>	<b>18.2</b>	<b>9.1</b>	<b>9.1</b>
<b>Class</b>				
Middle	-	100.0	-	-
Lower middle	60.0	-	20.0	20.0
Lower	80.0	20.0	-	-
<b>Gender</b>				
Male	66.7	-	16.7	16.7
Female	60.0	40.0	-	-

Gender variations are noteworthy. For instance, 71% of males stated that due to economic reasons they cannot realize their vocational aspirations compared to their female counterparts (60%) (see *Table 5.3.5.2*).

As regards the above question, there is no relationship with age.

### 5.3.6 Youths' Expectations for Vocational Qualifications

Table 5.3.6.1

#### Youths' Expectations Regarding Vocational Qualifications

Categories	Frequency	Percent	Valid Percent
Tailoring	18	42.9	56.3
Computer Course	8	19.0	25.0
Motor Mechanics Course	3	7.1	9.4
Electronics Course	1	2.4	3.1
Driving Licence	1	2.4	3.1
Jewellery Course	1	2.4	3.1
Total	32	76.2	100.0
No Expectations	10	23.8	
Total	42	100.0	

As regards 'youth expectations for vocational qualifications', 43% of the youth expect tailoring/dressmaking related qualifications, while nearly 19% have expectations for computer qualifications. On the other hand, the proportion of youth with 'no expectation' for vocational education is slightly higher (24%), compared to those with no aspirations for vocational education (21%) (see *Table 5.3.6.1*).

When we look at only the category of youth with vocational aspirations, it is noteworthy that a majority of youth have expectations for tailoring/dressmaking (56%), while 25% for computer 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 youth expect (33%) motor mechanic and computer related qualifications, while more lower class youth have expectations for tailoring/dressmaking related qualifications (see *Table 5.3.6.2*).

Table 5.3.6.2

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

Groups	Tailoring	Computer	Motor Mechanics	Electronic	Driving	Jewellery
<b>All groups</b>	<b>56.3</b>	<b>25.0</b>	<b>9.4</b>	<b>3.1</b>	<b>3.1</b>	<b>3.1</b>
<b>Class</b>						
Middle	-	33.3	33.3	-	-	33.3
Lower middle	55.6	27.8	11.1	-	5.6	-
Lower	72.7	18.2	-	9.1	-	-
<b>Gender</b>						
Male	-	53.8	23.1	7.7	7.7	7.7
Female	94.7	5.3	-	-	-	-
<b>Current activity</b>						
Still schooling	16.7	50.0	16.7	16.7	-	-
Employed	55.6	11.1	11.1	-	11.1	11.1
Unemployed	70.6	23.5	5.9	-	-	-

As for gender, more females have expectations for tailoring related qualifications (95%), compared to their male counterparts. On the other hand, more males have expectations for computer qualifications (see *Table 5.3.6.2*).

With regard to current activity status, expectations for vocational qualifications show that 71% of unemployed youth have expectations for tailoring/dressmaking related vocational qualifications, when compared to employed youth (56%) and schooling youth (17%). On the other hand, more schooling youth (50%) have expectations for computer qualifications, compared to unemployed (24%) and employed youth (11%) (see *Table 5.3.6.2*).

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

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

Table 5.4.1.1

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

Categories	Frequency	Percent	Valid Percent
Computer Course	7	10.3	17.5
Motor Mechanics	2	2.9	5.0
Technical Course	3	4.4	7.5
Masonry	1	1.5	2.5
Electrical Course	1	1.5	2.5
Tailoring	23	33.8	57.5
Jewellery Course	3	4.4	7.5
Total	40	58.8	100.0
No Aspirations	28	41.2	
Total	68	100.0	

It is evident from *Table 5.4.1.1*, that 59% of the parents have aspirations for vocational qualifications for their child selected for the interview, while only 41% of the parents did not have any aspiration for vocational qualifications for their child selected for the interview. When we consider the proportion of parents with any aspiration for vocational education for their children, a majority of them (34%) aspired to tailoring/dressmaking qualifications, while another 10% to computer qualifications. Furthermore, a small proportion of parents aspired to motor mechanics, technical and masonry related qualifications for the child selected for the interview. If one considers only parents with aspirations for vocational education for the child interviewed, it is clear that 58% of parents' aspired to tailoring related qualifications for their child who was interviewed.

As for gender, more mothers (76%) aspired to tailoring (dress making) related qualifications for their child, in comparison to the fathers (37%). On the other hand, more fathers aspired to computer related qualifications (26%) for their child, in comparison to mothers (5%) (see *Table 5.4.1.2*).

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



Table 5.4.1.2

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

Categories	Gender		Total
	Male	Female	
Computer Course	5	2	7
	26.3%	9.5%	17.5%
Motor Mechanics	1	1	2
	5.3%	4.8%	5.0%
Technical Course	3		3
	15.8%		7.5%
Masonry		1	1
		4.8%	2.5%
Electrical course	1		1
	5.3%		2.5%
Tailoring	7	16	23
	36.8%	76.2%	57.5%
Jewellery Course	2	1	3
	10.5%	4.8%	7.5%
Total	19	21	40
	100.0%	100.0%	100.0%

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

Table 5.4.2.1

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

Categories	Frequency	Percent	Valid Percent
Computer	9	13.2	22.5
Technical Course	3	4.4	7.5
Motor Mechanics	2	2.9	5.0
Masonry	1	1.5	2.5
Tailoring	21	30.9	52.5
Jewellery Course	4	5.9	10.0
Total	40	58.8	100.0
No Expectations	28	41.2	
Total	68	100.0	

With regard to the above question, 59% 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, 31% have expectations for tailoring/dressmaking related qualifications, while 22% for computer and another 8% for technical qualifications (see *Table 5.4.2.1*).

Class variations with regard to the above question are notable. For instance, more middle class parents expect computer related qualifications for the child selected for the interview, while more lower class parents expect dressmaking qualifications for the child selected for the interview (see *Table 5.4.2.2*).

Table 5.4.2.2

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

Groups	Computer	Technical	Motor Mechanics	Masonry	Tailoring	Jewellery
<b>All groups</b>	<b>22.5</b>	<b>7.5</b>	<b>5.0</b>	<b>2.5</b>	<b>52.5</b>	<b>10.0</b>
<b>Class</b>						
Middle	50.0	-	-	-	-	50.0
Lower middle	24.0	12.0	4.0	4.0	52.0	4.0
Lower	-	-	11.0	-	88.9	-
<b>Gender</b>						
Male	36.8	10.5	5.3	-	31.6	15.8
Female	9.5	4.8	4.8	4.8	71.4	4.8

As for gender a clear proportion of fathers expect computer related qualifications for their child selected for the interview. On the other hand, a clear proportion of mothers expect tailoring/dressmaking related qualifications for their child selected for the interview (see *Table 5.4.4.2*).

There is no age variation 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

In reply to the question, "was there a value difference between local and foreign vocational qualifications?", 15% of parents stated that they perceived a value difference, while most parents (85%) 'do not know' whether there was a value difference between local and foreign vocational qualifications. Furthermore, when questioned as to the reasons for the value difference, more parents felt that foreign qualifications provided better skills (15%), greater employment value (12%) and more recognition (15%), when compared to local vocational qualifications. If one looks at only the parents who perceived a value difference between local and foreign vocational qualifications, more parents stated that foreign qualifications provided better skills (100%), had greater employment value (80%), and more recognition (100%), compared to local vocational qualifications when they were young (see *Table 5.5.1*).

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	10	14.7	14.7
Do not know	58	85.3	85.3
Total	68	100.0	
<b>02. If yes, foreign qualifications provided better skills</b>			
Yes	10	14.7	100.0
Not applicable	58	85.3	
Total	68	100.0	
<b>03. Local qualifications provided better skills</b>			
No	10	14.7	100.0
Not applicable	58	85.3	
Total	68	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	8	11.8	80.0
No	2	2.9	20.0
Not applicable	58	85.3	
Total	68	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	2	2.9	20.0
No	8	11.8	80.0
Not applicable	58	85.3	
Total	68	100.0	
<b>06. Foreign vocational qualifications carry more recognition</b>			
Yes	10	14.7	100.0
Not applicable	58	85.3	
Total	68	100.0	
<b>07. Local vocational qualifications carry more recognition</b>			
No	10	14.7	100.0
Not applicable	58	85.3	
Total	68	100.0	

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

As regards parents' perception of value differences between local and foreign vocational qualifications at present, it is clear that a majority of parents (69%) perceived a difference, while only 6% did not perceive such a difference. On the other hand, 25% 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*).

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	47	69.1	69.1
No	4	5.9	5.9
Do not know	17	25.0	25.0
Total	68	100.0	
<b>02. If yes, foreign qualifications provided better skills</b>			
Yes	44	64.7	93.6
No	3	4.4	6.4
Not applicable	21	30.9	
Total	68	100.0	
<b>03. Local qualifications provided better skills</b>			
Yes	3	4.4	6.4
No	44	64.7	93.6
Not applicable	21	30.9	
Total	68	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	34	50.0	73.9
No	12	17.6	26.1
Not applicable	22	32.4	
Total	68	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	12	17.6	26.1
No	34	50.0	73.9
Not applicable	22	32.4	
Total	68	100.0	
<b>06. Foreign vocational qualifications carry more recognition</b>			
Yes	44	64.7	93.6
No	3	4.4	6.4
Not applicable	21	30.9	
Total	68	100.0	
<b>07. Local vocational qualifications carry more recognition</b>			
Yes	3	4.4	6.4
No	44	64.7	93.6
Not applicable	21	30.9	
Total	68	100.0	

As regards the reasons for the value difference, more parents stated that foreign vocational qualifications provide better skills (94%), have greater employment value (74%) and more recognition (94%), 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	40	95.2	95.2
Do not know	2	4.8	4.8
Total	42	100.0	
<b>02. If yes, foreign qualifications higher in prestige</b>			
Yes	37	88.1	92.5
No	3	7.1	7.5
Not applicable	2	4.8	
Total	42	100.0	
<b>03. Local qualifications higher in prestige</b>			
Yes	3	7.1	7.5
No	37	88.1	92.5
Not applicable	2	4.8	
Total	42	100.0	
<b>04. Foreign qualifications greater in employment value</b>			
Yes	36	85.7	90.0
No	4	9.5	10.0
Not applicable	2	4.8	
Total	42	100.0	
<b>05. Local qualifications greater in employment value</b>			
Yes	4	9.5	10.0
No	36	85.7	90.0
Not applicable	2	4.8	
Total	42	100.0	
<b>06. Foreign vocational qualifications carry more recognition</b>			
Yes	36	85.7	90.0
No	4	9.5	10.0
Not applicable	2	4.8	
Total	42	100.0	
<b>07. Local vocational qualifications carry more recognition</b>			
Yes	4	9.5	10.0
No	36	85.7	90.0
Not applicable	2	4.8	
Total	42	100.0	

In reply to the question, "is there a value difference between local and foreign vocational qualifications?", 95% of youth said 'yes,' while 5% of youth 'do not know' whether there is a value difference between foreign and local 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 (93%), greater employment value (90%) and more recognition (90%), 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	Percent	Valid Percent
Very high	5	7.4	7.4
High	56	82.4	82.4
Low	7	10.3	10.3
Total	68	100.0	100.0

As regards parents' perceptions of value attached to vocational qualifications during the period prior to economic liberalization, 82% of parents perceived a 'high' (82%) value attached to vocational qualifications. On the other hand, only 10% perceived a 'low' value attached to vocational qualifications in general, during the period before economic liberalization (see *Table 5.6.1*).

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

Table 5.6.2

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

Categories	Frequency	Percent	Valid Percent
Very high	51	75.0	75.0
High	12	17.6	17.6
Low	5	7.4	7.4
Total	68	100.0	100.0

In relation to the period after economic liberalization, it is significant that 75% of parents perceived a 'very high' (75%) value, while 7% perceived a 'low' (15%) value (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*, shows that a majority of parents (40%) aspired to be professionals in teaching, nursing and other 'professionals (B)' areas, while only 4% aspired to 'professionals (A)' occupations in areas such as engineering, medicine and law. It is also important to note that 6% of parents aspired to agricultural and fisheries related occupations. Furthermore, it is also important to note that 22% of parents were without any particular occupational aspirations.

Table 6.1.1  
**Aspirations for Livelihoods (Parents)**

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Professionals (A)	2	2.9	3.8
	Professionals (B)	27	39.7	50.9
	Agricultural & Fisheries	4	5.9	7.5
	Elementary Occupations	15	22.0	29.3
	Self-employment	5	7.4	9.4
	No Aspirations	15	22.1	
	Total	68	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

If one looks at the category of parents with livelihood aspirations, it is clear that 51% of parents aspired to livelihoods related to 'professionals (B)', while 29% to elementary occupations (see *Table 6.1.1*).

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

### 6.1.2 Parents' Expectations for their Livelihoods

Table 6.1.2  
**Expectations for Livelihoods (Parents)**

Categories		Frequency	Percentage	Valid Percentage
Expectations	Professionals (B)	4	5.9	7.8
	Clerks	1	1.5	2.0
	Elementary Occupations	26	38.2	51.0
	Self-employment	20	29.4	39.2
	No Expectations	17	25.0	
	Total	68	100.0	

As regards expectations, one can see a gradual decrease of parents' expectations for 'professionals (B)' occupations, compared to their other occupational aspirations (40% to 6%). On the other hand, there is an increase in parents with expectations for work in elementary occupations (22% to 38%). Moreover, it is also important to note that there is a slight increase of the proportion of parents with no occupational expectations, i.e. 22%, when compared to their aspirations (25%).

When one looks at the category of parents who have occupational expectations, it is clear that the majority (51%) of them expect elementary occupations, followed by 39% of parents who have expectations for self-employment (see *Table 6.1.2*).

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

## 6.2 Youths' Aspirations and Expectations for Livelihoods

### 6.2.1 Youths' Aspirations for Livelihoods

Table 6.2.1.1

#### Youths' Aspirations for Livelihoods

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Executive, Managerial & Administrative	1	2.4	2.5
	Professionals (A)	5	11.9	12.5
	Professionals (B)	28	66.7	70.0
	Clerks	1	2.4	2.5
	Elementary Occupations (Unskilled Labourers)	3	7.1	7.5
	Self-employment	2	4.8	5.0
	No Aspirations	2	4.8	
	Total	42	100.0	

As for youths' aspirations for livelihoods, it is evident that a significant proportion of them (67%) aspire to 'professionals (B)' occupations, while another 12% aspired to 'professionals (A)' occupations (see *Table 6.2.1.1*). It is noteworthy, that there are 5% of youth with no occupational aspirations. If one looks at only the youth with livelihood aspirations, it is clear that 70% of them aspired to 'professionals (B)' occupations, while another 13% to 'professionals (A)' occupations. In other words, their livelihood aspirations are very high.

Youth aspirations for occupations vary according to class, age, gender and current activity status. For instance, more lower class (75%) and lower middle class (70%) youth aspire to 'professionals (B)' occupations, while more middle class youth aspire to 'professionals (A)' occupations (25%) (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)	Clerks	Elementary Occupations	Self-employment
<b>All groups</b>	<b>2.5</b>	<b>12.5</b>	<b>70.0</b>	<b>2.5</b>	<b>7.5</b>	<b>5.0</b>
<b>Class</b>						
Middle	-	25.0	50.0	-	-	25.0
Lower middle	-	15.0	70.0	-	10.0	5.0
Lower	6.3	6.3	75.0	6.3	6.3	-
<b>Gender</b>						
Male	4.8	19.0	66.7	-	-	9.5
Female	-	5.3	73.7	5.3	15.8	-
<b>Current activity</b>						
Still schooling	16.7	33.3	50.0	-	-	-
Employed	-	6.3	87.5	-	-	6.3
Unemployed	-	11.1	61.1	5.6	16.7	5.6

As for gender, more males aspired to 'professionals (A)' (19%) occupations, while more females aspired to 'professionals (B)' occupations (74%) (see *Table 6.2.1.2*).

With regard to current activity status, more currently schooling youth (33%) aspire to 'professionals (A)' occupations, whereas more employed youth aspire to 'professionals (B)' occupations (88%) (see *Table 6.2.1.2*).

Youth aspirations for occupations do not vary according to age.

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

Table 6.2.2.1

**Availability of Sufficient Means (Youth)**

Categories	Frequency	Percent	Valid Percent
Yes	17	40.5	42.5
No	23	54.8	57.5
Total	40	95.2	100.0
Not applicable	2	4.8	
Total	42	100.0	

When questioned as to whether 'they have sufficient means to realize their occupational aspirations', 58% of youth said 'no', while only 42% said that they can realize their aspirations (see *Table 6.2.2.1*).

As for current activity status, more employed (69%) and unemployed (61%) youth stated that they have no sufficient means to realize their occupational aspirations, when compared to schooling youth (17%) (see *Table 6.2.2.2*).

Table 6.2.2.2

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

Groups	Yes	No
<b>All groups</b>	<b>42.5</b>	<b>57.5</b>
<b>Current activity</b>		
Still schooling	83.3	16.7
Employed	31.3	68.8
Unemployed	38.9	61.1
<b>Gender</b>		
Male	47.6	52.4
Female	36.8	63.2
<b>Class</b>		
Middle	50.0	50.0
Lower middle	55.0	45.0
Lower	25.0	75.0

In relation to gender, more females (63%) mentioned that they have sufficient means to realize their occupational aspirations, as against their female counterparts (52%) (see *Table 6.2.2.2*).

As for class, more lower class youth stated that they cannot realize their occupational aspirations compared to lower middle (45%) and middle class youth (50%) (see *Table 6.2.2.2*).

### 6.2.3 What do they Lack?

Table 6.2.3

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

Categories	Frequency	Percent	Valid Percent
Economic	2	4.8	8.3
Social/Cultural	1	2.4	4.2
Aptitude	18	42.9	75.0
Political	2	4.8	8.3
Other	1	2.4	4.2
Total	24	57.1	100.0
Not applicable	18	42.9	
Total	42	100.0	

On the question as to 'why youth cannot realize their occupational aspirations', a majority of youth stated that it was due to lack of aptitude (75%), while 8% attributed it to 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	Professionals (A)	2	4.8	5.1
	Professionals (B)	8	19.0	20.5
	Clerks	6	14.3	15.4
	Travel, Restaurant & Sales Workers	2	4.8	5.1
	Agricultural & Fisheries Workers	3	7.1	7.7
	Craft and Related Workers	5	11.9	12.8
	Plant & Machine Operators	1	2.4	2.6
	Elementary Occupations (Unskilled Labourers )	7	16.7	17.9
	Self-employment	5	11.9	12.8
	No Expectations	3	7.1	
	Total	42	100.0	

When one looks at youths' expectations, it is significant that 19% of the youth interviewed expect 'professionals (B)' category jobs, while only 5% expect 'professionals (A)' category occupations, and another 14% expect jobs as clerks. Furthermore, 7% of youth had no livelihood expectations. On the other hand, the proportion of youth who expect to do 'professionals (A)' category jobs is only 5% in comparison to youth having aspirations for such occupations (12%). It is noteworthy that 12% of youth expect to be self-employed. Also one can see an increase in the proportion of youth who expect to work in the areas of agriculture and fisheries (from 0% to 7%) (see *Table 6.2.4.1*).

Current activity status in relation to youths' expectations for livelihoods is notable. More schooling youth expect 'professionals (A)' (33%) and (B)' (33%) occupations, while more unemployed youth expect elementary occupations. (see *Table 6.2.4.2*).

Table 6.2.4.2

**What is your Expectation Regarding Livelihood as a Youth? - by Current Activity Status (Youth)**

Categories	Current activity status			Total
	Schooling	Employed	Unemployed	
Professionals (A)	2			2
	33.3%			5.1%
Professionals (B)	2	2	4	8
	33.3%	13.3%	22.2%	20.5%
Clerks	1	2	3	6
	16.7%	13.3%	16.7%	15.4%
Travel, Restaurant and Sales Workers		1	1	2
		6.7%	5.6%	5.1%
Agricultural and Fisheries Workers		3		3
		20.0%		7.7%
Craft and Related Workers (Skilled Workers)		1	4	5
		6.7%	22.2%	12.8%
Plant and Machine Operators and Assemblers		1		1
		6.7%		2.6%
Elementary Occupations (Unskilled Labourers)		2	5	7
		13.3%	27.8%	17.9%
Self-employment	1	3	1	5
	16.7%	20.0%	5.6%	12.8%
Total	6	15	18	39
	100.0%	100.0%	100.0%	100.0%

There are no clear variations in youth expectations for livelihood by class.

### 6.3 Parents' Aspirations and Expectations Regarding Livelihoods for their Children

#### 6.3.1 Parents' Aspirations Regarding Livelihoods for their Children

Table 6.3.1.1

**Parents' Livelihood Aspirations for their Children**

Categories		Frequency	Percentage	Valid Percentage
Aspirations	Professionals (A)	22	32.4	37.9
	Professionals (B)	27	39.7	46.6
	Technical & Associate Professionals	1	1.5	1.7
	Plant & Machine Operators	1	1.5	1.7
	Elementary Occupations	3	4.4	5.2
	Self-employment	4	5.9	6.9
	No Aspirations	10	14.7	
	Total	68	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 32% of the parents aspired to 'professionals (A)' occupations for their children, 40% aspired to 'professionals (B)' category occupations. It is also noteworthy that only 15% 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 38% of them aspired to 'professionals (A)' category jobs for their selected child, while 47% 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 (63%) aspired to 'professionals (A)' occupations for their child selected for the interview, while more lower class parents aspired to 'professionals (B)' category jobs (60%) for their child selected for the interview (see *Table 6.3.1.2*).

Table 6.3.1.2

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

Groups	Professionals (A)	Professionals (B)	Technicians	Plant & Machine Operators	Elementary Occupations	Self-employment
<b>All groups</b>	<b>37.9</b>	<b>46.6</b>	<b>1.7</b>	<b>1.7</b>	<b>5.2</b>	<b>6.9</b>
<b>Class</b>						
Middle	62.5	25.0	-	-	-	12.5
Lower middle	36.7	43.3	3.3	3.3	3.3	10.0
Lower	30.0	60.0	-	-	10.0	-
<b>Gender</b>						
Male	52.0	32.0	4.0	-	4.0	8.0
Female	27.3	57.6	-	3.0	6.1	6.1

As for gender, more mothers aspire to 'professionals (B)' (58%) category jobs for their children, while more fathers aspire to 'professionals (A)' category jobs (52%)(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)	9	13.2	16.4
	Professionals (B)	10	14.7	18.2
	Technicians & Associate Professionals	2	2.9	3.6
	Clerks	2	2.9	3.6
	Agricultural & Fisheries	4	5.9	7.3
	Plant & Machine Operators	1	1.5	1.8
	Elementary Occupations	20	29.4	36.4
	Self-employment	7	10.3	12.7
	No Expectations	13	19.1	
	Total	68	100.0	

When we look at parents' expectations regarding livelihoods for their children, it becomes evident that 15% of parents expect 'professionals (B)' and 13% expect 'professionals (A)' category occupations, while another 29% of them aspire to elementary occupations. It is important to note that only 19% 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 the 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 (33%) compared to lower middle (17%) and lower class parents (11%) (see *Table 6.3.2.2*). On the other hand, more lower class parents (21%) have expectations for 'professionals B' jobs for their child who was interviewed, compared to middle (17%) and lower middle class parents (17%) (see *Table 6.3.2.2*).

As for gender, more mothers expect their children to do 'professionals (B) (21%) and (A)' (17%) category jobs when compared with fathers (15% and 15% respectively) (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	Agriculture/ Fisheries	Plant & Machine Operators	Elementary Occupations	Self-employment
<b>All groups</b>	<b>16.4</b>	<b>18.2</b>	<b>3.6</b>	<b>3.6</b>	<b>7.3</b>	<b>1.8</b>	<b>36.4</b>	<b>12.7</b>
<b>Class</b>								
Middle	33.3	16.7	-	-	-	-	-	50.0
Lower middle	16.7	16.7	6.7	3.3	3.3	3.3	40.0	10.0
Lower	10.5	21.1	-	5.3	15.8	-	42.1	5.3
<b>Gender</b>								
Male	15.4	15.4	7.7	3.8	11.5	-	26.9	19.2
Female	17.2	20.7	-	3.4	3.4	3.4	44.8	6.9

**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	27	39.7	50.0
Unorganized Private Sector (Informal Sector)	1	1.5	1.9
Self-employment	26	38.2	48.1
Total	54	79.4	100.0
Not applicable	14	20.6	
Total	68	100.0	

It is evident from *Table 6.4.1.1* that nearly 80% of parents had aspirations for a particular sector of employment, while 20% of parents did not indicate any such aspirations. Furthermore, when one looks at the parents with aspirations for a particular sector of employment, it is clear that 50% of parents aspire to government sector employment, 48% aspire to be self-employed and another 2% aspire to employment in the informal sector.

As for gender, more males (54%) aspired to work in the government sector compared to their female counterparts (46%). On the other hand, more females aspire to self employment as against their male counterparts (see *Table 6.4.1.2*).

Table 6.4.1.2

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

Categories	Gender		Total
	Male	Female	
Government Sector	14	13	27
	53.8%	46.4%	50.0%
Unorganized Private Sector (Informal Sector)		1	1
		3.6%	1.9%
Self-employment	12	14	26
	46.2%	50.0%	48.1%
Total	26	28	54
	100.0%	100.0%	100.0%

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

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

Categories	Frequency	Percent	Valid Percent
Government Sector	4	5.9	7.4
Unorganized Private Sector (Informal Sector)	1	1.5	1.9
Self-employment	49	72.1	90.7
Total	54	79.4	100.0
Not Applicable	14	20.6	
Total	68	100.0	

When one looks at parents with expectations regarding the preferred sector of employment, 72% of them expect self-employment, while only 6% of them expect to work in the government sector (foreign). On the other hand, 21% of parents had no expectation for a preferred sector of employment (see *Table 6.4.2*). When one looks at only the parents with expectations for the preferred sector of employment, nearly 91% of parents expect self-employment.

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

6.4.3 *Youths' Aspirations Regarding the Sector of Employment*

Table 6.4.3.1

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

Categories	Frequency	Percent	Valid Percent
Government Sector	34	81.0	81.0
Self-employment	8	19.0	19.0
Total	42	100.0	100.0



It is evident from *Table 6.4.3.1* that nearly 81% of youth aspired to government sector employment, while 19% aspired to self-employment (foreign/joint venture).

Current activity status with regard to the above question is important to examine. All schooling youth followed by 88% of employed youth aspired to government sector occupations, compared to 70% of unemployed youth (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 (Aspirations) - Youth**

Categories	Current activity status			Total
	Schooling	Employed	Unemployed	
Government Sector	6	14	14	34
	100.0%	87.5%	70.0%	81.0%
Self-employment		2	6	8
		12.5%	30.0%	19.0%
Total	6	16	20	42
	100.0%	100.0%	100.0%	100.0%

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

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

Table 6.4.4.1

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

Categories	Frequency	Percent	Valid Percent
Government Sector	14	33.3	35.0
Self-employment	23	54.8	57.5
Overseas	1	2.4	2.5
Organized Private Sector (Sri Lankan)	2	4.8	5.0
Total	40	95.2	100.0
No Expectations	2	4.8	
Total	42	100.0	

As regards youth expectations for the preferred sector of employment, it is evident that nearly 55% of them expect self-employment, while another 33% expect to work in the government sector. Furthermore, youth with no expressed expectation regarding the preferred sector of employment constitute about 5%.

When youth with expectations for a preferred sector of employment are taken together, it is significant that 57% of them expect self-employment, while 35% expect to work in the government sector (foreign/joint venture) (see *Table 6.4.4.1*).

Class, gender and current activity status variations with regard to youths' expectations for a preferred sector of employment are also noteworthy. For example, all youth with expectations for a preferred sector of employment expect self-employment compared to lower middle (55%) and lower class youth (38%) (see *Table 6.4.4.2*).

Table 6.4.4.2

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

Groups	Government Sector	Self-employment	Overseas	Organized Private Sector (SL)
<b>All groups</b>	<b>35.0</b>	<b>57.5</b>	<b>2.5</b>	<b>5.0</b>
<b>Class</b>				
Middle	-	100.0	-	-
Lower middle	45.0	55.0	-	-
Lower	31.3	50.0	6.3	12.5
<b>Gender</b>				
Male	42.9	42.9	4.8	9.5
Female	26.3	73.7	-	-
<b>Current activity</b>				
Still schooling	66.7	33.3	-	-
Employed	25.0	62.5	6.3	6.3
Unemployed	33.3	61.1	-	5.6

As for gender, 74% of females expect self-employment, as against their male counterparts (43%). On the other hand, more males expect to work in the government sector as against their female counterparts (26%) (see *Table 6.4.4.2*).

As for current activity status in relation to youth expectations regarding the preferred sector of employment, more schooling youth expect to work in the government sector (67%), compared to unemployed (33%) and employed youth (25%). On the other hand, more employed and unemployed youth expect self-employment (see *Table 6.4.4.2*).

## **7.0 UDAPPUWA VILLAGE SUMMARY**

### **1. Village Background**

Udappuwa, a Tamil rural village, is located in the North Western Province, about 112 km from Colombo. The livelihood activities of this village are predominantly based on fishing. There are also a few families who run prawn farms and a handful of families with at least one member occupying jobs such as clerks and teachers in the government sector.

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

As regards gender, there are more males in the sample population (54%) than females.

It is important to note that nearly 45% of the household population belong to youth in the age category of 16-30. It is also evident from marital status of the household population that nearly 56% of the sample population are not married.

Livelihood structure of the sample population is dependent on fishing. It is also noteworthy that nearly 30% of the household members are unemployed. Unemployment among females (63%) is higher, when compared to their male counterparts (16%). Also the rate of unemployment increases with increasing educational attainment.

Income of the sample population shows that there is a considerable gap between the lowest and the highest income categories, as 16% of this population earn less than Rs. 1000, while 10% of household members report a monthly income of over Rs. 10,000.

### **3. Education**

With regard to educational attainment of the sample population, it is clear that a majority of household members have completed their post-primary education (41%). 19% of household members have GCE O/L qualifications, while only 2% have A/L qualifications. However, there are only two members in the sample with university degrees.

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

With regard to parents' and youths' educational attainment, it is significant that a majority of parents (54%) have only a primary level education. On the other hand, 4% and 2% of parents have O/L and A/L qualifications respectively. In relation to youths' educational attainment, one can see a huge increase in the proportion of youth with O/L and A/L qualifications (28% and 8% respectively), compared to their parents.

When it comes to higher education, only one youth and one parent had a university degree.

#### **3.2 Aspirations and Expectations for Education**

##### **3.2.1 Parents' aspirations and expectations for education**

A significant proportion of parents aspired to O/L (39%), while another 25% to A/L and only 17% to university education.

When it comes to parents' expectations for education, the proportion of parents who have expectations for O/L education has increased from 39% to 43% on the one hand, and expectations for a university education decreased from 17% to 5% on the other.

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

It is significant that 69% of youth interviewed, aspired to university education, while 21% to A/L and only 7% to O/L education. In other words, a majority of youth have high aspirations for university

education. It is also important to note, that more males aspired to university education (81%), in comparison to their female counterparts (46%).

On the issue of whether youth have sufficient means to realize their educational aspirations, a majority of youth stated that they do not have sufficient means to realize their educational aspirations (64%), mainly due to a lack of aptitude, while 36% 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 university education (44%) even though the proportion is fairly low compared with their aspirations (69%). Furthermore, expectations for A/L education increased, when compared to educational aspirations (21% to 32%). As for gender, a higher proportion of males (57%) expect a university education compared to their female counterparts (30%). It is worth mentioning that a high percentage of currently schooling youth have expectations for a university education, as against unemployed (29%) and employed youth (40%).

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

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

Parents had no high aspirations for professional qualification when they were young. In fact most parents had no aspirations for professional qualifications (94%). However, all the parents with aspirations for professional qualifications aspired to a MBBS qualification.

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

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

Nearly one third of the youth interviewed had aspirations for professional qualifications compared to their parents. With regard to the category of qualifications, 69% of youth with aspirations for professional qualifications aspired to a MBBS qualification.

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

As regards youths' expectations for professional qualifications, it is notable that the proportion of youth with no expectations for professional education has increased up to 83%. However, 43% of youth with professional education had expectations for an Attorney-at-Law professional qualification, while another 29% had expectations for a MBBS qualification.

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

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

The majority of parents had aspirations for vocational education (52%). In relation to the type of qualification among only parents with vocational qualification aspirations, 66% of them aspired to a dressmaking/tailoring qualification, while 11% to mat weaving.

With regard to parents' expectations for vocational qualifications, nearly 79% of parents had expectations for a dressmaking/tailoring course.

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

It is important to note that there were 79% of youth with vocational aspirations, while only 21% of youth with no such aspirations. When one considers only the youth with vocational aspirations, it is significant that the majority of them aspire to tailoring/dressmaking vocational qualifications (55%), while 21% to computer qualifications. As for gender, 95% of females aspire to dressmaking qualifications, while more males aspire to computer related qualifications (43%).

With regard to whether youth have sufficient means to realize their vocational aspirations, 67% of youth with vocational aspirations stated that they have sufficient means to do so, while 33% of youth stated that they do not have sufficient means to realize their vocational aspirations, mainly due to economic reasons.

In relation to youths' expectations for vocational qualifications, a majority of youth still had expectations for dressmaking qualifications (56%), while 25% for computer related qualifications. As for gender, a clear proportion of females have expectations for dressmaking related qualifications (95%), while more males have expectations for computer related qualifications.

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

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

Nearly 51% of parents with livelihood aspirations aspired to employment in the 'Professionals (B)' category, while another 29% to elementary occupations. When it comes to livelihood expectations, 51% of parents have expectations for elementary occupations, while another 39% expect to be self-employed.

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

The majority of youth aspire to 'Professionals (B)' (70%) category occupations, while another 13% to 'Professionals (A)' occupations.

With regard to whether youth have sufficient means to realize their livelihood aspirations, 58% of youth with livelihood aspirations stated that they do not have sufficient means to realize their educational aspirations mainly due to a lack of aptitude, while 42% of youth stated that they have sufficient means to do so.

When it comes to livelihood expectations, 21% of youth had expectations for 'Professionals (B)' occupations, while 18% for elementary occupations.

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

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

50% of parents aspired to government sector occupations, while 48% aspired to self-employment. It is notable that the proportion of parents who had expectations for self-employment had nearly doubled, with regard to parents' livelihood expectations.

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

Youths' aspirations for government sector employment is significant (61%). In relation to youths' expectations for a preferred sector of employment, nearly 58% of youth had expectations for self-employment, while another 35% for government sector employment.

## Annex

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### Other published output from the GQL project

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

*Globalisation, Qualifications and Livelihoods: towards a research agenda*  
Angela W. Little

*Globalisation: an annotated bibliography for the readers of Assessment in Education*  
Jane Evans

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