

Globalisation Qualifications and Livelihoods



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Zimbabwe

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Sri Lanka

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PRC

Report Number 14

Youth Aspirations and Expectations in
Sri Lanka following Economic
Liberalisation: synthesis of community
studies

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SCHOOL OF
Lifelong
Education &
International
Development

Preface

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

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

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

Research Report no 14 by Nishara Fernando and Siri Hettige of the University of Colombo, synthesises the results from the nine community studies presented in Reports 5-13. These studies were undertaken among diverse communities in the Central, North Central, North Western, Southern, Uva and Western Provinces.

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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June 2005

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Globalisation, Qualifications and Livelihoods – Towards a Synthesis

PART I

1 Introduction

In this report, we present an analysis of data at an aggregate level. An attempt is made here to bring together the analyses already made at the level of individual field locations, surveyed as part of the present study. While the focus here is on the overall picture, attention is also paid to significant variations due to location, where relevant. Before an attempt is made to discuss the results of the field survey, a brief account of the research design, the sample and the field locations surveyed will be given.

This report will present the interview survey findings of aspirations and expectations for education, qualifications and livelihoods of youth and their parents. As regards the parents, the main objective has been to find out what their aspirations and expectations were when they were young, based on their recollections.

How do different strata of society cope with, or adapt to the changing structures of education, qualifications and livelihoods? Are people living in different regions of the country differentially placed in relation to the above structures? How does social class affect access to educational and livelihood opportunities? These are some of the issues that are examined in the light of the data collected from the sample of parents and youths, drawn from nine locations.

1.1 Research Design

Cross-sectional study design was considered well suited to study aspirations and expectations of Sri Lankan youth and their parents/guardians. "A cross-sectional study is extremely simple in design. One decides what one wants to find out, identify the study population, select a sample (if one needs to), and contact respondents to find out the required information"¹. Surveys are often cross-sectional studies that are employed to collect standardized information from a specific population, or a sample of the population. Survey methodology is well suited to descriptive studies as well as to explore aspects of a situation or to seek explanations and provide data for hypotheses testing. The project is focused on the impact of globalization on education, qualifications and livelihoods in Sri Lanka and looks at changes in expectations and aspirations of youth and parents after economic liberalization in comparison with the situation before economic liberalization. Thus, we felt it appropriate to use the survey method for the present study. Separate analyses of the data findings from youth and their parents/guardians will enable the researchers to understand whether there is a change in aspirations and expectations regarding livelihood, education and qualifications of Sri Lankan youth due to globalization, and if it is so, in what direction the change has occurred.

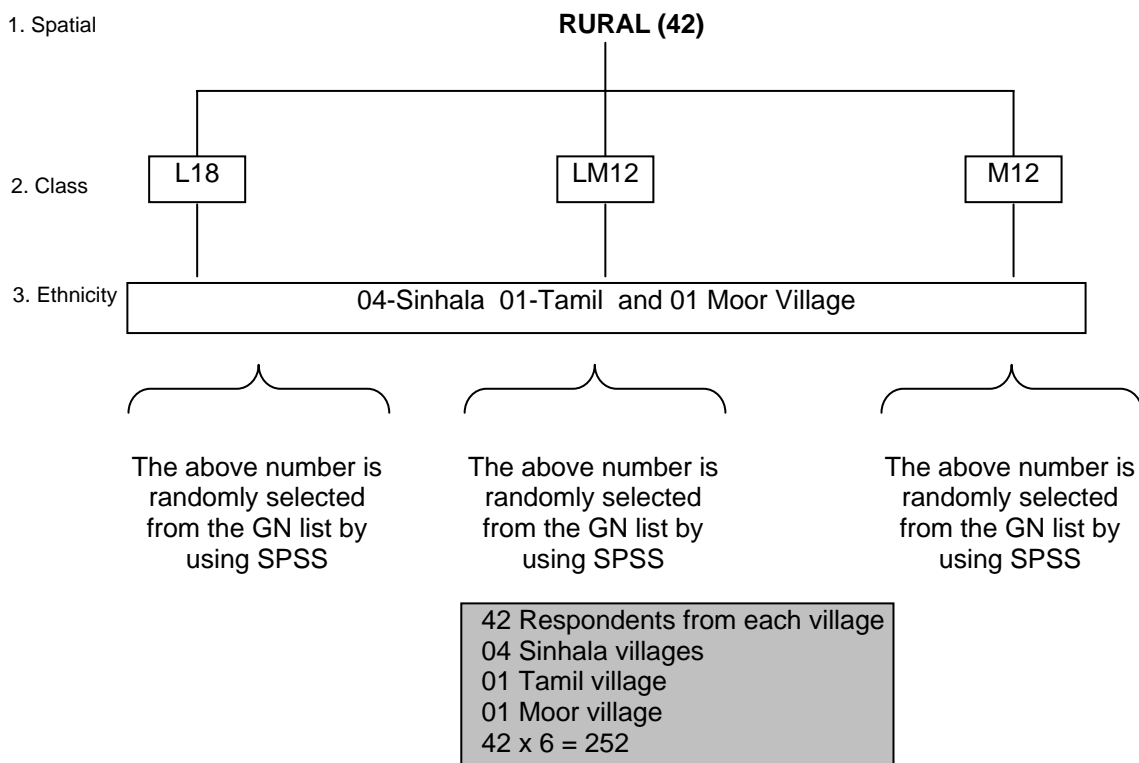
1.2 Sampling Procedure

It was decided to select six locations which are ethnically homogeneous from the rural sector (four Sinhala locations, one Muslim location, and one Tamil location), two from the estate sector (one up country estate and one low country estate) and one from the ethnically mixed urban sector. The composition of the selected sample corresponds to the national sectoral population distribution. All the study locations were selected purposively. A household list was obtained from the Grama

¹ Kumar, R. Research Methodology. Australia: Longman, 1996.

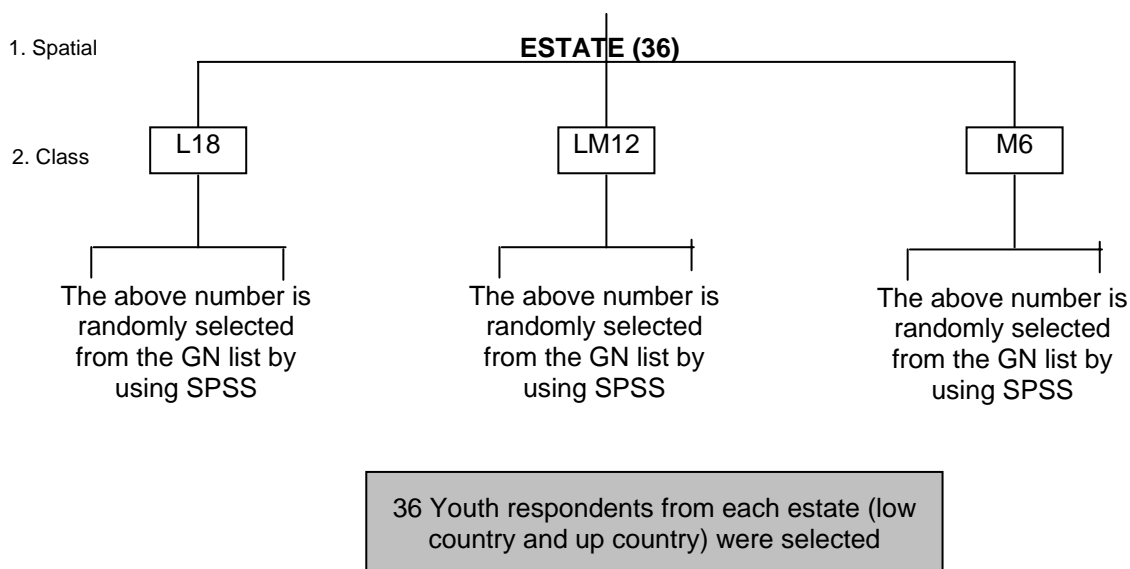
Niladhari (village officer) of the selected location in order to identify the families with at least one unmarried youth who belongs to the age category of 15-29. In the second stage, identified families were divided into three strata (lower, lower middle and upper) using the Grama Niladhari's information. Finally, the number of families for the survey were selected randomly by using the Statistical Package for Social Sciences (SPSS) random number menu from each class stratum disproportionately (please see figures 1, 2 and 3 for more information) by the research officer and the selected names of families were given to the enumerators to conduct interviews. It is important to mention here, that the random number table book was used to select the relevant youth when there were more than one youth in a selected family.

Figure 01: Rural Sample Tree



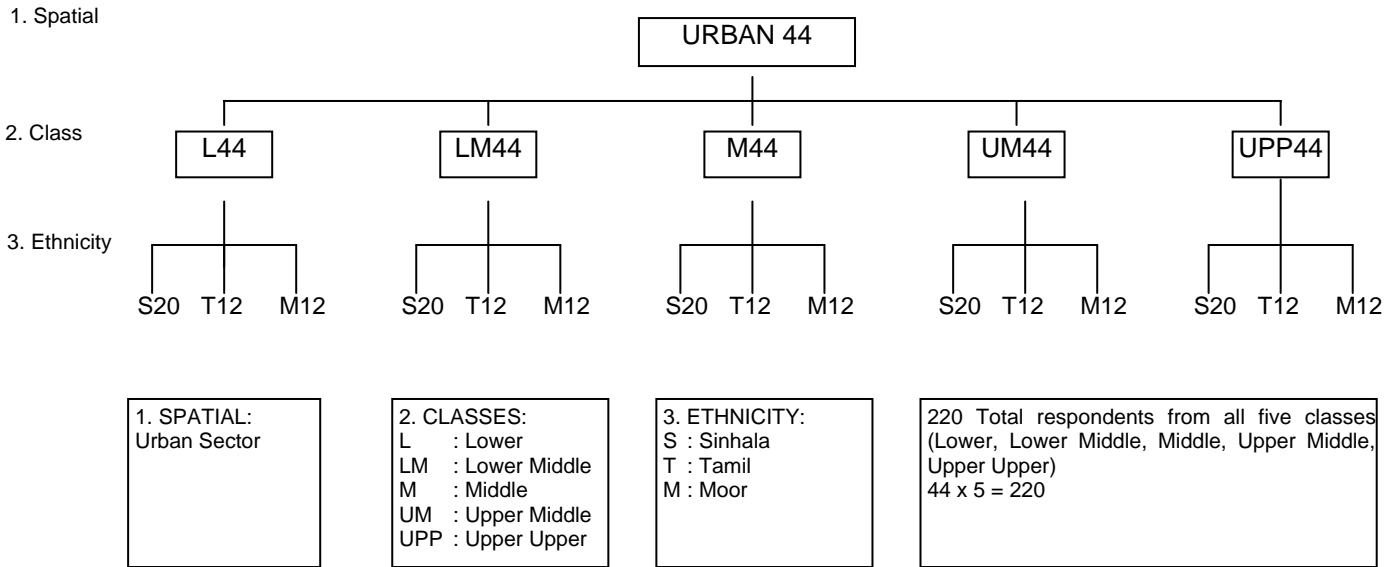
- L = Lower Class
- LM = Lower Middle Class
- M = Middle Class
- GN = Grama Niladhari
- SPSS = Statistical Package Job Serial Sciences

Figure 02: Estate Sampling Tree



GN = Grama Niladhari
 SPSS = Statistical Package Job Serial Sciences

Figure 03: Urban Sampling Tree



GN = Grama Niladhari
 SPSS = Statistical Package Job Serial Sciences

1.3 Research Instruments and Administration

Three different structured interview schedules were needed to gather data from the household, parent/guardian and youth. They consisted of open, coded and multiple response questions. Interviews were conducted by the enumerators on face to face interaction with the respondents. The structured interview schedule was used in order to ensure that the data collected from the respondent was comparable.

A pilot survey was carried out in two different locations to test the interview schedules and try out sampling procedures. Some of the questions were revised after the pilot survey. Graduate research assistants were employed as field enumerators having given them a day's training on the sampling procedure, selection of youth using random numbers, interview schedules and interviewing techniques.

In the main survey, the enumerators paid an initial visit to the selected households to inform the head of the household and family members about the purpose of this research. Then they interviewed both parents/guardian as well as the selected youth separately without any obstruction or interference from other family members. However, this was not so easy in some cases even though we mentioned this before starting the interview. It is important to mention here that some youth selected for the survey were not available in the household at the time of the main survey due to their employment in other areas. This was particularly so with some of the upper and upper upper class youth studying or employed abroad. These families were dropped from the sample and alternate families were selected to replace them. Some upper and upper middle class families were unwilling to cooperate with our field enumerators. We could not find households to replace them.

Data entry and analysis were done using the SPSS.

2 An Introduction to Selected Locations

2.1 *Thimbirigasyaya*

Thimbirigasyaya is a multi-ethnic area within the city of Colombo. As regards livelihood activities, residents are engaged in a variety of livelihoods, ranging from daily paid labourers to company directors. It is necessary to emphasize that, unlike in the other locations, the residents of Thimbirigasyaya have easy access to a range of facilities provided by public as well as private institutions in fields such as health, education, banking and recreation. However, access to some services and facilities is determined to a large extent by social class.

2.2 *Padeniya*

Padeniya, a Sinhala, Buddhist village in the North Western Province, is situated about 125 km from Colombo. It is in the Wariyapola Division of the Kurunegala District. The closest town connected by a decent paved road is the developing town of Wariyapola, just 5 km from Padeniya. People come to Wariyapola 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 Kurunegala (25 km from Padeniya) for commercial purposes.

The majority of villagers are cultivators. Others engage in various service sector activities including certain ritual services such as drumming. The livelihood activities are predominantly based on rice cultivation on small plots of land. There are also a few coconut estate owners who own more than 6 acres of land each. A handful of families have at least one member occupying such jobs as clerks and teachers in the government sector. A few others own hardware, textile and grocery shops.

2.3 *Madugalle*

Madugalle, a Sinhala, Buddhist village, in the Central Province, is situated about 180 km from Colombo. This village is located in the Udadumbara Division of the Kandy District, close to Udadumbara, a developing small town, 14 km from Madugalle. Udadumbara is the closest town connected to Madugalle by a paved road. Villagers come to Udadumbara not only to obtain the services of government administrative institutions, but also to make use of other institutions such as banks and hospitals. Villagers also go to Kandy (62 km from Madugalle) for commercial purposes, even though Mahiyanganaya, another developing commercial centre (36 km from Madugalle) is closer to Madugalle.

The village comprises of both cultivators as well as other artisan groups. The livelihood activities are predominantly based on vegetable cultivation. There are also a few rice and tobacco cultivators all of whom are entirely dependent on rainwater, cultivating these crops on small plots of land, sizes of which range from 0.25 acres to about 1 acre. There are also a handful of families with at least one member holding salaried employment i.e. Samurdhi²/Labour Officers, Soldiers and Police Constables. Few villagers own rice mills and grocery shops.

2.4 *Neluwa*

Neluwa, a Sinhala, Buddhist village, located in the Southern Province, is situated 125 km from Colombo. It is located in the Neluwa Division of the Galle District. The closest town is Hiniduma, located at a distance of 14 km from Neluwa. It is connected by a paved road. Local people go to

² Samurdhi is a national level poverty alleviation programme in Sri Lanka sponsored by the State. A Samurdhi Officer is a village level functionary attached to this programme.

Hiniduma to obtain services of both government and private institutions such as banks and shops. Villagers also go to Galle (64 km from Neluwa) for commercial purposes.

A majority of the residents of Neluwa are agriculturalists. There are also some families engaged in traditional service activities such as washing clothes. The livelihood activities are predominantly based on small scale tea cultivation on small plots of land, sizes of which range from 0.25 acres to about 5 acres. There are also very few rice cultivators all of whom are entirely dependent on rainwater. A handful of families have at least one member doing salaried jobs such as Samurdhi/Labour Officers, Soldiers and Police Constables. A few others run grocery shops, telecommunication centres, record bars etc.

2.5 Hambegamuwa

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

The livelihood activities in Hambegamuwa are predominantly based on rice cultivation on land irrigated by the Hambegamuwa tank. They also engage in chena (slash and burn) cultivation and grow maize, gram, green gram, millet and other crops on highland plots. The size of chena plots range from 0.25 acres to about 5 acres. There are also a few families who run dairy farms, mainly to produce milk to prepare curd and a handful of families with at least one member doing jobs such as clerks and teachers in the government sector. A few families own grocery shops.

2.6 Udappuwa

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 in Udappuwa are predominantly based on fishing in the sea. There are also a few families who run prawn farms. A handful of families have at least one member working as a clerk or teacher in the state sector. A few others own coconut estates.

2.7 Nachchaduwa

Nachchaduwa, a Muslim village, lies in the North Central Province, about 210 km from Colombo. This village is located in the Thirappane Division in the Anuradhapura District. 14 km from Nachchaduwa lies Sawasthipura, a small developing town. Sawasthipura is the closest town to Nachchaduwa connected by a decent paved road. Villagers come to Sawasthipura 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 Anuradhapura (15 km from Nachchaduwa) for commercial purposes.

The livelihood activities in Nachchaduwa are predominantly based on foreign employment (Middle East) and business activities (foreign employment agencies, brick making, shop keeping, rice merchants etc). There are also a few fishermen who use the Nachchaduwa tank for fishing. A handful of families have at least one member engaged in regular employment such as nursing and teaching, in the government sector. A few families own poultry farms.

2.8 Park Estate

Park Estate is a private tea estate in the hillcountry, managed by Udapussellawa Plantations Limited. It is located in the Central Province, about 186 km from Colombo. This estate is in the Nuwara Eliya Division of the Nuwara Eliya District. Half a kilo metre from Park Estate lies Kandapola, a famous vegetable wholesale collection centre. It is the closest town to Park Estate, connected by a decent paved road. Villagers come to Kandapola not only to obtain the services of government administrative institutions, but also for other services, both private as well as public, such as banks, hospitals etc. Villagers also go to Nuwara Eliya (11 km from Park Estate) for commercial purposes.

The livelihood activities are predominantly based on wage work such as tea plucking, factory work and other activities. There are also a few families who own small vegetable farms. There are a handful of families having at least one member engaged in non-estate work such as teaching and clerical, in both government and private institutions in the area.

2.9 Vogan Estate

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

The livelihood activities of Vogan Estate residents are predominantly based on wage work such as tea plucking, factory work and other estate work. A few families own small poultry farms. Several families have at least one member engaged in non-estate work such as teaching and clerical in government and private institutions.

3 Demographic and Socio-economic Background of the Sample Population

There were 2952 persons in the total household sample of 544 units. While the urban sample comprised 35% of the total household population, the estate sector population constituted about 14%. The remaining 50% of the sample was drawn from rural locations (see *Table 1*).

Table 1
Sector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	923	35.6	35.6	35.6
	Rural	1,296	50.0	50.0	85.6
	Estate	373	14.4	14.4	100.0
	Total	2,592	100.0	100.0	
Total		2,592	100.0		

As regards class composition, the upper and upper middle class household sample comprised 7%, whereas 38% of the household members were below the lower middle class. The remainder were of middle and lower middle class background (see *Table 2*).

Table 2
Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Upper upper	96	3.7	3.7	3.7
	Upper middle	86	3.3	3.3	7.0
	Middle	563	21.7	21.7	28.7
	Lower middle	862	33.3	33.3	62.0
	Lower	985	38.0	38.0	100.0
	Total	2,592	100.0	100.0	
Total		2,592	100.0		

As regards gender composition of the household population, it is evenly balanced between men and women. The male population is only slightly more (50.8%) than the female population. This is in keeping with the sex ratio of the general population in the country (see *Table 3*).

Table 3
Gender of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1,316	50.8	50.8	50.8
	Female	1,276	49.2	49.2	100.0
	Total	2,592	100.0	100.0	
Total		2,592	100.0		

Age composition of the household population is given in the following table. As is evident, 18% of the population is over 51 years of age. Nearly 50% of the population is below 25 years of age. The youth population (16-25) comprises of just over 35% (see *Table 4*).

Table 4
Age Groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 – 5	94	3.6	3.6	3.6
	6 – 10	100	3.9	3.9	7.5
	11 – 15	185	7.1	7.1	14.6
	16 – 20	471	18.2	18.2	32.8
	21 – 25	440	17.0	17.0	49.8
	26 – 30	247	9.5	9.5	59.3
	31 – 35	90	3.5	3.5	62.8
	36 – 40	105	4.1	4.1	66.8
	41 – 45	159	6.1	6.1	73.0
	46 – 50	232	9.0	9.0	81.9
	51 >	469	18.1	18.1	100.0
	Total	2,592	100.0	100.0	
Total		2,592	100.0		

Table 5 gives the breakdown of the sample household population by marital status. Nearly 56% of the population are unmarried and 40% are married. The remainder constitutes those who are widowed, separated or divorced.

Table 5
Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unmarried	1,443	55.7	55.7	55.7
	Married	1,027	39.6	39.6	95.3
	Widowed	109	4.2	4.2	99.5
	Separated	9	0.3	0.3	99.8
	Divorced	4	0.2	0.2	100.0
	Total	2,592	100.0	100.0	
Total		2,592	100.0		

Table 6 gives data on ethnic identity of the population. As it clearly shows, ethnic proportions do not match the national proportions. For instance, the Sinhalese who constitute only about 50% of the sample population are under-represented as their national proportion is about 74%. Similar differences are applicable to other ethnic groups as well. This is due to the fact that the sample was selected by applying the purposive sampling method. In fact, communities were selected taking into account the ethnic composition. This did not apply to the Colombo location where the population is somewhat mixed in terms of ethnicity.

Table 6
Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sinhala	1,304	50.3	50.4	50.4
	Sri Lanka Tamil	443	17.1	17.1	67.6
	Indian Tamil	509	19.6	19.7	87.2
	Moor	324	12.5	12.5	99.8
	Indian Bharatha	6	0.2	0.2	100.0
	Total	2,586	99.8	99.8	

Table 7 provides a breakdown of the household population by educational status. Just over 30% of the population have only primary education. Another 43% of the household population have reached Grade 10. Only about 2% of the sample has gone onto tertiary education. People with no formal school education constitute 3.5% of the population.

Table 7
Educational Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Passed grade 1-5	664	25.6	30.2	30.2
	Passed grade 6-10	944	36.4	42.9	73.0
	O/L	361	13.9	16.4	89.4
	A/L	96	3.7	4.4	93.8
	No schooling literate	78	3.0	3.5	97.3
	Passed GAQ	36	1.4	1.6	99.0

Degree	23	0.9	1.0	100.0
Total	2,202	85.0	100.0	

As *Graph 1* clearly points out, educational attainment of parents and youth vary considerably. While most parents (78%) have had an education at or below post-primary level, most youth have had education at or above post-primary level. Nearly 50% of youth have reached at least the GCE O/L. There are a small minority of parents (4.2%) who have had no schooling at all. Among youth, this category does not exist. What the data presented in the graph clearly shows is that access and utilization of educational facilities have become far more widespread among youth compared to their parents' generation. As regards university education, only 3.2% of parents have gone to university, whereas about 7% of the youth have had a university education.

The above analysis is based on the aggregate data which shows considerable variations across different field locations. This is true for parents as well as youth respondents.

As is evident from *Table 8*, about 12% of the household population are reported to be unemployed. Of those who are employed, 31% are employed in elementary occupations, agriculture and fisheries related activities. It is significant that 4.6% of the labour force is in overseas employment. About 15% of the labour force is engaged in managerial and professional work.

Table 8
Employment Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Executive, Managerial and Administrative	48	1.9	3.3	3.3
Professionals (A)	121	4.7	8.4	11.7
Professionals (B)	51	2.0	3.5	15.2
Technicians and Associate Professionals	16	0.6	1.1	16.3
Clerks	42	1.6	2.9	19.2
Travel, Restaurant and Sales Workers	72	2.8	5.0	24.2
Security Service Workers	22	0.8	1.5	25.7
Fisheries and Agricultural Workers	206	7.9	14.2	39.9
Craft and Related Workers	13	0.5	0.9	40.8
Plant and Machine Operators and Assemblers	49	1.9	3.4	44.2
Elementary Occupations	248	9.6	17.1	61.3
Unemployed	335	12.9	23.1	84.5
Retired	23	0.9	1.6	86.0
Business (Retail)	118	4.6	8.1	94.2
Foreign Employment	66	2.5	4.6	98.8
Self-employment	18	0.7	1.2	100.0
Total	1,448	55.9	100.0	

According to *table 9*, 26% of those who have reported an income have given a monthly income of Rs. 2000 or less. Only about 9.4% of the respondents have recorded an income of over Rs 10,000 a month.

Table 9
Income Groups

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-2000	195	7.5	26.0	26.0
2001-3000	127	4.9	17.0	43.0
3001-5000	163	6.3	21.8	64.8
5001-8000	140	5.4	18.7	83.4

8001-10000	61	2.4	8.1	91.6
10001-15000	33	1.3	4.4	96.0
15001-20000	11	0.4	1.5	97.5
20001-25000	3	0.1	0.4	97.9
20000 >	16	0.6	2.1	100.0
Total	749	28.9	100.0	

3.1 Use of Private Tuition

As we have discussed in earlier reports, use of private tuition has become a common practice throughout the country. While there are regional differences even in remote rural communities, the practice is significant. As *Graph 2* shows, over 60% of youth respondents have resorted to private tuition, compared to their parents. Only a small proportion of parents have used private tuition when they were young. This indicates a sharp rise in the use of private tuition over the last several decades.

As mentioned above, use of private tuition is not evenly distributed across field locations. In some rural communities, the proportion of respondents who have resorted to private tuition is greater than the number of respondents who have not used private tuition. It is significant that the level of educational attainment is relatively lower in communities where the use of private tuition is not widespread. This indicates that educational performance is influenced by private tuition, pointing to an advantage for those who use private tuition.

3.2 Professional Qualifications

The respondents with professional qualifications are few and far between among respondents. Even among young respondents, only very few have gained such qualifications. This is understandable given the fact that the sample in the present study is biased towards younger age groups and relatively less privileged social strata. In most study communities, professional qualifications are non-existent even among parents. This is also true for youth in some locations. Even where youth report having gained professional qualifications, they are an insignificant minority (see *Graph 3*).

3.3 Vocational Qualifications

It is noteworthy that a significant proportion of both parents as well as youth report having vocational training. They constitute about 30%. What is noteworthy, of course is that, close to 70% of respondents do not possess any vocational qualifications. This situation needs to be discussed with reference to the data on educational attainment and professional qualifications. As we have already seen, the respondents have not gone beyond the GCE (A/L). Moreover, the number of respondents who have professional qualifications is negligible. Where most respondents do not have at least vocational qualifications, it is likely that they opt for unskilled employment. Some youth with academic qualifications like the GCE (A/L) may look for white collar employment (see *Graph 4*).

3.4 Perceptions of Value Differences between Local and Foreign Educational Qualifications

Overall survey data shows a significant gap between parents (adults) and children (youth) in the above regard. About 85% of youth respondents state that there is a difference in value between local and foreign educational qualifications. The above figure compares with only about 32% among parents, indicating a major shift over the last two decades. This pattern is also evident in the responses given by parents to the question whether there were value differences between local and foreign educational qualifications today. About 65% of the parents interviewed agreed that there was a value difference (see *Graphs 5 and 6*).

3.5 School Drop-outs among Parents and Youth

As is evident from the survey, school drop-out rates have been much higher among parents than among youths. Only 18% of parents have gone up to or beyond the GCE (O/L) whereas the corresponding proportion among youth is nearly 40%. On the other hand, the 'no schooling' category among youth is negligible. Nearly 37% of parents have dropped out after primary school, whereas the corresponding proportion among youth is less than 5%. What is evident from the above is that there has been a major reduction in the school drop-out rate over ten years, though a majority of youth (nearly 43%) still drop out before they reach the GCE (O/L).

The above overall pattern hides many significant variations across different field locations. For instance, over 60% of parents in the two estate sector communities dropped out of school at primary level. The figure is much higher when we added those who had not gone to school at all. They account for 21% and 7% for Park and Vogan Estates respectively. In these two locations, hardly any parents have gone beyond post-primary level. On the other hand, in Colombo, nearly 30% of the parents have gone up to or beyond the GCE (O/L), still indicating a high drop-out rate among parents.

When we look at youth, there is an improvement even in estate communities. The vast majority of youth go beyond the primary level, though most of them drop-out at post-primary level. This situation can be contrasted with Colombo and some of the small locations where the vast majority of youth go up to or beyond post-primary level.

What is noteworthy is that despite a significant reduction in the overall drop-out rate over the years, only a minority of youth go beyond the GCE (O/L). When we look at the overall picture, this is less than 20%. Even in Colombo, the figure is about 20%. On the other hand, in the estate sector communities, the proportion is less than 6%. In Park Estate, none of the youth have gone beyond the GCE (O/L). The only exceptions are Madugalle and Hambegamuwa (see *Graph 1*).

3.6 Aspirations and Expectations Regarding Education

When we look at the overall picture, there are significant differences, on the one hand between parents' aspirations and those of youth, and on the other, between aspirations and expectations regarding educational qualifications with respect to both parents and youth. As regards parents, over 50% of them had educational aspirations up to or below the GCE (O/L), whereas, the vast majority of youth (88%) had aspirations for A/L qualifications or above. Almost no youth aspired to a primary education or below, whereas about 12% of the parents had such low educational aspirations. On the other hand, a significant proportion of parents (20%) also had aspirations for university education. The corresponding proportion for youth was much higher, nearly 65% (see *Graph 7*).

When we look at expectations regarding education, there is still a significant gap between parents and youth. What is noteworthy however is that the educational expectations of parents and youth are much lower than their aspirations. Nearly 75% of the parents have had lower expectations, i.e. at or below the GCE (O/L), whereas most youth have educational expectations above the GCE (O/L). On the other hand, expectations for university qualifications among youth had come down from 65% to about 37%, a sharp downward revision. Among parents, the decline is even sharper, from 30% to about 7% (see *Graph 8*).

When we look at different communities, youth expectations regarding education have diverged widely from those of their parents. This is particularly so in remote rural areas as well as the two plantation communities. In other words, youth everywhere have much higher educational expectations than their parents had. The gap between parents and youth is clearly evident with regard to expectations at higher levels of educational qualifications, namely, university level. Except in Colombo and a few other rural communities, not many parents had expectations for university education. On the other hand, a significant proportion of youth almost everywhere today expect to secure university education. Even in the community where youth educational expectations are relatively less, about 22% of youth have expectations for university education. Even in these locations, the vast majority of youth aspired to university education. This is true for all the communities where the survey was conducted. In

other words, youths have very high aspirations everywhere but have much lower expectations, reflecting a highly unequal distribution of opportunities. The latter is evident from the fact that a majority of youth in most communities state that they do not have sufficient means to realize their educational aspirations.

3.7 Availability of Means to Realize Educational Aspirations

When we look at the overall picture, about 56% of youths have stated that they do not have sufficient means to realize their educational aspirations. On the other hand, in six communities, a majority of youth states that they do not have sufficient means to realize their aspirations. In some locations, the proportion is as high as 70%. The only two rural locations where a majority of youth state that they have sufficient means are Padeniya and Neluwa where the general economic conditions are better than elsewhere. As one would expect, in poorer communities like Nachchaduwa, Park and Vogan Estates, the vast majority of youth do not have the means to realize their higher educational aspirations. Hence, their much lower expectations with regard to educational qualifications. (see *Graph 9*).

3.8 Parents' Aspirations Regarding Education of the Selected Child

When we look at the overall picture in the above regard, almost equal proportions of parents have aspirations either for a university education or for a GCE (A/L) qualification. Only less than 10% of parents had aspirations for primary or GCE (O/L) qualifications. This overall picture however hides significant variations across different communities surveyed. Firstly, in most locations, over 70% of parents had high aspirations. What is evident from the data is that parents have very high aspirations with regard to their children's education. It is significant that the number of parents who aspired only to a primary education for their children is negligible today. There are aspirations even in the most impoverished and remote settlements (see *Graph 10*).

3.9 Parents' Expectations Regarding Education of the Selected Child

Even though the vast majority of parents had very high aspirations with regard to their children's education, their expectations are much lower. Once again this is true in relation to all the communities surveyed. Even though the largest single proportion of parents almost everywhere have expectations for a university education for their children, a large proportion of parents in most locations have lower educational expectations for their children. This is particularly so in remote and poorer communities such as the estates, Nachchaduwa and Udappuwa. On the other hand the vast majority of parents in Neluwa and Madugalle continue to have very high expectations regarding their children's education (see *Graph 11*).

3.10 Value Attached to Education

In this sector, we look at changing values attached to education and educational qualifications over time. We also make an assessment of the variations in time and across generations. The main issue is whether economic liberalization which opened up the qualifications market has significantly altered the values attached to local and foreign qualifications.

When parents were questioned as to whether there was a value difference between local and foreign qualifications when they were young, a majority of parents have not been able to give a 'yes' or 'no' answer to the question. The vast majority stated that they do not know. However, in several locations a significant proportion of parents answered the question in the affirmative. These include Colombo and several rural locations such as Neluwa, Hambegamuwa and Padeniya (see *Graph 6*).

On the other hand when parents were questioned as to their values presently in the above regard, a majority of parents in most locations have answered the question in the affirmative. There is still a significant proportion of parents in several locations, i.e. Vogan, Park Estate and Nachchaduwa, not being able to answer the question either in the affirmative or in the negative, indicating their ignorance with regard to the issue.

As regards youths, the pattern of responses is virtually uniform across different communities. The overwhelming majority of them (85%), more than their parents, answered the above question in the

affirmative, indicating a firm conviction among youths today that there is a value difference between local and foreign qualifications. Only less than 10% of youth respondents stated that there was no value difference between local and foreign qualifications (see *Graph 5*).

What is evident from the above data is that the gap between local and foreign qualifications has widened over time. In other words, foreign qualifications have a greater market value than local qualifications. This perception is far more widespread today than before economic liberalization. This is no doubt the main reason for the increasing demand for foreign qualifications.

3.11 Professional Education

It is significant that very few parents and youths reported having professional qualifications. In some locations, such qualifications are either non-existent or found in negligible proportions. It is only in Colombo that even a small minority of parents reported having professional qualifications. A small number of youth reported having professional qualifications in two rural locations, namely Neluwa and Padeniya. What is evident from their data is that not many people in remote, rural and estate communities have opportunities for acquiring professional qualifications. This is in spite of the fact that both parents as well as youths have had very high aspirations for professional educational qualifications (see *Graph 3*).

With regard to aspirations for professional qualifications, there are significant inter-generation variations as well as differences between study communities. When we look at the overall picture, the largest proportion of both parents as well as youth aspired to a medical education. This is more pronounced among youths. The other professional fields aspired to by parents were law, management, accountancy and engineering. The most preferred areas among youth often were medicine, management, engineering and law. A few youths have also expressed their desire for IT and marketing fields (see *Graph 12*).

As mentioned before, the variations among different study communities in the above regard are quite significant. In Colombo, the desired professional qualifications by both parents as well as youths are quite varied. Among youth, the most desired area is medicine. Other professional areas aspired to by many youths are management, accountancy, marketing, law, engineering and IT. The parents in Colombo aspired to qualifications in accountancy, engineering, medicine, law, management and nursing.

In many other locations, the professional qualifications desired by both parents and youths were in very few areas. These were mostly law and medicine. In two locations, i.e. Udappuwa and Park Estate, both parents and youths were confined to medicine. This is most probably indicative of the low level of awareness among residents there. On the other hand, in a few communities, young respondents aspired to a wider range of professional qualifications, than their parents. This was particularly so in Padeniya, Neluwa and Hambegamuwa.

3.12 Parents' Expectations Regarding Professional Qualifications

The gap between parents' aspirations and expectations regarding professional qualifications is striking. Apart from Colombo and two other rural communities, parents in general have had no expectations. This is quite remarkable in view of the fact that many parents in most locations had aspirations for professional qualifications. The two locations where some parents had expectations were Neluwa and Padeniya. Of these, it was only in Neluwa that parents had expectations for medical and legal qualifications. In the other locations, parents had expectations for managerial and nursing qualifications only. In the case of Colombo, parents had expectations for a range of professional qualifications. Those included medical, legal, management, engineering and nursing. In none of the other communities did parents have expectations for professional qualifications (see *Graph 13*).

3.13 Youths' Expectations Regarding Professional Qualifications

In contrast to parents, youth in almost all locations had expectations for a range of professional qualifications. While in some locations, youth had expectations relating to a range of professional qualifications such as medicine, law, accountancy, engineering and nursing, in others, they were confined to one or two professional qualifications. Examples for the former are Hambegamuwa and Udappuwa, while Madugalle and Nachchaduwa are examples for the latter (see *Graph 14*).

3.14 Do Youth have Sufficient Means to Realize their Professional Aspirations?

Youths' responses to the above question are evenly divided. Nearly 51% answered in the affirmative, the remainder giving a negative answer. It is significant that a majority of youth (61%) had no professional aspirations (see *Graph 15*).

Table 10 Sufficient Means to Realize Professional Aspirations (Youth)

	No	%	Valid%
Yes	99	19.8	50.8
No	96	19.2	45.2
Not Applicable	30.6	61.1	-

3.15 Parents' Aspirations Regarding Professional Qualifications for the Selected Child

When we look at the overall picture, majority of parents mentioned medical qualifications as their aspiration for the selected child. A small number of parents also mentioned qualifications in law, management, accountancy and engineering. Those who had mentioned other professional qualifications are very few in number. However, there are significant variations among the communities surveyed in the above regard. Colombo has the widest range of qualifications aspired to, followed by Neluwa and Hambegamuwa. In all the other communities, the qualification most aspired to was a medical degree. The number of parents mentioning other qualifications was negligible (see *Graph 16*).

3.16 Value Differences between Local and Foreign Professional Qualifications

32% of parents interviewed expressed the view that there was a value difference between local and foreign professional qualifications. On the other hand, a majority of the respondents (61%) did not know whether there was such a difference (see *Graph 17*). However, it is significant that a majority of respondents (63%) expressed the view that there is a value difference between local and foreign professional qualifications today. Only a small minority of 12.7% of the parents said that there was no value difference. It is also significant that only 24% of the respondents stated that they did not know whether there was a difference (see *Graph 18*).

What is evident from the above data is that the value difference between local and foreign professional qualifications has become more pronounced after economic liberalization.

3.17 Youths' Perceptions Regarding Value Differences Between Local and Foreign Professional Qualifications

It is highly significant that the overwhelming majority of youth interviewed (80%) perceived a value difference between local and foreign professional qualifications. While only 12% of youth said that

there was no difference between local and foreign qualifications, 7% of the respondents did not know whether there was a difference (see *Graph 18*).

3.18 Vocational Education

It should be noted at the outset that a significant proportion of both parents and youths in most communities surveyed, possessed vocational qualifications. However, in some disadvantaged locations like Nachchaduwa and Park Estate, very few parents and youths had vocational qualifications. In all locations, a majority of parents as well as youth had no vocational qualifications (see *Graph 4*).

3.19 Aspirations for Vocational Qualifications

As regards aspirations for vocational qualifications, there are significant differences, on the one hand between parents and youths, and on the other, between different communities surveyed. If we first look at the overall picture, it is clear that most parents had aspirations for vocational qualifications in dressmaking, while a large proportion of youth have aspirations for vocational qualifications in the computer field. A significant number of parents as well as youth have aspired to technical and artisan type vocational qualifications. In some locations, youths overwhelmingly aspire to vocational qualifications in the computer field. These are Colombo, Madugalle, Padeniya and Neluwa. In more disadvantaged, remote locations, a majority of youth aspire to dressmaking, technical and artisan type qualifications, i.e. Park and Vogan Estates, Nachchaduwa and Udappuwa (see *Graph 19*).

3.20 Expectations for Vocational Qualifications

It is noteworthy that there is a close correspondence between vocational aspirations and expectations. In other words, we do not see the kind of disparity we observe between aspirations and expectations in respect to education and professional qualifications. It seems that respondents have greater confidence that they can realize their aspirations with respect to vocational qualifications. This is true for both parents as well as youths. The pattern is also generally stable across many different locations. In some instances, we observe a lowering of expectations in comparison to aspirations (see *Graph 20*).

When parents were questioned as to whether there was a value difference between local and foreign vocational qualifications, an overwhelming majority of them from most locations answered that they did not know.

In other words, only a minority of parents could answer the question either in the affirmative or in the negative. However, it is significant that there were more respondents who gave an affirmative answer than those who gave a negative one (see *Graph 21*).

On the other hand, when questioned regarding the value difference between local and foreign vocational qualifications today, both parents and youth in large numbers answered in the affirmative. In all the communities many more youths than parents have stated that there was a value difference between local and foreign vocational qualifications. In most communities, a small proportion of respondents both parents and youth, have stated that they did not know whether there was a value difference (see *Graph 22*).

As regards the availability of means for youths to realize their vocational aspirations, it is significant that a majority of them have expressed the view that they have sufficient means to realize their aspirations. The proportion is as high as 77%. In other words, only a minority did not have the necessary means (23%) (See *Graph 23*).

3.21 Parents' Vocational Aspirations for the Selected Youth

What kind of vocational qualifications did parents aspire to for their children? The responses to the above question have been rather complex. If we take the overall picture first, nearly 40% of the

parents have mentioned computer qualifications, followed by dressmaking and technical qualifications. On the other hand, if we look at Colombo, a majority have opted for computer qualifications. Very few respondents have mentioned other areas. The situation is different in small rural locations where the parents have mentioned a range of vocational qualifications, including computing. In more remote and disadvantaged locations like the estates, Nachchaduwa and Udappuwa, a majority of parents have mentioned dressmaking as the desired area of vocational qualification for the selected child. When we compare parents' aspirations with their expectations regarding vocational qualifications for the selected child, we observe a congruence between the two. In other words, there is no significant disparity between aspirations and expectations. This shows that parents in general have greater confidence that they could achieve the vocational aspirations they have for their children (see *Graphs 24 and 25*).

3.22 Value Differences between Local and Foreign Vocational Qualifications

A majority of parents (69%) when questioned as to whether there was a value difference between local and foreign vocational qualifications in their youth, answered that they did not know. 24% of the parents answered the question in the affirmative. On the other hand, when asked about the value differences today, a large majority (55%) answered that there is a difference. Only 13% of the parents said that there is no difference (see *Graph 21*).

3.23 Youths' Perceptions of Value Differences between Local and Foreign Vocational Qualifications

Youths' responses regarding the above questions are broadly similar to those of their parents. Nearly 75% of the youth respondents affirmed that there is a value difference between local and foreign vocational qualifications. As we have seen earlier, a similar pattern of responses was evident with regard to educational and professional qualifications as well. In other words, overall, foreign qualifications have gained greater value after economic liberalization when foreign qualifications became more easily available in the country. This is also the picture emerging from the parents' responses. Parents are in fact, in a better position to compare the situation that prevailed before economic liberalization (when they were young) with that which came into being after economic liberalization, i.e. today (see *Graph 22*).

4 Livelihoods

In this last part of the report, we examine aspects of livelihoods in the light of survey data. The main aspects discussed are the aspirations and expectations of parents regarding livelihoods, parents' aspirations and expectations regarding livelihoods for their children, youths' aspirations and expectations for livelihoods, availability of means for youth to acquire livelihoods and the preferred sector of employment by both parents as well as youth.

Parents' aspirations regarding livelihoods have been more tilted towards higher end categories of employment. Nearly 40% of the parents aspired to a category of professional employment, while another 15% aspired to even higher, more professional type of occupations. Nearly 10% of the parents had aspirations for elementary occupations. When these livelihood aspirations are compared with their expectations, there is a clear lowering of their aspirations, being more realistic in their expectations. For instance, only 13% of parents have in fact expected 'professionals (B)' type employment though 41% aspired to such employment. The same pattern can be seen with respect to several categories of aspirations. Though fewer parents aspired to categories such as self-employment and elementary occupations, many more expected such occupations, indicating the fact that they had been more realistic in their expectations. In other words, though many respondents had very high livelihood aspirations, when it came to expectations, they had in fact, targeted lower level employment. This is true of all the surveyed locations.

When we compare surveyed locations with each other, there are some significant variations across the locations. In Colombo, parents had aspirations and expectations for a wide range of occupations, whereas, in more remote, disadvantaged locations like the estates and Udappuwa, the respondents

expected and aspired to a smaller range of occupations. Moreover, the gap between aspirations and expectations among the respondents in the above locations was very wide. On the other hand, in many rural locations, the range of occupations aspired to be wider, i.e. Neluwa, Madugalle, Hambegamuwa and Padeniya (see *Graphs 26 and 27*).

4.1 Parents' Livelihood Aspirations and Expectations for the Selected Child

It is significant that both aspirations and expectations of parents with regard to children's livelihoods are very high. Their aspirations are highly concentrated in the upper region of the occupational hierarchy. In fact, most parents have aspired to professional occupations for their children. This is by and large true for all the surveyed locations.

On the other hand, when we look at parents' livelihood expectations for the selected child, the general pattern is that expectations are much lower and are for a range of middle and lower level occupations. In more economically disadvantaged locations, many parents have expectations for elementary occupations. This is particularly so in Udappuwa and Nachchaduwa (see *Graphs 28 and 29*).

4.2 Youths' Aspirations and Expectations for Livelihoods

When we look at the overall picture, it is clear that most youths have very high livelihood aspirations. Nearly 75% aspire to managerial and higher professional occupations. Very few youths in fact desire lower level occupations. On the other hand, nearly 50% of the youth respondents state that they do not have sufficient means to realize their livelihood aspirations. This is perhaps the main reason why they do not have high expectations regarding livelihoods. In fact, expectations for higher level occupations are much lower in comparison to corresponding aspirations. On the other hand, youth expectations are considerably more concentrated in the lower and middle range occupations including elementary jobs and self-employment.

There are also significant variations across many locations. Expectations regarding lower end occupations are more pronounced in poorer and disadvantaged locations like the estates and Nachchaduwa. In Colombo and Madugalle, lower level occupations are not widely expected by youth. In almost all locations, the gap between aspirations and expectations is quite significant (see *Graph 30*).

4.3 Preferred Sector of Employment

The sector of employment has long been a significant issue in Sri Lanka. A number of studies conducted in the recent past indicated a greater preference for state sector employment by both parents as well as youths. In the present study, a question was posed to both parents and youth interviewed in order to find out what their aspirations and expectations were regarding this matter.

When we look at the overall picture, a large majority of parents (nearly 70%) aspired to state sector employment when they were young. Yet, when we look at their expectations, the proportion of parents who mentioned the state sector has been very low (about 30%). Even though not many aspired to the informal sector, self-employment and the organized private sector, many more expected to find employment in these sectors.

On the other hand, there are significant variations among surveyed locations in the above regard. In Udappuwa and Park Estate, only about 50% of the parents aspired to state sector employment. In the other locations, the proportion is very high, ranging from 60 to 90%. When we look at expectations of parents, in most locations they have been much lower. In some locations, expectations have been negligible or non-existent i.e. Park Estate, Udappuwa, Nachchaduwa and Vogan Estate. In many of these locations, most parents expected employment in the organized private sector, informal sector or self-employment (see *Graphs 31 and 32*).

4.4 Youths' Aspirations and Expectations Regarding the Sector of Employment

It is significant that youth aspirations regarding the sector of employment are not very different from those of their parents. In fact, their preference for the state sector is very strong and is evident without exception in all the surveyed locations. It is even stronger in remote and disadvantaged locations like Nachchaduwa and Hambegamuwa. The only location where there is a significantly stronger preference for the private sector is Colombo where less than 50% of the youth aspired to the state sector. In contrast, only a very small minority of youth in remote locations such as Nachchaduwa and Udappuwa have opted for the private sector.

Once again, the gap between aspirations and expectations is wide in most locations. This is also true for Colombo where about 20% of the youth respondents had expectations for employment in the state sector. With regard to the private sector, their expectations are higher than their aspirations. The gap is very narrow in Madugalle and Padeniya where they not only aspire to but also expect state sector employment. The gap between aspirations and expectations is the widest in Nachchaduwa where nearly 90% of the youth aspired to employment in the state sector. Self-employment is not widely aspired to in most locations but a significant number of youth in several locations expect to be self-employed. This is particularly so in Udappuwa, which is a disadvantaged location. In Colombo and Neluwa, youth expectations are spread across a number of sectors ranging from the state sector to the informal sector (see *Graphs 31 and 32*).

PART II

5 Social Class Aspirations and Expectations

One of the main hypotheses guiding the present study has been concerned with the influence of social class on aspirations and opportunities relating to educational qualifications and livelihoods. In this section of the report, we look at the impact of social class on aspirations and expectations of both parents and youth.

As regards parents, we do not have data on the actual class position of parents in their youth. However, we do have data on their educational attainment, which is a fairly reliable proxy for the socio-economic status. Though educational level is not synonymous with social class position, it by and large corresponds to the latter. So, in the analysis of parents, we look at variations in aspirations and expectations by the actual educational level of the parents. As for youth respondents, we have data on the actual class positions as the sample itself was stratified on the basis of social class. Here we can look, both at youth aspirations and expectations by social class. In this section, we also present an analysis of data, firstly on parents' aspirations and expectations, and then, on youth aspirations and expectations.

5.1 Parents' Aspirations and Expectations by Educational Level

As *Table 1* clearly demonstrates, there is a clear relationship between the level of educational attainment by parents and their educational aspirations. Parents with no formal schooling have had aspirations mostly at or below a primary level education. 29% of them have had aspirations for the GCE (O/L) qualification. A similar pattern can be observed in respect to those with a primary level education. On the other hand, parents with higher educational qualifications such as the GCE (O/L) and GCE (A/L), have had higher educational aspirations. Most of them had aspired to a university education. Majority of parents (92%) with university qualifications had aspired to a university education, while only 8% of them had aspired to a GCE (A/L) qualification (see *Table 1*).

As *Table 2* shows, there is a clear relationship between parents' educational expectations and their educational status. Parents with low educational attainments have lower educational expectations. On the other hand, parents with high educational attainments have higher educational expectations. It is also significant that the educational expectations in general are lower compared to their aspirations. This is true of parents with different levels of educational attainment. For instance, 77% of parents with GCE (A/L) qualifications had aspirations for university qualifications, but only a much smaller proportion (28%) had expectations for university degree qualifications. Similarly 79% of parents with GCE (O/L) qualifications aspired to university education but only 10% of them had expectations for university education (see *Table 2*).

5.2 Parents' Aspirations and Expectations for Vocational Qualifications

It is significant that parents have had aspirations for a range of vocational qualifications. The most widely cited areas have been tailoring and dressmaking, driving, motor mechanics, shorthand and typing. What is also noteworthy is that there is a strong relationship between educational level and vocational aspirations. In fact, it is those parents who have had lower educational attainment who aspired to vocational qualifications. Most of the parents who had higher educational qualifications had no aspirations for vocational qualifications. As for parents' expectations for vocational qualifications, they do not vary with their aspirations, indicating a close correspondence between vocational aspirations and expectations. As we have seen, the pattern was different with regard to educational aspirations and professional aspirations (see *Tables 3 and 4*).

5.3 Parents' Aspirations and Expectations for Vocational Qualifications by Education

It is significant that most parents with higher educational qualifications such as a university degree and the GCE (A/L) have had no aspirations for vocational qualifications. Most of the parents who had aspirations for vocational education are those who had a primary or post-primary education. In other words, vocational education had been aspired to by premature school dropouts. Those who stay in the educational system longer generally aspire to higher educational or professional qualifications. When we compare parents' expectations for vocational qualifications with their aspirations, we observe a close correspondence. In other words, their expectations do not vary much from their aspirations. As we already observed, this was not the case with regard to educational aspirations and expectations (see *Tables 3 and 4*).

5.4 Parents' Aspirations and Expectations for Professional Qualifications by Educational Attainment

It should be noted at the outset that only a small minority (9%) of parents interviewed have had aspirations for professional qualifications. A large proportion of these parents (31%) had aspirations for a MBBS (Medical) qualification, while a significant number had aspirations for legal, engineering and accountancy qualifications. It is noteworthy that such aspirations could be found even among parents with lower levels of educational attainment (see *Table 5*).

On the other hand, parents' expectations regarding professional qualifications were more modest. In fact, most parents with primary or post-primary education had no expectations for professional qualifications. Even those parents with higher educational qualifications had few expectations for professional qualifications (see *Table 6*).

5.5 Parents' Aspirations and Expectations Regarding Livelihoods

It is evident from the survey data that parents' aspirations tend to tilt more towards higher end occupations such as professional or managerial. It is also noteworthy that parents' livelihood aspirations indicate a high degree of diversity. They aspire to a range of occupations. It should also be noted that many parents with lower levels of educational attainment aspired to higher level occupations. On the other hand, those who had aspired to elementary occupations have had no formal education. Parents with university education invariably aspired to higher and middle level white-collar jobs. Same is true for parents with GCE (A/L) qualifications (see *Table 7*).

When we compare parents' livelihood aspirations with their expectations, significant diversity becomes evident. Unlike aspirations, parents' livelihood expectations are distributed across wider range of choices. Moreover, many parents have had much lower livelihood expectations, in comparison to their aspirations. For instance, while nearly 42% of parents aspired to 'Professionals (B)' category occupations, only 13% of them had expectations for such occupations. Similarly 15% of parents had aspirations for 'Professionals (A)' category employment but only 6% of them had such expectations. On the other hand, 24% of the parents had expectations for elementary occupations, but only 9.8% of parents aspired to elementary occupations (see *Table 7*).

It is also noteworthy that the gap between aspirations and expectations is not so evident at higher educational levels. This is particularly the case with university education. On the other hand, those with low educational attainment, usually coming from lower class backgrounds have lowered their expectations, compared to what they had aspired to (see *Tables 7 and 8*).

5.6 Parents' Aspirations for their Child's General Educational Qualifications

A large proportion of parents (44%) had aspired to a university education for the selected child. Another 46% aspired to the GCE (A/L). Only very few parents had aspired to a primary education for their children (see *Table 9*).

It is significant that there is a positive relationship between the parents' level of education and their educational aspirations for the selected child. For instance, 86% of parents with a university education aspired to a university education for the selected child. On the other hand, only 22% of parents with no schooling aspired to university education for their children (see *Table 9*).

5.7 Parents' Aspirations for Vocational Education for their Children

The largest proportion of parents (39%) had aspired to vocational qualifications in computing for their children. Another 30% of the parents aspired to vocational qualifications in dressmaking. The aspirations of the remaining parents were distributed among a number of vocational qualifications in fields such as carpentry, masonry, motor mechanics, technical and driving. Once again the type of vocational qualification desired by parents for their children was dependent on the level of educational attainment of respondents. For instance, a large majority of parents (64%) had aspired to vocational qualifications in computing for their children, whereas, nearly the same proportion of parents with no schooling aspired to vocational qualifications in dressmaking for their children. Only 12% of the parents with no schooling aspired to computing (see *Table 10*).

5.8 Parents' Aspirations for Professional Qualifications for the Selected Child

A majority of parents (57%) had aspired to a MBBS qualification for their selected child. A significant proportion of parents also aspired to a professional qualification in areas such as management and accountancy, engineering and law. It is noteworthy that a large percentage of parents, irrespective of their educational level had aspired to a professional qualification in medicine. The tendency is strongest among parents with little or no education. On the other hand, parents with university education had aspired to professional qualifications for their children in a variety of fields including medicine. Nearly 45% of them aspired to management and accountancy qualifications while only 27% of them aspired to medical qualifications (see *Table 11*).

5.9 Parents' Aspirations Regarding Livelihoods for the Selected Child

It is remarkable that parents in general have very high aspirations for their children's livelihoods. The variations among parents with different levels of educational attainment are not very significant. Even those parents with little or no education had aspirations for professional occupations, as did parents with higher educational qualifications. However, very poor parents with little or no education had aspirations for high level executive, managerial and administrative positions, while more than a third of parents with university education had aspirations for such positions. Some parents with lower educational qualifications had aspirations for lower and middle level livelihoods, including elementary occupations and self-employment (see *Table 12*).

5.10 Parents' Expectations Regarding Child's Education

It is significant that about 56% of parents had expectations for university education for the selected child. This tendency is strongest among parents with university education, i.e. 96% of them expected university education for their children. Most parents with the GCE (O/L) and GCE (A/L) also had such an expectation (i.e. 82% and 88% respectively). Many parents with little or no formal education had relatively lower educational expectations. Only an insignificant proportion of parents had educational expectations below the GCE (O/L), and they themselves had little or no education (see *Table 13*).

5.11 Parents' Expectations for Vocational Education for their Children

As we have seen earlier, not many parents with higher educational qualifications had aspirations for vocational qualifications for their children. They mostly aspired to professional and general educational qualifications. This pattern is evident with regard to expectations for vocational qualifications as well. Even the few parents who had vocational educational expectations opted for computing and technical/vocational qualifications. On the other hand, parents with lower levels of educational attainment expected a range of vocational qualifications in a number of fields which

included carpentry, motor mechanics, dressmaking, electrical, driving, as well as computing and technical areas (see *table 14*).

5.12 Parents' Expectations for Professional Qualifications for their Children

While well over 50% of the parents had expectations for vocational qualifications, only a small minority (17%) of them had expectations for professional qualifications for their children. While a large proportion of parents with higher educational qualifications had expectations for professional qualifications for their children, the proportion was much smaller among parents with little or no education. On the other hand, the relationships were reversed with regard to vocational qualifications. It is significant that a majority of parents with little or no education had expectations for professional medical qualifications for their children. Parents with higher levels of educational attainment had expectations for a wider range of professional qualifications (see *Table 15*).

5.13 Parents' Expectations for Livelihoods for their Children

Parents' expectations for their children's livelihoods varied greatly, largely depending on the level of their own educational attainment. Even though many parents expected higher level livelihoods for their children, parents with higher educational qualifications in general expected higher level livelihoods such as professional, administrative and managerial work. On the other hand, parents with lower level educational qualifications had expectations for a range of occupations including elementary occupations. This is particularly so among parents with post-primary education (see *Table 16*).

6 Conclusion

In this report, we present an analysis of data at an aggregate level. An attempt is made here to bring together the analyses already made at the level of individual field locations, surveyed as part of the present study. While the focus here is on the overall picture, attention is also paid to significant variations due to location, where relevant.

How do different strata of society cope with, or adapt to the changing structures of education, qualifications and livelihoods? Are people living in different regions of the country differentially placed in relation to the above structures? How does social class affect access to educational and livelihood opportunities? These are some of the issues that are examined in the light of the data collected from the sample of parents and youths, drawn from nine locations.

6.1 School Drop-outs

As is evident from the survey, school drop-out rates have been much higher among parents than among youths. What is evident from the above is that there has been a major reduction in the school drop-out rate over ten years, though a majority of youth (nearly 43%) still drop out before they reach the GCE (O/L).

6.2 Aspirations and Expectations Regarding Education

As regards parents, over 50% of them had educational aspirations up to or below the GCE (O/L), whereas, the vast majority of youth (88%) have aspirations for A/L qualifications or above.

When we look at expectations regarding education, there is still a significant gap between parents and youth. What is noteworthy however is that the educational expectations of parents and youth are much lower than their aspirations.

When we look at different communities, youth expectations regarding education have diverged widely from those of their parents. This is particularly so in remote rural areas as well as the two plantation

communities. In other words, youth everywhere have much higher educational expectations than their parents had.

6.3 Availability of Means to Realize Educational Aspirations

When we look at the overall picture, about 56% of youths have stated that they do not have sufficient means to realize their educational aspirations. On the other hand, in six communities, a majority of youth states that they do not have sufficient means to realize their aspirations. In some locations, the proportion is as high as 70%. In other words, inadequate means create a barrier to the realization of educational aspirations in disadvantaged communities.

6.3.1 Parents' Aspirations Regarding Education of the Selected Child

When we look at the overall picture in the above regard, almost equal proportions of parents have aspirations either for a university education or for a GCE (A/L) qualification. Only less than 10% of parents had aspirations for primary or GCE (O/L) qualifications. This overall picture however hides significant variations across different communities surveyed.

6.3.2 Parents' Expectations Regarding Education of the Selected Child

Even though the vast majority of parents had very high aspirations with regard to their children's education, their expectations were much lower. Once again this is true in all the communities surveyed.

6.4 Value Attached to Education

When parents were questioned as to whether there was a value difference between local and foreign qualifications when they were young, a majority of parents have not been able to give a 'yes' or 'no' answer to the question. The vast majority stated that they do not know. However, in several locations a significant proportion of parents answered the question in the affirmative. On the other hand when parents were questioned as to their values presently in the above regard, a majority of parents in most locations have answered the question in the affirmative. As regards youths, the pattern of responses is virtually uniform across different communities. The overwhelming majority of them (85%), more than their parents, answered the above question in the affirmative, indicating a firm conviction among youths today that there is a value difference between local and foreign qualifications.

What is evident from the above data is that the gap between local and foreign qualifications has widened over time. In other words, foreign qualifications have a greater market value than local qualifications. This perception is far more widespread today than before economic liberalization. This is no doubt the main reason for the increasing demand for foreign qualifications.

6.5 Professional Education

It is significant that very few parents and youths reported having professional qualifications. In some locations, such qualifications are either non-existent or found in negligible proportions. It is only in Colombo that even a small minority of parents reported having professional qualifications. A small number of youth reported having professional qualifications in two rural locations, namely Neluwa and Padeniya. What is evident from the data is that not many people in remote, rural and estate communities have opportunities for acquiring professional qualifications. This is in spite of the fact that both parents as well as youths have had very high aspirations for professional educational qualifications.

With regard to aspirations for professional qualifications, there are significant inter-generation variations as well as differences between study communities. When we look at the overall picture, the largest proportion of both parents as well as youth aspired to a medical education. This is more pronounced among youths. The other professional fields aspired to by parents were law, management, accountancy and engineering.

6.6 Parents' Expectations Regarding Professional Qualifications

The gap between parents' aspirations and expectations regarding professional qualifications is striking. Apart from Colombo and two other rural communities, parents in general have had no expectations. This is quite remarkable in view of the fact that many parents in most locations had aspirations for professional qualifications. The two locations where some parents had expectations were Neluwa and Padeniya.

6.7 Youths' Expectations Regarding Professional Qualifications

In contrast to parents, youth in almost all locations had expectations for a range of professional qualifications. While in some locations, youth had expectations relating to a range of professional qualifications such as medicine, law, accountancy, engineering and nursing, in others, they were confined to one or two professional qualifications.

6.7.1 Do Youth have Sufficient Means to Realize their Professional Aspirations?

Youths' responses to the above question are evenly divided. Nearly 51% answered in the affirmative, the remainder giving a negative answer.

6.8 Parents' Aspirations Regarding Professional Qualifications for the Selected Child

When we look at the overall picture, majority of parents mentioned medical qualifications as their aspiration for the selected child. A small number of parents also mentioned qualifications in law, management, accountancy and engineering. Those who mentioned other professional qualifications are very few in number.

6.9 Value Differences between Local and Foreign Professional Qualifications

32% of parents interviewed expressed the view that there was a value difference between local and foreign professional qualifications. On the other hand, a majority of the respondents (61%) did not know whether there was such a difference.

6.10 Youths' Perceptions Regarding Value Differences between Local and Foreign Professional Qualifications

It is highly significant that the overwhelming majority of youth interviewed (80%) perceived a value difference between local and foreign professional qualifications.

6.11 Vocational Education

It should be noted at the outset that a significant proportion of both parents and youths in most communities surveyed, possessed vocational qualifications. However, in some disadvantaged locations like Nachchaduwa and Park Estate, very few parents and youths had vocational qualifications.

6.11.1 Aspirations for Vocational Qualifications

It is clear that most parents had aspirations for vocational qualifications in dressmaking, while a large proportion of youth have aspirations for vocational qualifications in the computer field. A significant number of parents as well as youth have aspired to technical and artisan type vocational qualifications.

6.11.2 *Expectations for Vocational Qualifications*

It is noteworthy that there is a close correspondence between vocational aspirations and expectations. In other words, we do not see the kind of disparity we observe between aspirations and expectations in respect to education and professional qualifications. It seems that respondents have greater confidence that they can realize their aspirations with respect to vocational qualifications. This is true for both parents as well as youths.

When parents were questioned as to whether there was a value difference between local and foreign vocational qualifications, an overwhelming majority of them from most locations answered that they did not know. In other words, only a minority of parents could answer the question either in the affirmative or in the negative. However, it is significant that there were more respondents who gave an affirmative answer than those who gave a negative one.

On the other hand, when questioned regarding the value difference between local and foreign vocational qualifications today, both parents and youth in large numbers answered in the affirmative. In all the communities many more youths than parents have stated that there was a value difference between local and foreign vocational qualifications.

6.12 *Parents' Vocational Aspirations for the Selected Youth*

The responses to the above question have been rather complex. If we take the overall picture first, nearly 40% of the parents have mentioned computer qualifications, followed by dressmaking and technical qualifications. On the other hand, if we look at Colombo, a majority have opted for computer qualifications. Very few respondents have mentioned other areas. The situation is different in small rural locations where the parents have mentioned a range of vocational qualifications, including computing. In more remote and disadvantaged locations like the estates, Nachchaduwa and Udappuwa, a majority of parents have mentioned dressmaking as the desired area of vocational qualification for the selected child.

6.13 *Value Differences between Local and Foreign Vocational Qualifications*

A majority of parents (69%) when questioned as to whether there was a value difference between local and foreign vocational qualifications in their youth, answered that they did not know. 24% of the parents answered the question in the affirmative.

6.13.1 *Youths' Perceptions of Value Differences Between Local and Foreign Vocational Qualifications*

Youths' responses regarding the above questions are broadly similar to those of their parents. Nearly 75% of the youth respondents affirmed that there is a value difference between local and foreign vocational qualifications.

6.14 *Livelihoods*

Parents' aspirations regarding livelihoods have been more tilted towards higher end categories of employment. Nearly 40% of the parents aspired to a category of professional employment, while another 15% aspired to even higher, more professional type of occupations. Nearly 10% of the parents had aspirations for elementary occupations. When these livelihood aspirations are compared with their expectations, there is a clear lowering of their aspirations, being more realistic in their expectations. For instance, only 13% of parents have in fact expected 'professionals (B)' type employment though 41% aspired to such employment. The same pattern can be seen with respect to several categories of aspirations.

6.14.1 *Parents' Livelihood Aspirations and Expectations for the Selected Child*

It is significant that both aspirations and expectations of parents with regard to children's livelihoods are very high. Their aspirations are highly concentrated in the upper region of the occupational

hierarchy. In fact, most parents have aspired to professional occupations for their children. This is by and large true for all the surveyed locations.

6.14.2 Youths' Aspirations and Expectations for Livelihoods

When we look at the overall picture, it is clear that most youths have very high livelihood aspirations. Nearly 75% aspire to managerial and higher professional occupations. Very few youths in fact desire lower level occupations. On the other hand, nearly 50% of the youth respondents state that they do not have sufficient means to realize their livelihood aspirations.

6.15 Preferred Sector of Employment

The sector of employment has long been a significant issue in Sri Lanka. A number of studies conducted in the recent past indicated a greater preference for state sector employment by both parents as well as youths. In the present study, a question was posed to both parents and youth interviewed in order to find out what their aspirations and expectations were regarding this matter.

When we look at the overall picture, a large majority of parents (nearly 70%) aspired to state sector employment when they were young. Yet, when we look at their expectations, the proportion of parents who mentioned the state sector has been very low (about 30%). Even though not many aspired to the informal sector, self-employment and the organized private sector, many more expected to find employment in these sectors.

6.15.1 Youths' Aspirations and Expectations Regarding the Sector of Employment

It is significant that youth aspirations regarding the sector of employment are not very different from those of their parents. In fact, their preference for the state sector is very strong and is evident without exception in all the surveyed locations. It is even stronger in remote and disadvantaged locations like Nachchaduwa and Hambegamuwa. In other words, the preference for state sector employment is very strong among disadvantaged respondents.

Annex 1 Tables – part ii

Table 1
Educational Status : What was your Aspiration Regarding Education as a Youth? – Cross Tabulation

Educational Status	What was your aspiration regarding education as a youth?					Total
	Literacy only	Primary	O/L	A/L	University	
Primary	10 3.6% 55.6%	52 18.7% 67.5%	147 52.9% 49.0%	44 15.8% 31.4%	25 9.0% 11.0%	278 100.0% 36.5%
Post-primary	3 0.9% 16.7%	11 3.4% 14.3%	135 42.3% 45.0%	76 23.8% 54.3%	94 29.5% 41.4%	319 100.0% 41.9%
O/L			8 9.9% 2.7%	13 16.0% 9.3%	60 74.1% 26.4%	81 100.0% 10.6%
A/L			2 6.5% 0.7%	5 16.1% 3.6%	24 77.4% 10.6%	31 100.0% 4.1%
No schooling literate	5 17.9% 27.8%	14 50.0% 18.2%	8 28.6% 2.7%		1 3.6% 0.4%	28 100.0% 3.7%
University				2 8.0% 1.4%	23 92.0% 10.1%	25 100.0% 3.3%
Total	18 2.4% 100.0%	77 10.1% 100.0%	300 39.4% 100.0%	140 18.4% 100.0%	227 29.8% 100.0%	762 100.0% 100.0%

Table 2
Educational Status: What was your Expectation Regarding Education as a Youth? – Cross Tabulation

Educational Status	What was your expectation regarding education as a youth?					Total
	Primary	O/L	A/L	University	Prarambha Examination (Grade 9)	
Primary	136 51.3% 62.1	119 44.9% 36.6%	8 3.0% 5.9%	2 0.8% 4.1%		265 100.0% 36.4%
Post-primary	66 20.8% 30.1%	184 58.0% 56.6%	54 17.0% 40.0%	12 3.8% 24.5%	1 0.3% 100.0%	317 100.0% 43.5%
O/L		19 24.1% 5.8%	52 65.8% 38.5%	8 10.1% 16.3%		79 100.0% 10.8%
A/L			20 71.4% 14.8%	8 28.6% 16.3%		28 100.0% 3.8%
No schooling literate	17 89.5% 7.8%	2 10.5% 0.6%				19 100.0% 2.6%
University		1 4.8% 0.3%	1 4.8% 0.7%	19 90.5% 38.8%		21 100.0% 2.9%
Total	219 30.0% 100.0%	325 44.6% 100.0%	135 18.5% 100.0%	49 6.7% 100.0%	1 0.1% 100.0%	729 100.0% 100.0%

Table 3
Educational Status : What was your Aspiration Regarding Vocational Qualifications as a Youth? – Cross Tabulation

Educational Status	What was your aspiration regarding vocational qualifications as a youth?														
	Driving Licence	Coir Industry	Carpentry Course	Technical Course	Tailoring Course/ Dressmaking	Shorthand and Typing	Teachers' Training	Beauty Culture	Photography	Heavy Vehicle/ Driving	Motor Mechanics	Plumbing	Painting Course	Wiring Course	Electronics Course
Primary	24 14.7% 44.4%	1 0.6% 25.0%	10 6.1% 52.6%		113 69.3% 48.5%	2 1.2% 11.8%					1 0.6% 9.1%				
Post-primary	24 14.2% 44.4%	3 1.8% 75.0%	6 3.6% 31.6%	4 2.4% 80.0%	92 54.4% 39.5%	7 4.1% 41.2%	1 0.6% 50.0%		1 0.6% 50.0%	1 0.6% 100.0%	7 4.1% 63.6%	1 0.6% 100.0%	3 1.8% 100.0%	1 0.6% 100.0%	1 0.6% 100.0%
O/L	5 13.5% 9.3%		2 5.4% 10.5%		18 48.6% 7.7%	5 13.5% 29.4%	1 2.7% 50.0%	1 2.7% 100.0%	1 2.7% 50.0%		2 5.4% 18.2%				
A/L	1 9.1% 1.9%				2 18.2% 0.9%	2 18.2% 11.8%					1 9.1% 9.1%				
No schooling literate			1 10.0% 5.3%		8 80.0% 3.4%										
University				1 50.0% 20.0%		1 50.0% 5.9%									
Total	54 13.8% 100.0%	4 1.0% 100.0%	19 4.8% 100.0%	5 1.3% 100.0%	233 59.4% 100.0%	17 4.3% 100.0%	2 0.5% 100.0%	1 0.3% 100.0%	2 0.5% 100.0%	1 0.3% 100.0%	11 2.8% 100.0%	1 0.3% 100.0%	3 0.8% 100.0%	1 0.3% 100.0%	1 0.3% 100.0%

(cont..)

Table 3 (cont.)

Educational Status : What was your Aspiration Regarding Vocational Qualifications as a Youth? – Cross Tabulation

Educational Status	What was your aspiration regarding vocational qualifications as a youth?															Total
	Cookery Course	Juki Machine Operating	Mat Weaving Course	Masonry Course	Bakery Course	Blacksmith	Welding Course	'Batik' Work	Electrical Course	Engine Technician	Agricultural Course	Handcraft	Artificial Flower Making	Jewellery Course	Hair Dressing	
Primary	1 0.6% 100.0%		3 1.8% 60.0%	1 0.6% 33.3%	1 0.6% 100.0%					1 0.6% 14.3%		2 1.2% 66.7%	1 0.6% 100.0%	1 0.6% 25.0%	1 0.6% 100.0%	163 100.0% 41.6%
Post-primary		1 0.6% 100.0%	1 0.6% 20.0%	2 1.2% 66.7%		1 0.6% 100.0%	1 0.6% 100.0%	1 0.6% 50.0%	3 1.8% 75.0%	3 1.8% 42.9%	1 0.6% 50.0%			3 1.8% 75.0%		169 100.0% 43.1%
O/L			1 2.7% 20.0%							1 2.7% 14.3%						37 100.0% 9.4%
A/L								1 9.1% 50.0%	1 9.1% 25.0%	1 9.1% 14.3%	1 9.1% 50.0%	1 9.1% 33.3%				11 100.0% 2.8%
No schooling literate										1 10.0% 14.3%						10 100.0% 2.6%
University																2 100.0% 0.5%
Total	1 0.3% 100.0%	1 0.3% 100.0%	5 1.3% 100.0%	3 0.8% 100.0%	1 0.3% 100.0%	1 0.3% 100.0%	1 0.3% 100.0%	2 0.5% 100.0%	4 1.0% 100.0%	7 1.8% 100.0%	2 0.5% 100.0%	3 0.8% 100.0%	1 0.3% 100.0%	4 1.0% 100.0%	1 0.3% 100.0%	392 100.0% 100.0%

Table 4
Educational Status : What was your Expectation Regarding Vocational Qualifications as a Youth? – Cross Tabulation

Educational Status	What was your expectation regarding vocational qualifications as a youth?														
	Driving	Coir Industry	Carpentry Course	Technical Course	Tailoring / Dressmaking	Shorthand and Typing	Teachers' Training	Photography	Motor Mechanics	Bridal Course	Plumbing	Painting Course	Wiring Course	Electronics Course	Cookery Course
Primary	22 16.3% 43.1%	1 0.7% 50.0%	8 5.9% 44.4%		93 68.9% 48.9%	1 0.7% 14.3%	1 0.7% 33.3%		1 0.7% 5.3%	1 0.7% 14.3%					1 0.7% 100.0%
Post-primary	23 15.2% 45.1%	1 0.7% 50.0%	6 4.0% 33.3%	5 3.3% 71.4%	73 48.3% 38.4%	4 2.6% 57.1%	2 1.3% 66.7%		11 7.3% 57.9%	4 2.6% 57.1%	2 1.3% 100.0%	2 1.3% 100.0%	1 0.7% 100.0%	1 0.7% 100.0%	
O/L	5 13.9% 9.8%		3 8.3% 16.7%	1 2.8% 14.3%	15 41.7% 7.9%	2 5.6% 28.6%		1 2.8% 100.0%	7 19.4% 36.8%	2 5.6% 28.6%					
A/L	1 14.3% 2.0%				4 57.1% 2.1%										
No schooling literate			1 14.3% 5.6%	1 14.3% 14.3%	5 71.4% 2.6%										
Total	51 15.2% 100.0%	2 0.6% 100.0%	18 5.4% 100.0%	7 2.1% 100.0%	190 56.5% 100.0%	7 2.1% 100.0%	3 0.9% 100.0%	1 0.3% 100.0%	19 5.7% 100.0%	7 2.1% 100.0%	2 0.6% 100.0%	2 0.6% 100.0%	1 0.3% 100.0%	1 0.3% 100.0%	1 0.3% 100.0%

(cont.)

Table 4 (cont.)

Educational Status : What was your Expectation Regarding Vocational Qualifications as a Youth? – Cross Tabulation

Educational Status	What was your expectation regarding vocational qualifications as a youth?											Total
	Juki Machine Operating	Masonry Course	Blacksmith	Welding	Electric	'Batik' Work	Engine Technician	Flower Plantation	Handcraft	Jewellery Course	Hair Dressing	
Primary		1 0.7% 20.0%					2 1.5% 50.0%		1 0.7% 100.0%	1 0.7% 25.0%	1 0.7% 100.0%	135 100.0% 40.2%
Post-primary	1 0.7% 100.0%	3 2.0% 60.0%	1 0.7% 100.0%	2 1.3% 100.0%	2 1.3% 100.0%	1 0.7% 50.0%	2 1.3% 50.0%	1 0.7% 100.0%		3 2.0% 75.0%		151 100.0% 41.9%
O/L												36 100.0% 10.7%
A/L		1 14.3% 20.0%				1 14.3% 50.0%						7 100.0% 2.1%
No schooling literate												7 100.0% 2.1%
Total	1 0.3% 100.0%	5 1.5% 100.0%	1 0.3% 100.0%	2 0.6% 100.0%	2 0.6% 100.0%	2 0.6% 100.0%	4 1.2% 100.0%	1 0.3% 100.0%	1 0.3% 100.0%	4 1.2% 100.0%	1 0.3% 100.0%	336 100.0% 100.0%

Table 5
Educational Status : What was your Aspiration Regarding Professional Qualifications as a Youth? – Cross Tabulation

Educational Status	What was your aspiration regarding professional qualifications as a youth?										Total
	Ayurvedic	Attorney-at-Law	MBBS	Management	Accountancy	Tea Taster	Engineering	Nursing	Architect	Secretary	
Primary		1 14.3% 6.3%	4 57.1% 16.0%		1 14.3% 8.3%			1 14.3% 20.0%			7 100.0% 8.6%
Post-primary	1 3.6% 50.0%	4 14.3% 25.0%	8 28.6% 32.0%	1 3.6% 16.7%	5 17.9% 41.7%	1 3.6% 100.0%	4 14.3% 33.3%	4 14.3% 80.0%			28 100.0% 34.6%
O/L	1 4.0% 50.0%	6 24.0% 37.5%	6 24.0% 24.0%	3 12.0% 50.0%	5 20.0% 41.7%		2 8.0% 16.7%		1 4.0% 100.0%	1 4.0% 100.0%	25 100.0% 30.9%
A/L		2 25.0% 12.5%	4 50.0% 16.0%	1 12.5% 16.7%			1 12.5% 8.3%				8 100.0% 9.9%
University		3 23.1% 18.8%	3 23.1% 12.0%	1 7.7% 16.7%	1 7.7% 8.3%		5 38.5% 41.7%				13 100.0% 16.0%
Total	2 2.5% 100.0%	16 19.8% 100.0%	25 30.9% 100.0%	6 7.4% 100.0%	12 14.8% 100.0%	1 1.2% 100.0%	12 14.8% 100.0%	5 6.2% 100.0%	1 1.2% 100.0%	1 1.2% 100.0%	81 100.0% 100.0%

Table 6
Educational Status : What was your Expectation Regarding Professional Qualifications as a Youth? – Cross Tabulation

Educational Status	What was your expectation regarding professional qualifications as a youth?									Total
	Ayurvedic	Attorney-at-Law	Accountancy	Tea Taster	Engineering	Business Management	Valuation Officer	Nursing	MBBS	
Primary								1 100.0% 33.3%		1 100.0% 4.3%
Post-primary	1 14.3% 100.0%	1 14.3% 33.3%	2 28.6% 40.0%	1 14.3% 100.0%				2 28.6% 66.7%		7 100.0% 30.4%
O/L			3 42.9% 60.0%			1 14.3% 100.0%	1 14.3% 100.0%		2 28.6% 40.0%	7 100.0% 30.4%
A/L					1 33.3% 33.3%				2 66.7% 40.0%	3 100.0% 13.0%
University		2 40.0% 66.7%			2 40.0% 66.7%				1 20.0% 20.0%	5 100.0% 21.7%
Total	1 4.3% 100.0%	3 13.0% 100.0%	5 21.7% 100.0%	1 4.3% 100.0%	3 13.0% 100.0%	1 4.3% 100.0%	1 4.3% 100.0%	3 13.0% 100.0%	5 21.7% 100.0%	23 100.0% 100.0%

Table 7
Educational Status: What was your Aspiration Regarding Livelihood as a Youth? – Cross Tabulation

Educational Status	What was your aspiration regarding livelihood as a youth?													Total
	Executive, Managerial and Administrative	Professionals (A)	Professionals (B)	Technicians and Associate Professionals	Clerks	Travel, Restaurant and Sales Workers	Security Service Workers	Agricultural and Fisheries Workers	Craft and Related Workers (Skilled Workers)	Plant and Machine Operators and Assemblers	Elementary Occupations (Unskilled Labourers)	Self-employed	Estate Work	
Primary	4 2.1% 14.8%	13 6.9% 14.4%	73 38.6% 29.2%		5 2.6% 25.0%	13 6.9% 50.0%	2 1.1% 6.1%	14 7.4% 60.9%	5 2.6% 33.3%	7 3.7% 46.7%	29 15.3% 49.2%	6 3.2% 42.9%	18 9.5% 72.0%	189 100.0% 31.4%
Post-primary	10 3.6% 37.0%	33 12.0% 36.7%	126 46.0% 50.4%	3 1.1% 75.0%	11 4.0% 55.0%	11 4.0% 42.3%	25 9.1% 75.8%	5 1.8% 21.7%	8 2.9% 53.3%	7 2.6% 46.7%	25 9.1% 42.4%	8 2.9% 57.1%	2 0.7% 8.0%	274 100.0% 45.6%
O/L	4 5.3% 14.8%	24 32.0% 26.7%	33 44.4% 13.2%	1 1.3% 25.0%	3 4.0% 15.0%		6 8.0% 18.2%	1 1.3% 4.3%	2 2.7% 13.3%	1 1.3% 6.7%				75 100.0% 12.5%
A/L	3 11.5% 11.1%	10 38.5% 11.1%	12 46.2% 4.8%			1 3.8% 3.8%								26 100.0% 4.3%
No schooling literate			2 12.5% .8%			1 6.3% 3.8%		3 18.8% 13.0%			5 31.3% 8.5%		5 31.3% 20.0%	16 100.0% 2.7%
University	6 28.6% 22.2%	10 47.6% 11.1%	4 19.0% 1.6%		1 4.8% 5.0%									21 100.0% 3.5%
Total	27 4.5% 100.0%	90 15.0% 100.0%	250 41.6% 100.0%	4 0.7% 100.0%	20 3.3% 100.0%	26 4.3% 100.0%	33 5.5% 100.0%	23 3.8% 100.0%	15 2.5% 100.0%	15 2.5% 100.0%	59 9.8% 100.0%	14 2.3% 100.0%	25 4.2% 100.0%	601 100.0% 100.0%

Table 8
Educational Status : What was your Expectation Regarding Livelihood as a Youth? – Cross Tabulation

Educational Status	What was your expectation regarding livelihood as a youth?													Total
	Executive, Managerial and Administrative	Professionals (A)	Professionals (B)	Technicians and Associate Professionals	Clerks	Travel, Restaurant and Sales Workers	Security Service Workers	Agricultural and Fisheries Workers	Craft and Related Workers (Skilled Workers)	Plant and Machine Operators and Assemblers	Elementary Occupations (Unskilled Labourers)	Self-employment	Estate Work	
Primary		1 0.6% 3.0%	3 1.7% 4.2%	1 0.6% 14.3%	2 1.1% 5.7%	7 3.9% 35.0%		32 17.8% 45.7%	9 5.0% 39.1%	1 0.6% 9.1%	50 27.8% 37.9%	22 12.2% 51.2%	52 28.9% 66.7%	180 100.0% 32.7%
Post-primary	8 3.4% 53.3%	5 2.1% 15.2%	36 15.3% 50.0%	6 2.6% 85.7%	21 8.9% 60.0%	8 3.4% 40.0%	9 3.8% 81.8%	28 11.9% 40.0%	12 5.1% 52.2%	8 3.4% 72.7%	64 27.2% 48.5%	17 7.2% 39.5%	13 5.5% 16.7%	235 100.0% 42.7%
O/L	2 2.9% 13.3%	11 16.2% 33.3%	18 26.5% 25.0%		9 13.2% 25.7%	3 4.4% 15.0%	2 2.9% 18.2%	4 5.9% 5.7%	2 2.9% 8.7%	2 2.9% 18.2%	11 16.2% 8.3%	4 5.9% 9.3%		68 100.0% 12.4%
A/L	1 4.2% 6.7%	6 25.0% 18.2%	10 41.7% 13.9%		2 8.3% 5.7%	2 8.3% 10.0%		1 4.2% 1.4%			2 8.3% 1.5%			24 100.0% 4.4%
No schooling literate								5 21.7% 7.1%			5 21.7% 3.8%		13 56.5% 16.7%	23 100.0% 4.2%
University	4 20.0% 26.7%	10 50.0% 30.3%	5 25.0% 6.9%		1 5.0% 2.9%									20 100.0% 3.6%
Total	15 2.7% 100.0%	33 6.0% 100.0%	72 13.1% 100.0%	7 1.3% 100.0%	35 6.4% 100.0%	20 3.6% 100.0%	11 2.0% 100.0%	70 12.7% 100.0%	23 4.2% 100.0%	11 2.0% 100.0%	132 24.0% 100.0%	43 7.8% 100.0%	78 14.2% 100.0%	550 100.0% 100.0%

Table 9

Educational Status : What was/is your Aspiration Regarding your Child's General Educational qualifications? – Cross Tabulation

Educational Status	What was/is your aspiration regarding your child's general educational qualifications?					Total
	Literacy only	Primary	O/L	A/L	University	
Primary	1 0.4% 100.0%	16 5.8% 72.7%	34 12.2% 65.4%	158 56.8% 44.1%	69 24.8% 20.6%	278 100.0% 36.2%
Post-primary		3 0.9% 13.6%	12 3.8% 23.1%	148 46.3% 41.3%	157 49.1% 46.9%	320 100.0% 41.7%
O/L			2 2.4% 3.8%	18 21.2% 5.0%	65 76.5% 19.4%	85 100.0% 11.1%
A/L				14 43.8% 3.9%	18 56.3% 5.4%	32 100.0% 4.2%
No schooling literate		3 9.7% 13.6%	4 12.9% 7.7%	17 54.8% 4.7%	7 22.6% 2.1%	31 100.0% 4.0%
University				3 13.6% 0.8%	19 86.4% 5.7%	22 100.0% 2.9%
Total	1 0.1% 100.0%	22 2.9% 100.0%	52 6.8% 100.0%	358 46.6% 100.0%	335 43.6% 100.0%	768 100.0% 100.0%

Table 10
Educational Status : What was/is your Aspiration Regarding your Child's Vocational Qualifications? – Cross Tabulation

Educational Status	What was/is your aspiration regarding your child's vocational qualifications?										
	Carpentry	Computer	Motor Mechanics	Technical Course	Masonry	Home Science	Driving Licence	Electronics Course	Electrical Course	Tailoring/ Dressmaking	Beauty Culture
Primary	8 4.8% 44.4%	35 21.0% 18.6%	13 7.8% 46.4%	7 4.2% 28.0%	3 1.8% 37.5%	1 0.6% 25.0%	10 6.0% 76.9%		2 1.2% 28.6%	72 43.1% 50.7%	5 3.0% 45.5%
Post-primary	7 3.2% 38.9%	107 48.9% 56.9%	10 4.6% 35.7%	15 6.8% 60.0%	3 1.4% 37.5%	1 0.5% 25.0%	2 0.9% 15.4%	4 1.8% 80.0%	2 0.9% 28.6%	47 21.5% 33.1%	5 2.3% 45.5%
O/L	2 3.6% 11.1%	35 62.5% 18.6%	2 3.6% 7.1%		1 1.8% 12.5%	1 1.8% 25.0%	1 1.8% 7.7%	1 1.8% 20.0%	1 1.8% 14.3%	11 19.6% 7.7%	1 1.8% 9.1%
A/L		3 27.3% 1.6%		1 9.1% 4.0%		1 9.1% 25.0%			2 18.2% 28.6%	2 18.2% 1.4%	
No schooling literate	1 6.3% 5.6%	2 12.5% 1.1%	2 12.5% 7.1%		1 6.3% 12.5%					10 62.5% 7.0%	
University		6 66.7% 3.2%	1 11.1% 3.6%	2 22.2% 8.0%							
Total	18 3.8% 100.0%	188 39.3% 100.0%	28 5.9% 100.0%	25 5.2% 100.0%	8 1.7% 100.0%	4 0.8% 100.0%	13 2.7% 100.0%	5 1.0% 100.0%	7 1.5% 100.0%	142 29.7% 100.0%	11 2.3% 100.0%

(cont.)

Table 10 (cont.)
 Educational Status : What was/is your Aspiration Regarding your Child's Vocational Qualifications? – Cross Tabulation

Educational Status	What was/is your aspiration regarding your child's vocational qualifications?										Total
	Shorthand & Typing	Handcraft	Welding Course	Cookery Course	Gardening Course	Teachers' Training	Agriculture	Painting	Jewellery Course	Wiring	
Primary	4 2.4% 36.4%		2 1.2% 50.0%		1 0.6% 100.0%		1 0.6% 50.0%	1 0.6% 100.0%	1 0.6% 33.3%	1 0.6% 100.0%	167 100.0% 34.9%
Post-primary	6 2.7% 54.5%	3 1.4% 100.0%	2 0.9% 50.0%	2 0.9% 100.0%		1 0.5% 100.0%			2 0.9% 66.7%		219 100.0% 45.8%
O/L											56 100.0% 11.7%
A/L	1 9.1% 9.1%						1 9.1% 50.0%				11 100.0% 2.3%
No schooling literate											16 100.0% 3.3%
University											9 100.0% 1.9%
Total	11 2.3% 100.0%	3 0.6% 100.0%	4 0.8% 100.0%	2 0.4% 100.0%	1 0.2% 100.0%	1 0.2% 100.0%	2 0.4% 100.0%	1 0.2% 100.0%	3 0.6% 100.0%	1 0.2% 100.0%	478 100.0% 100.0%

Table 11
Educational Status : What was/is your Aspiration Regarding your Child's Professional Qualifications? – Cross Tabulation

Educational Status	What was/is your aspiration regarding your child's professional qualifications?									Total
	MBBS	Accountancy	Management & Accountancy	Engineering	Attorney-at-Law	Marketing	Architecture	IT Professionals	Nursing	
Primary	78 75.0% 39.2%	2 1.9% 12.5%	6 5.8% 15.4%	7 6.7% 17.9%	10 9.6% 25.0%				1 1.0% 50.0%	104 100.0% 30.0%
Post-primary	72 48.3% 36.2%	7 4.7% 43.8%	23 15.4% 59.0%	21 14.1% 53.8%	21 14.1% 52.5%		1 0.7% 33.3%	3 2.0% 75.0%	1 0.7% 50.0%	149 100.0% 42.9%
O/L	26 52.0% 13.1%	2 4.0% 12.5%	4 8.0% 10.3%	7 14.0% 17.9%	8 16.0% 20.0%	2 4.0% 40.0%	1 2.0% 33.3%			50 100.0% 14.4%
A/L	9 50.0% 4.5%	3 16.7% 18.8%		2 11.1% 5.1%	1 5.6% 2.5%	2 11.1% 40.0%	1 5.6% 33.3%			18 100.0% 5.2%
No schooling literate	10 83.3% 5.0%	1 8.3% 6.3%		1 8.3% 2.6%						12 100.0% 3.5%
University	4 28.6% 2.0%	1 7.1% 6.3%	6 42.9% 15.4%	1 7.1% 2.6%		1 7.1% 20.0%		1 7.1% 25.0%		14 100.0% 4.0%
Total	199 57.3% 100.0%	16 4.6% 100.0%	39 11.2% 100.0%	39 11.2% 100.0%	40 11.5% 100.0%	5 1.4% 100.0%	3 0.9% 100.0%	4 1.2% 100.0%	2 0.6% 100.0%	347 100.0% 100.0%

Table 12
Educational Status : What was/is your Aspiration Regarding your Child's Livelihood? – Cross Tabulation

Educational Status	What was/is your Aspiration regarding your child's livelihood?												Total
	Executive, Managerial and Administrative	Professionals (A)	Professionals (B)	Technicians and Associate Professionals	Clerks	Travel, Restaurant and Sales Workers	Security Service Workers	Agricultural and Fisheries Workers	Craft and Related Workers (Skilled Workers)	Plant and Machine Operators and Assemblers	Elementary Occupations (Unskilled Labourers)	Self-employment	
Primary	4 1.5% 8.9%	99 38.2% 30.3%	106 40.9% 47.5%	1 0.4% 25.0%	14 5.4% 36.8%	2 0.8% 28.6%	1 0.4% 33.3%		6 2.3% 40.0%	5 1.9% 50.0%	13 5.0% 59.1%	8 3.1% 72.7%	259 100.0% 36.7%
Post-primary	18 6.1% 40.0%	146 49.2% 44.6%	83 27.9% 37.2%	3 1.0% 75.0%	20 6.7% 52.6%	4 1.3% 57.1%	1 0.3% 33.3%		9 3.0% 60.0%	4 1.3% 40.0%	6 2.0% 27.3%	3 1.0% 27.3%	297 100.0% 42.1%
O/L	11 14.5% 24.4%	49 64.5% 15.0%	10 13.2% 4.5%		3 3.9% 7.9%		1 1.3% 33.3%			1 1.3% 10.0%	1 1.3% 4.5%		76 100.0% 10.8%
A/L	5 17.9% 11.1%	16 57.1% 4.9%	6 21.4% 2.7%		1 3.6% 2.6%								28 100.0% 4.0%
No schooling literate	1 3.4% 2.2%	9 31.0% 2.8%	16 55.2% 7.2%					1 3.4% 100.0%			2 6.9% 9.1%		29 100.0% 4.1%
University	6 35.3% 13.3%	8 47.1% 2.4%	2 11.8% 0.9%			1 5.9% 14.3%							17 100.0% 2.4%
Total	45 6.4% 100.0%	327 46.3% 100.0%	223 31.6% 100.0%	4 0.6% 100.0%	38 5.4% 100.0%	7 1.0% 100.0%	3 0.4% 100.0%	1 0.1% 100.0%	15 2.1% 100.0%	10 1.4% 100.0%	22 3.1% 100.0%	11 1.6% 100.0%	706 100.0% 100.0%

Table 13
Educational Status : What was/is your Expectation Regarding your Child's Education? – Cross Tabulation

Educational Status	What was/is your expectation regarding your child's education?				Total
	Primary	O/L	A/L	University	
Primary	2 0.7% 66.7%	67 24.3% 68.4%	110 39.9% 49.5%	97 35.1% 23.2%	276 100.0% 37.2%
Post-primary	1 0.3% 33.3%	16 5.2% 16.3%	92 30.0% 41.4%	198 64.5% 47.3%	307 100.0% 41.4%
O/L		4 5.2% 4.1%	10 13.0% 4.5%	63 81.8% 15.0%	77 100.0% 10.4%
A/L		1 3.7% 1.0%	3 11.1% 1.4%	23 85.2% 5.5%	27 100.0% 3.6%
No schooling literate		10 32.3% 10.2%	6 19.4% 2.7%	15 48.4% 3.6%	31 100.0% 4.2%
University			1 4.2% 0.5%	23 95.8% 5.5%	24 100.0% 3.2%
Total	3 0.4% 100.0%	98 13.2% 100.0%	222 29.9% 100.0%	419 56.5% 100.0%	742 100.0% 100.0%

Table 14
Educational Status : What was/is your Expectation Regarding your Child's Vocational Qualifications? – Cross Tabulation

Educational Status	What was/is your expectation regarding your child's vocational qualifications?							
	Bridal Course	Carpentry	Motor Mechanics	Masonry Course	Home Science	Electronics Course	Tailoring/ Dress Making	Beauty Culture
Primary	2 1.2% 50.0%	8 4.9% 50.0%	10 6.2% 45.5%	3 1.9% 50.0%	1 0.6% 25.0%		70 43.2% 53.0%	3 1.9% 30.0%
Post-primary	1 0.4% 25.0%	5 2.2% 31.3%	7 3.1% 31.8%	3 1.3% 50.0%	1 0.4% 25.0%	4 1.7% 80.0%	42 18.3% 31.8%	6 2.6% 60.0%
O/L	1 1.9% 25.0%	2 3.8% 12.5%	4 7.5% 18.2%		1 1.9% 25.0%		9 17.0% 6.8%	1 1.9% 10.0%
A/L		1 8.3% 6.3%			1 8.3% 25.0%	1 8.3% 20.0%	1 8.3% 0.8%	
No schooling literate			1 8.3% 4.5%				10 83.3% 7.6%	
University								
Total	4 0.8% 100.0%	16 3.3% 100.0%	22 4.6% 100.0%	6 1.3% 100.0%	4 0.8% 100.0%	5 1.0% 100.0%	132 27.6% 100.0%	10 2.1% 100.0%

(cont.)

Table 14 (cont.)

Educational Status : What was/is your Expectation Regarding your Child's Vocational Qualifications? – Cross Tabulation

Educational Status	What was/is your expectation regarding your child's vocational qualifications?							Total
	Catering	Handcraft	Air-conditioning Course	Welding Course	Handcraft	Jewellery Course	Electrical Wiring	
Primary	1 0.6% 50.0%				1 0.6% 100.0%	2 1.2% 50.0%	1 0.6% 100.0%	162 100.0% 33.9%
Post-primary		2 0.9% 100.0%	2 0.9% 100.0%	2 0.9% 100.0%		2 0.9% 50.0%		229 100.0% 47.9%
O/L	1 1.9% 50.0%							53 100.0% 11.1%
A/L								12 100.0% 2.5%
No schooling literate								12 100.0% 2.5%
University								10 100.0% 2.1%
Total	2 0.4% 100.0%	2 0.4% 100.0%	2 0.4% 100.0%	2 0.4% 100.0%	1 0.2% 100.0%	4 0.8% 100.0%	1 0.2% 100.0%	478 100.0% 100.0%

Table 15
Educational Status: What was/is your Expectation regarding your Child's Professional Qualifications? – Cross Tabulation

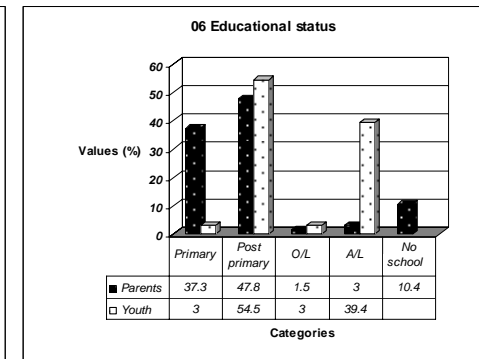
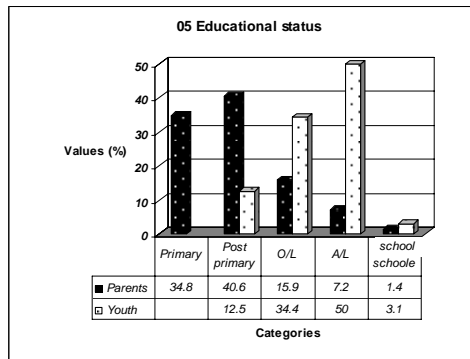
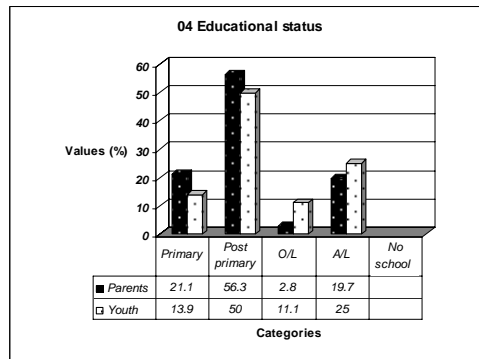
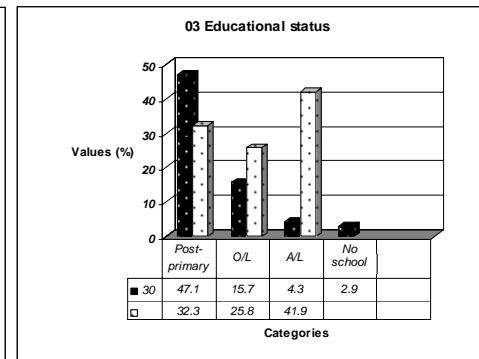
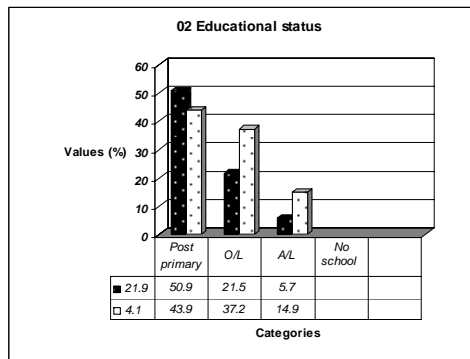
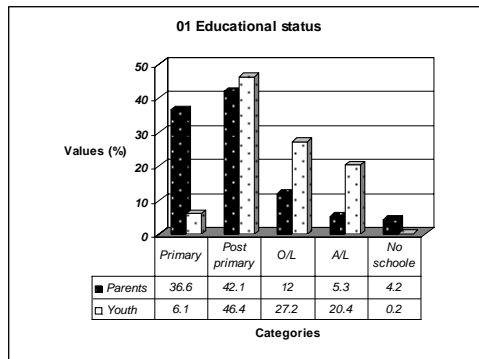
Educational Status	What was/is your expectation regarding your child's professional qualifications?									Total
	Computer	Management & Accountancy	MBBS	Accountancy	Engineering	Attorney-at-Law	Pharmacist	Marketing	IT Professionals	
Primary		4 11.8% 16.0%	19 55.9% 41.3%	4 11.8% 25.0%	1 2.9% 6.3%	6 17.6% 40.0%				34 100.0% 26.4%
Post-primary		13 23.6% 52.0%	16 29.1% 34.8%	7 12.7% 43.8%	9 16.4% 56.3%	6 10.9% 40.0%			4 7.3% 57.1%	55 100.0% 42.6%
O/L		4 22.2% 16.0%	5 27.8% 10.9%	1 5.6% 6.3%	3 16.7% 18.8%	2 11.1% 13.3%	1 5.6% 100.0%	1 5.6% 50.0%	1 5.6% 14.3%	18 100.0% 14.0%
A/L	1 9.1% 100.0%	2 18.2% 8.0%	3 27.3% 6.5%	2 18.2% 12.5%	1 9.1% 6.3%	1 9.1% 6.7%			1 9.1% 14.3%	11 100.0% 8.5%
No schooling literate			2 66.7% 4.3%	1 33.3% 6.3%						3 100.0% 2.3%
University		2 25.0% 8.0%	1 12.5% 2.2%	1 12.5% 6.3%	2 25.0% 12.5%			1 12.5% 50.0%	1 12.5% 14.3%	8 100.0% 6.2%
Total	1 0.8% 100.0%	25 19.4% 100.0%	46 35.7% 100.0%	16 12.4% 100.0%	16 12.4% 100.0%	15 11.6% 100.0%	1 0.8% 100.0%	2 1.6% 100.0%	7 5.4% 100.0%	129 100.0% 100.0%

Table 16
Educational Status: What was/is your Expectation regarding your Child's Livelihood? – Cross Tabulation

Educational Status	What was/is your expectation regarding your child's livelihood?													Total
	Executive, Managerial and Administrative	Professionals (A)	Professionals (B)	Technicians and Associate Professionals	Clerks	Travel, Restaurant and Sales Workers	Security Service Workers	Agricultural and Fisheries Workers	Craft and Related Workers (Skilled Workers)	Plant and Machine Operators and Assemblers	Elementary Occupations (Unskilled Labourers)	Self-employment	Foreign Employment	
Primary	5 2.1% 12.8%	28 11.7% 21.5%	62 25.8% 42.5%	1 0.4% 5.9%	9 3.8% 20.0%	7 2.9% 43.8%	2 0.8% 33.3%	7 2.9% 38.9%	14 5.8% 45.2%	3 1.3% 23.1%	61 25.4% 56.0%	40 16.7% 69.0%	1 0.4% 33.3%	240 100.0% 38.0%
Post-primary	15 5.8% 38.5%	62 23.8% 47.7%	60 23.1% 41.1%	13 5.0% 76.5%	28 10.8% 62.2%	7 2.7% 43.8%	2 0.8% 33.3%	6 2.3% 33.3%	14 5.4% 45.2%	7 2.7% 53.8%	31 11.9% 28.4%	14 5.4% 24.1%	1 0.4% 33.3%	260 100.0% 41.2%
O/L	6 9.2% 15.4%	27 41.5% 20.8%	9 13.8% 6.2%	2 3.1% 11.8%	4 6.2% 8.9%		1 1.5% 16.7%		2 3.1% 6.5%	3 4.6% 23.1%	10 15.4% 9.2%	1 1.5% 1.7%		65 100.0% 10.3%
A/L	6 25.0% 15.4%	7 29.2% 5.4%	5 20.8% 3.4%		3 12.5% 6.7%	1 4.2% 6.3%						2 8.3% 3.4%		24 100.0% 3.8%
No schooling literate		2 8.0% 1.5%	7 28.0% 4.8%		1 4.0% 2.2%		1 4.0% 16.7%	4 16.0% 22.2%	1 4.0% 3.2%		7 28.0% 6.4%	1 4.0% 1.7%	1 4.0% 33.3%	25 100.0% 4.0%
University	7 41.2% 17.9%	4 23.5% 3.1%	3 17.6% 2.1%	1 5.9% 5.9%		1 5.9% 6.3%		1 5.9% 5.6%						17 100.0% 2.7%
Total	39 6.2% 100.0%	130 20.6% 100.0%	146 23.1% 100.0%	17 2.7% 100.0%	45 7.1% 100.0%	16 2.5% 100.0%	6 1.0% 100.0%	18 2.9% 100.0%	31 4.9% 100.0%	13 2.1% 100.0%	109 17.3% 100.0%	58 9.2% 100.0%	3 0.5% 100.0%	631 100.0% 100.0%

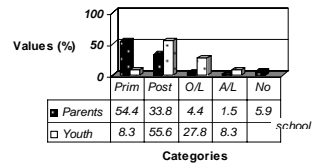
Annex 2 Graph Sheets

Graph Sheet 1

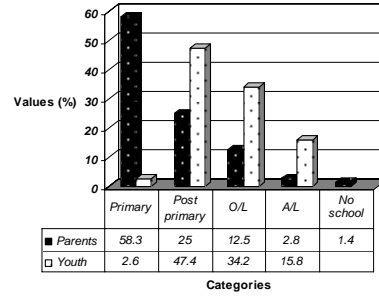


Graph sheet 1 continued

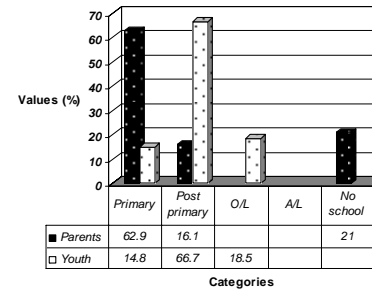
07 Educational status



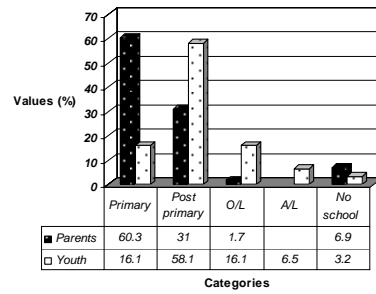
08 Educational status



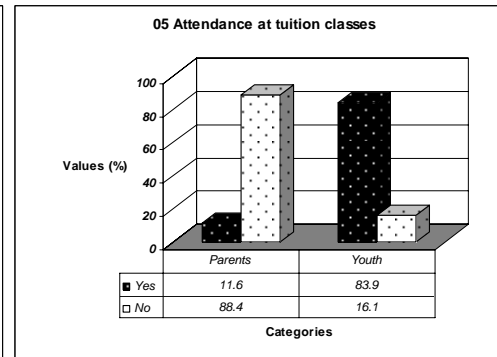
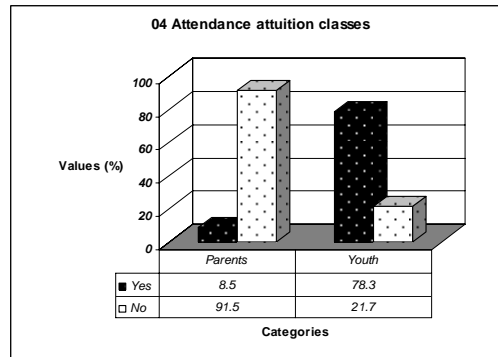
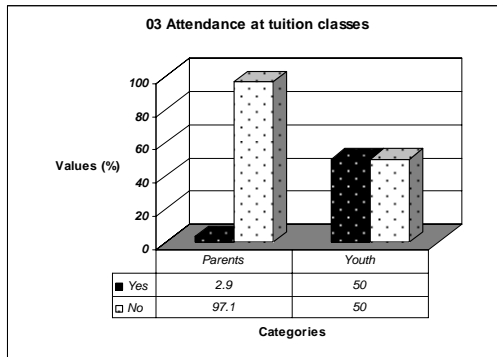
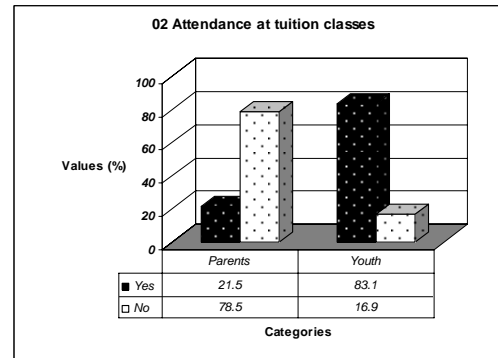
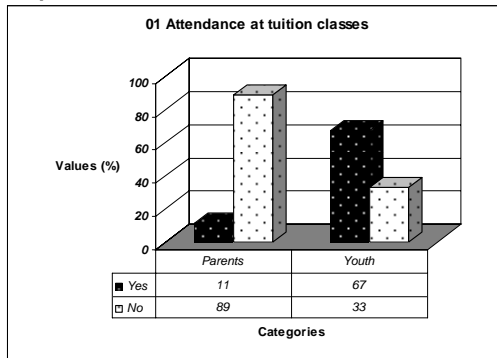
09 Educational status



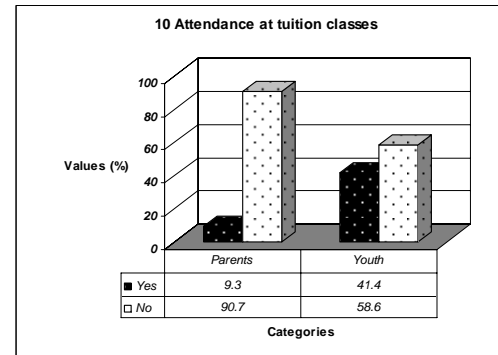
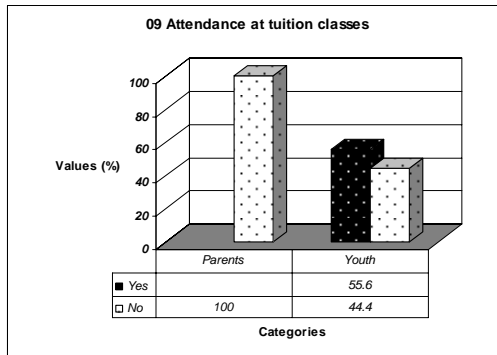
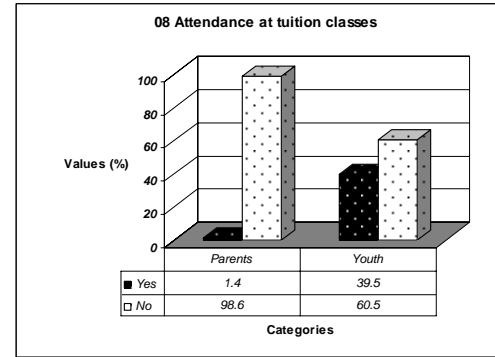
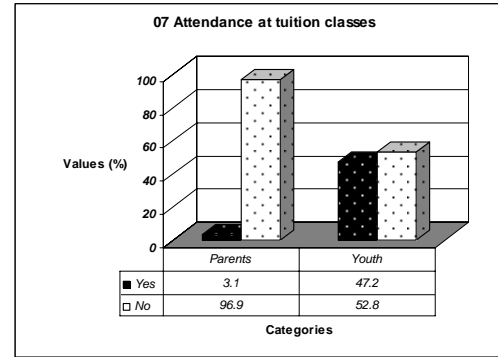
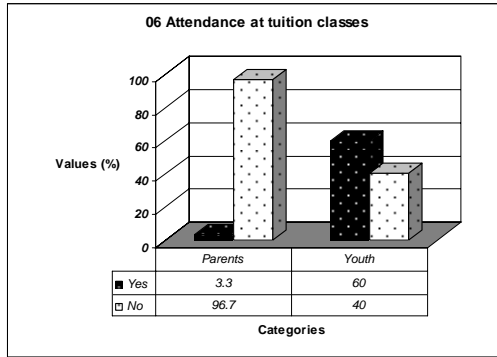
10 Educational status



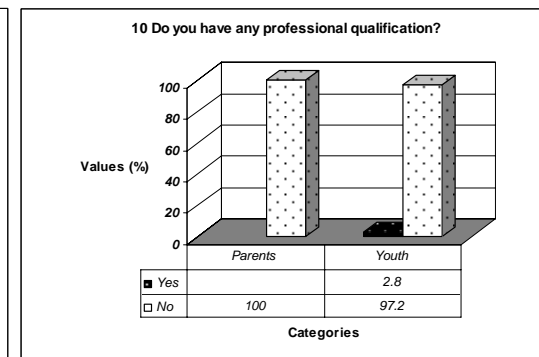
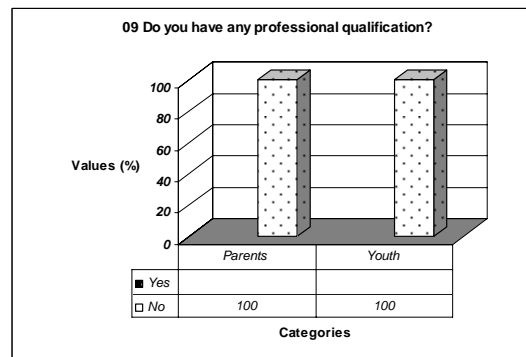
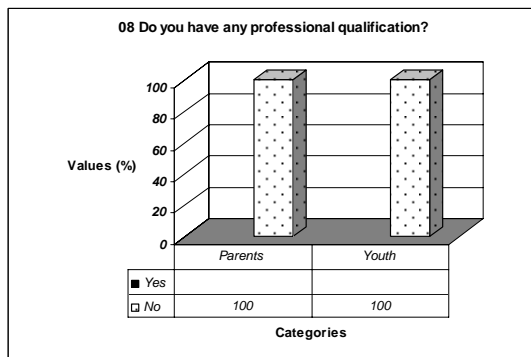
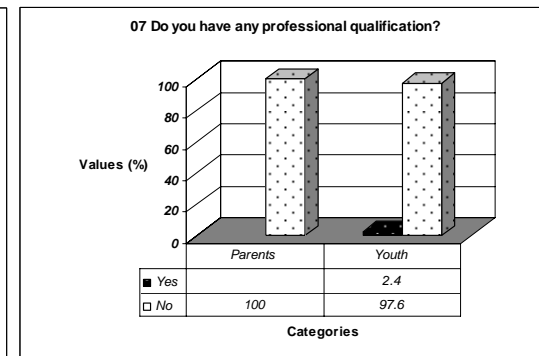
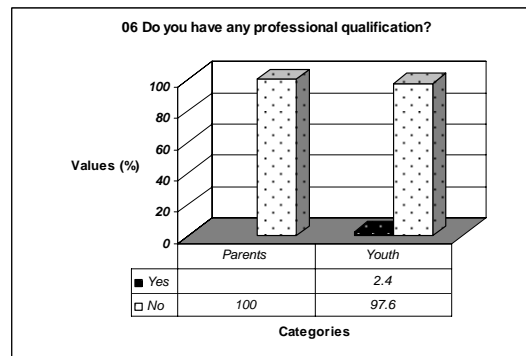
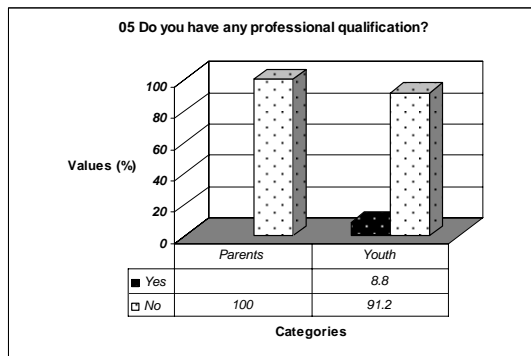
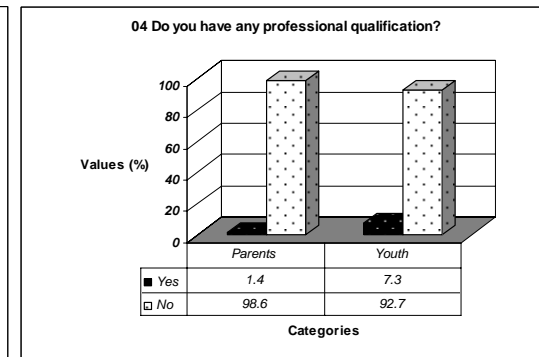
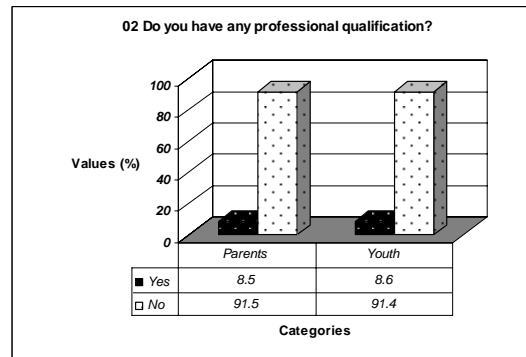
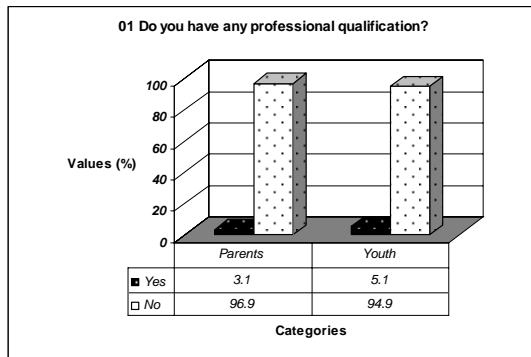
Graph Sheet 2



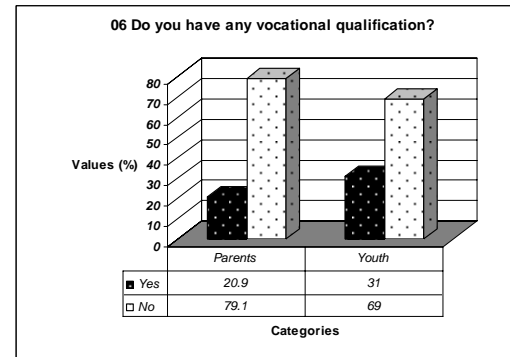
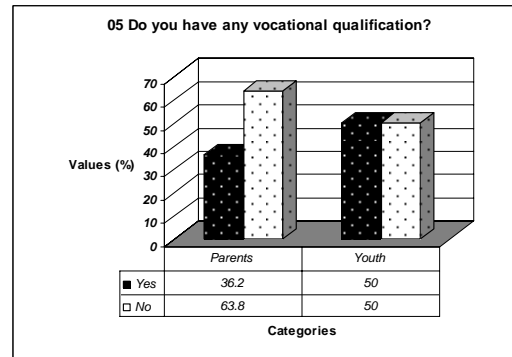
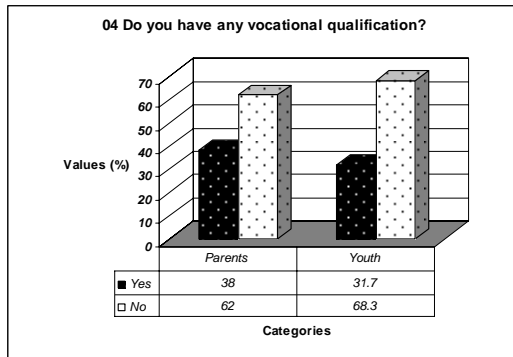
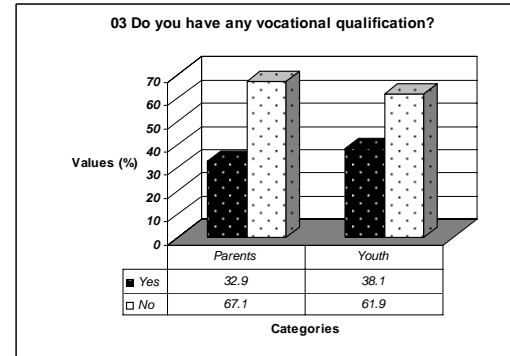
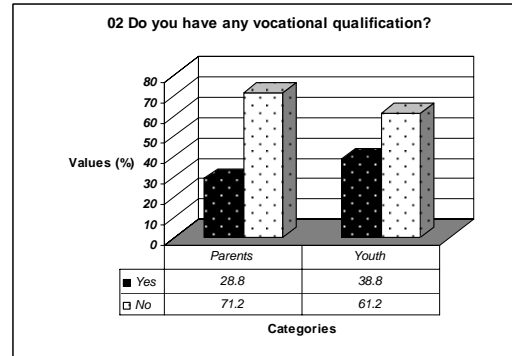
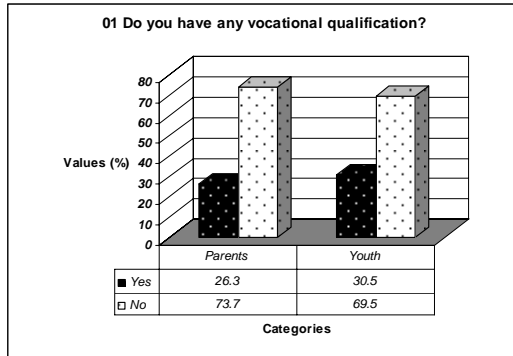
Graph sheet 2 continued



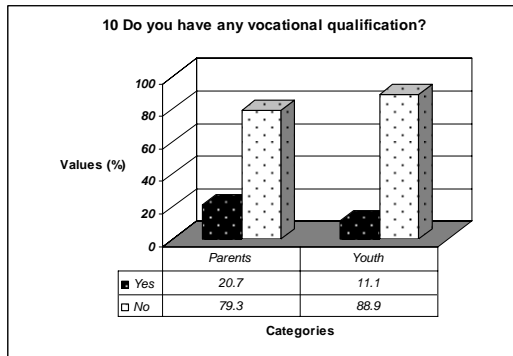
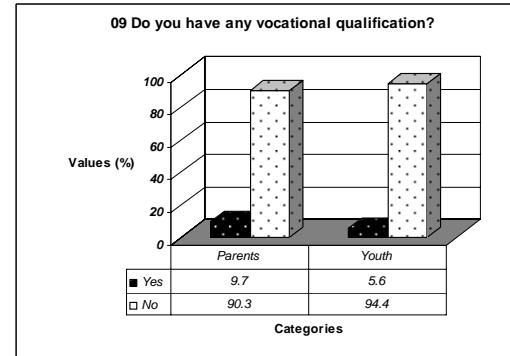
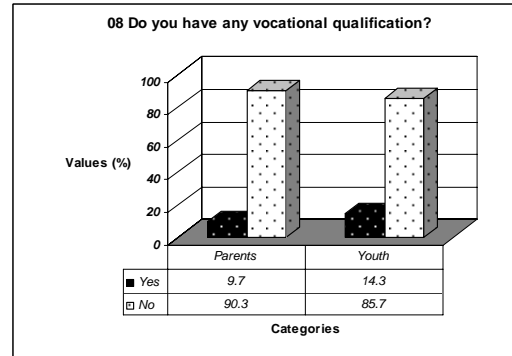
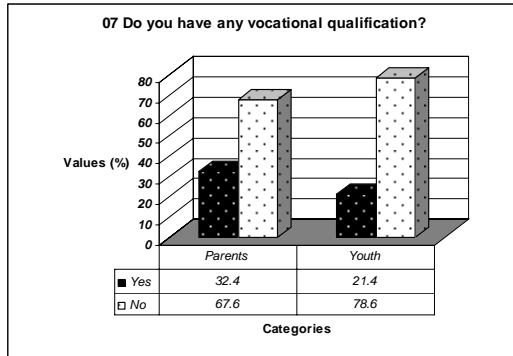
Graph Sheet 3



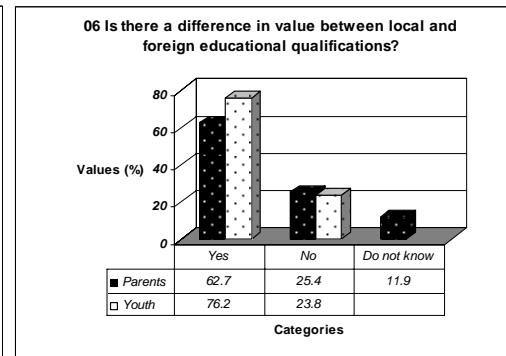
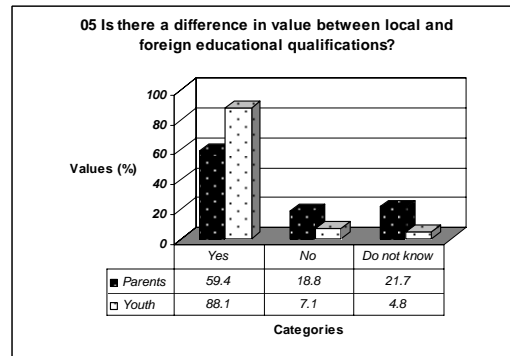
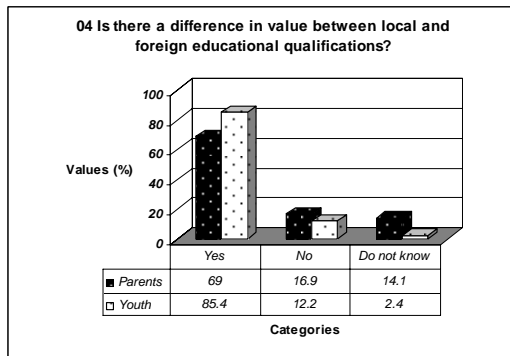
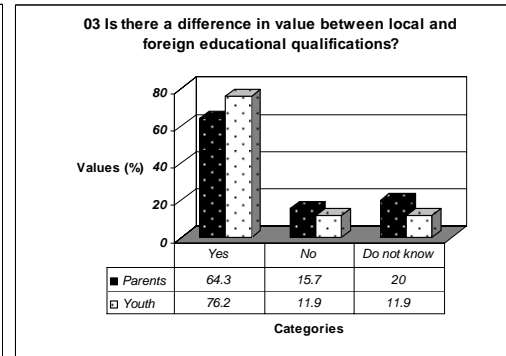
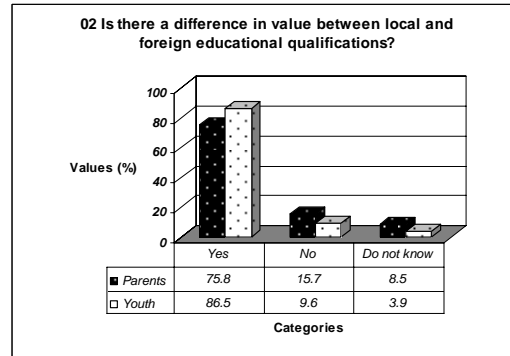
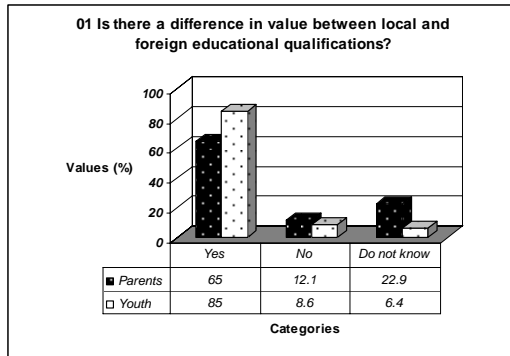
Graph Sheet 4



Graph Sheet 4 Continued

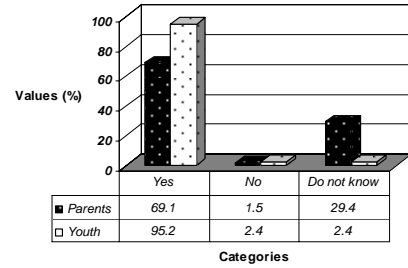


Graph sheet 5

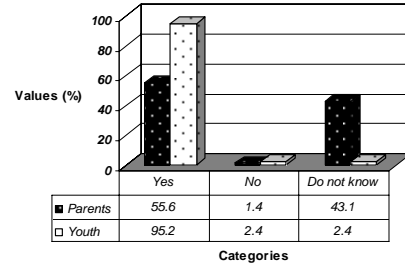


Graph Sheet 5 Continued

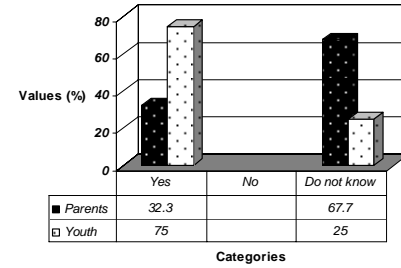
07 Is there a difference in value between local and foreign educational qualifications?



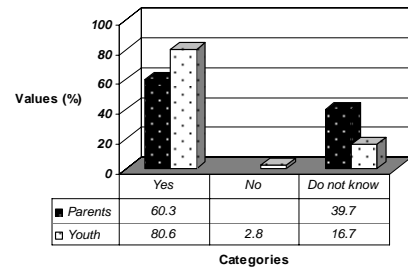
08 Is there a difference in value between local and foreign educational qualifications?



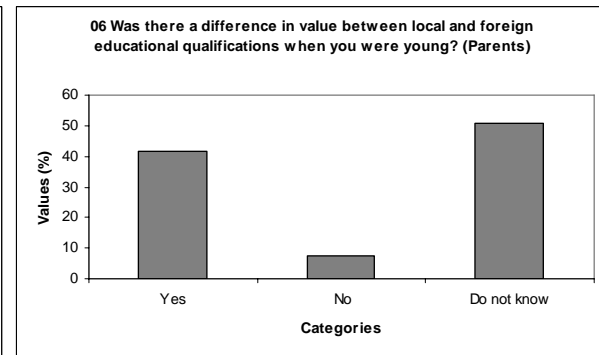
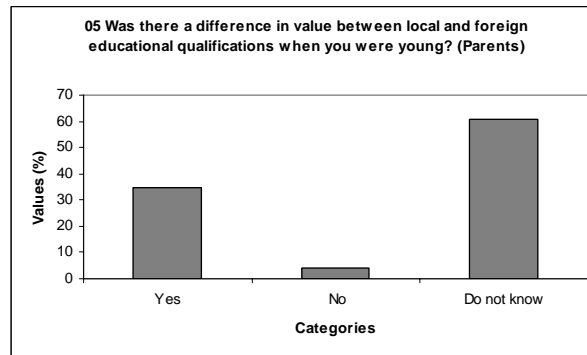
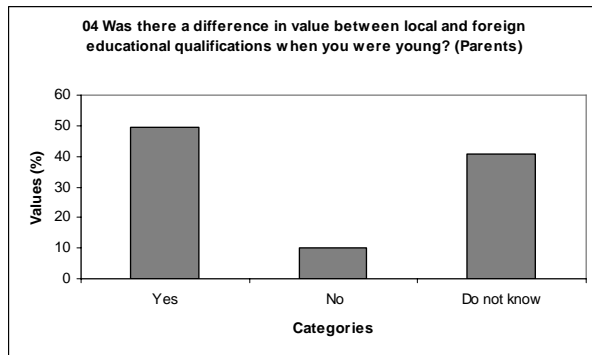
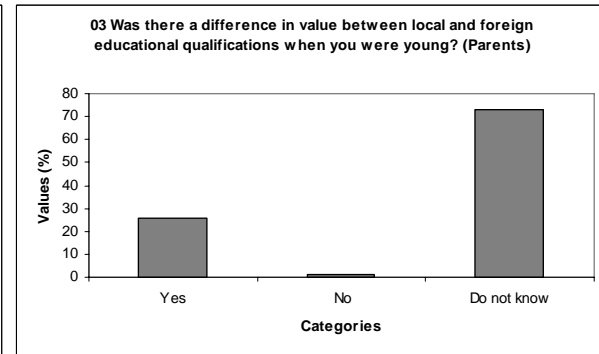
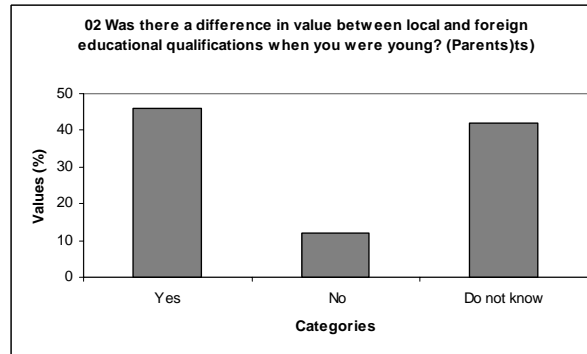
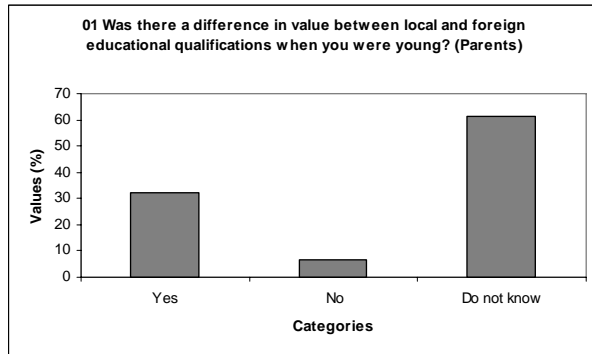
09 Is there a difference in value between local and foreign educational qualifications?



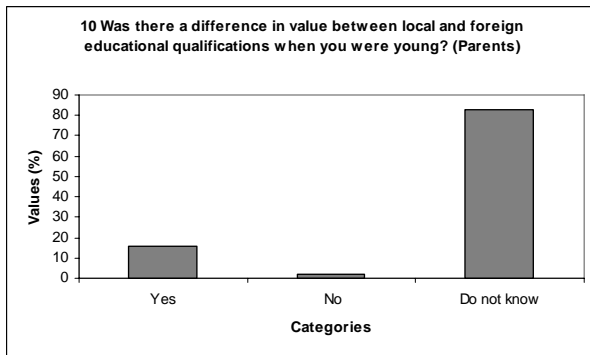
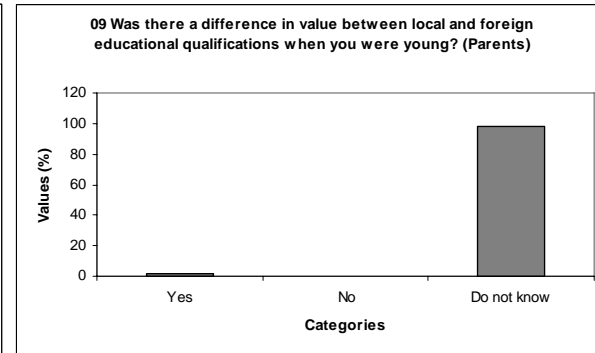
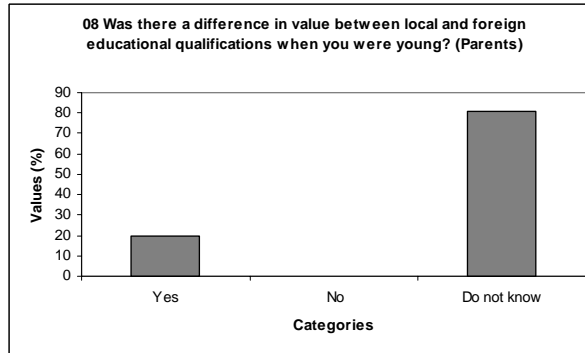
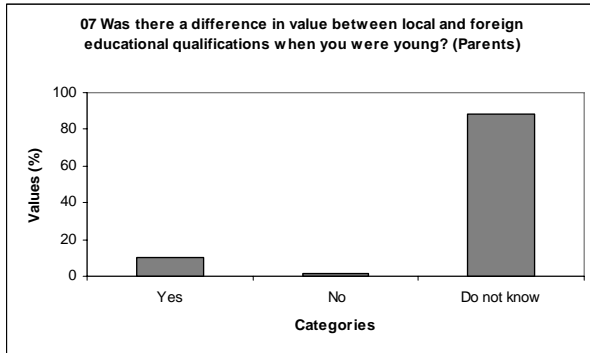
10 Is there a difference in value between local and foreign educational qualifications?



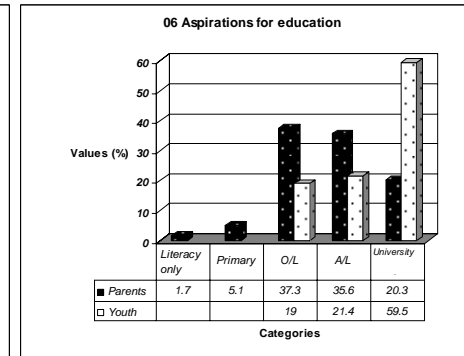
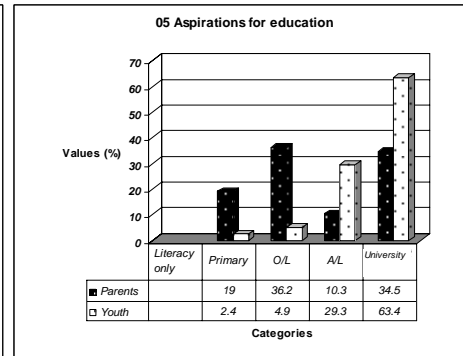
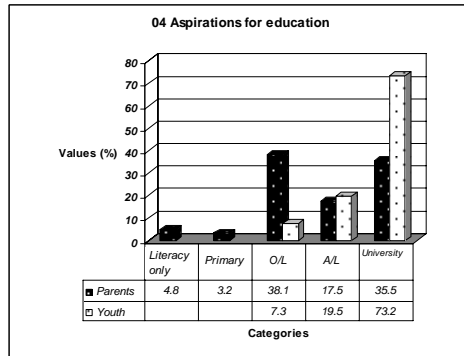
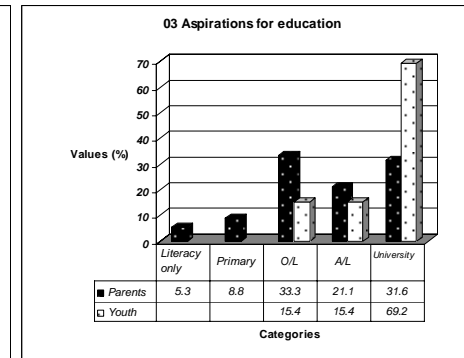
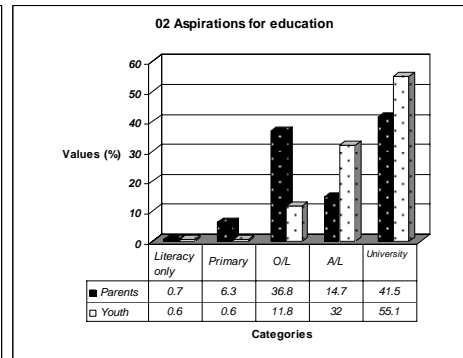
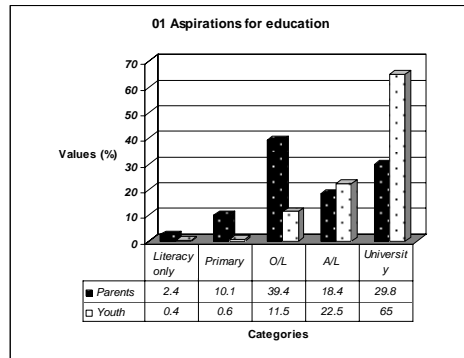
Graph Sheet 6



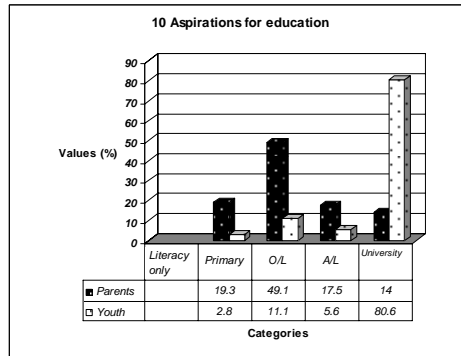
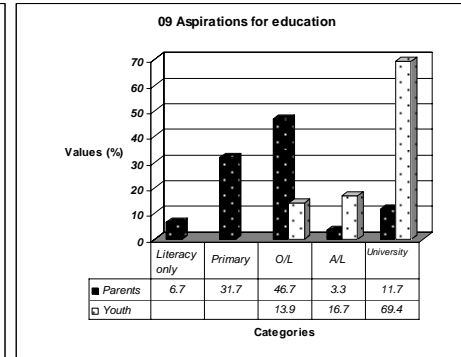
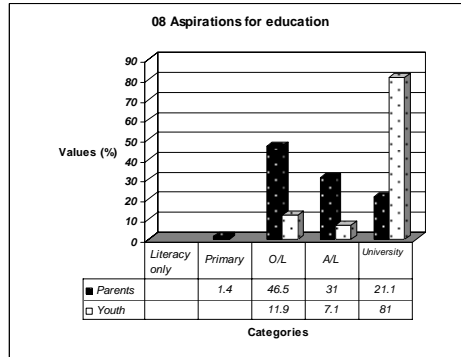
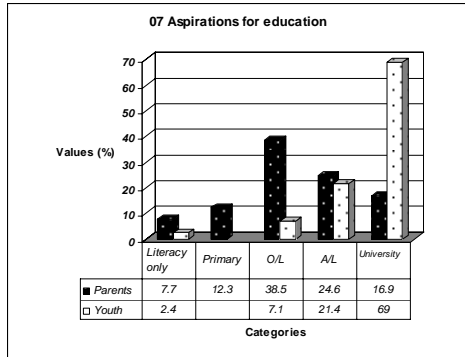
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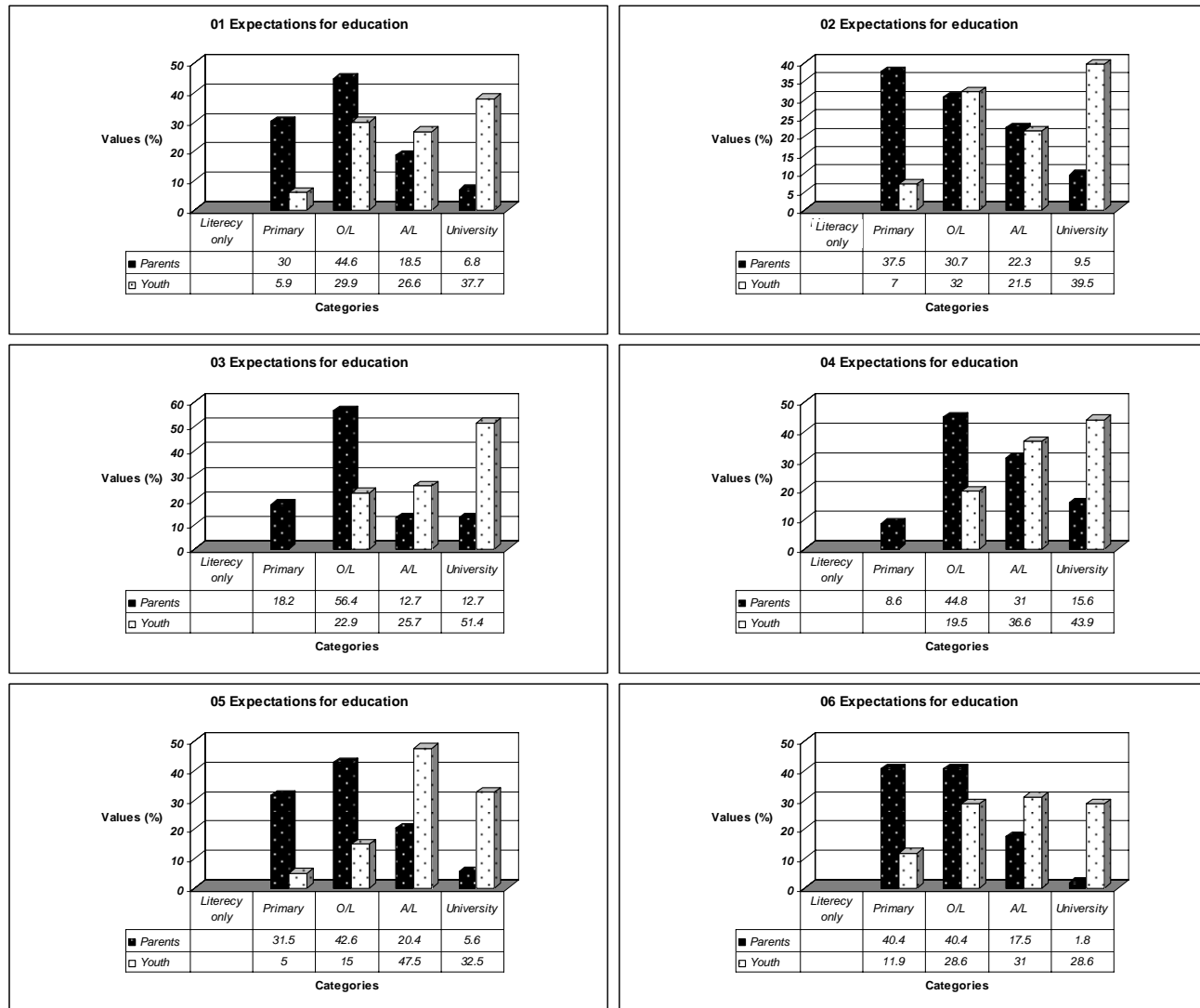
Graph Sheet 7



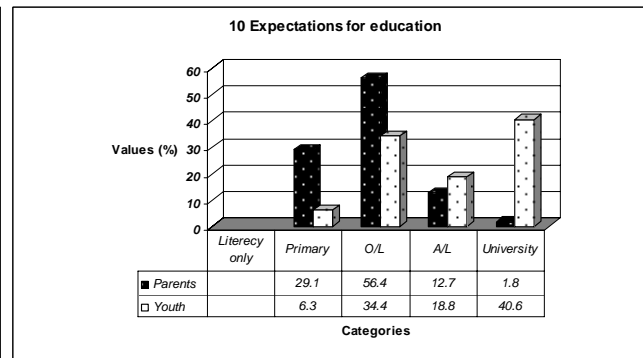
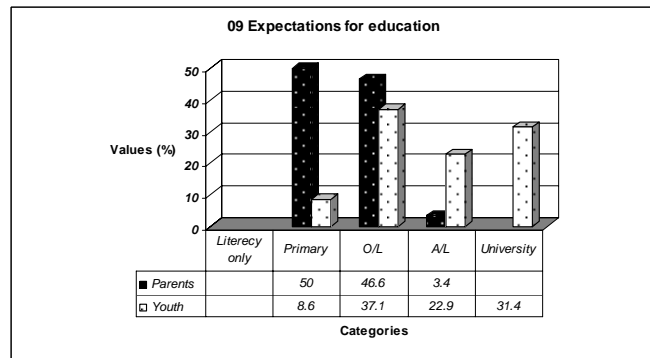
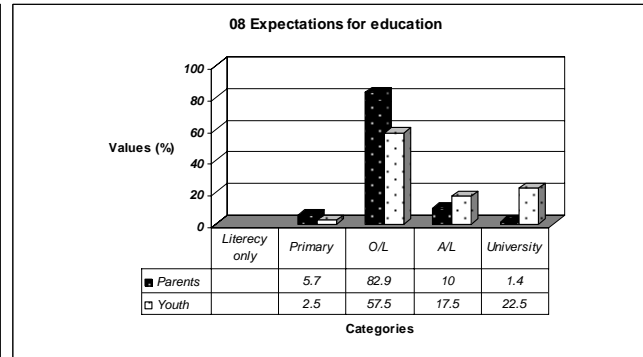
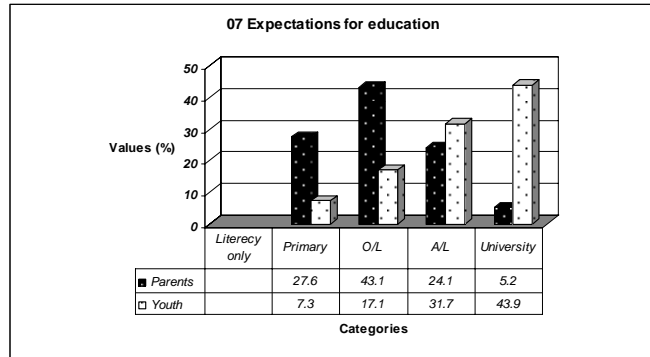
Graph sheet 7 continued



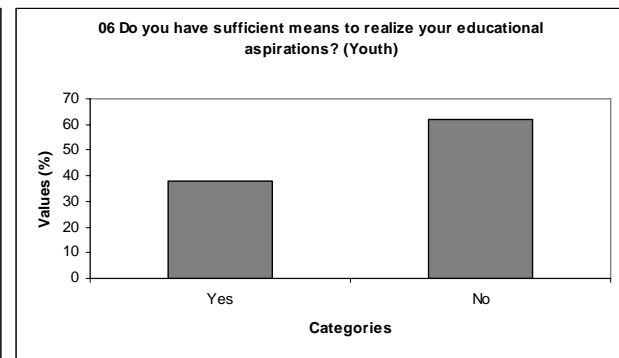
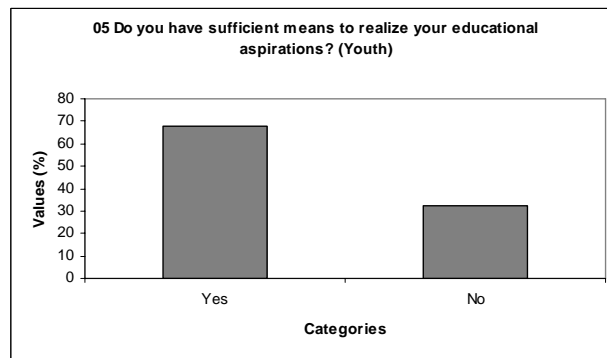
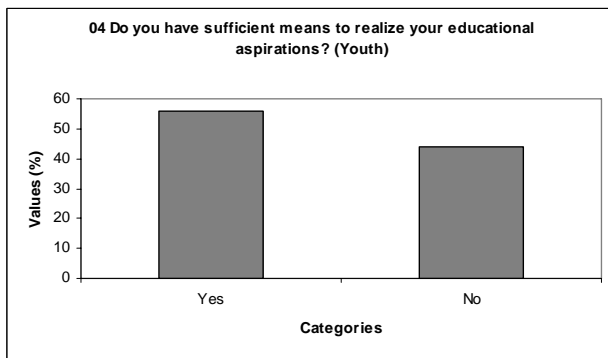
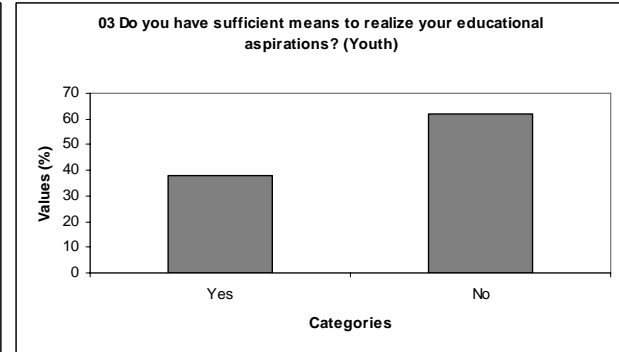
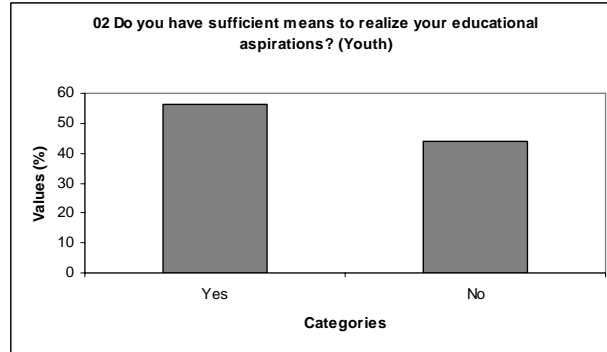
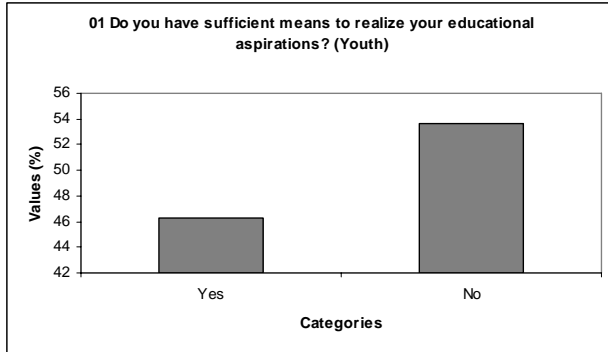
Graph Sheet 8



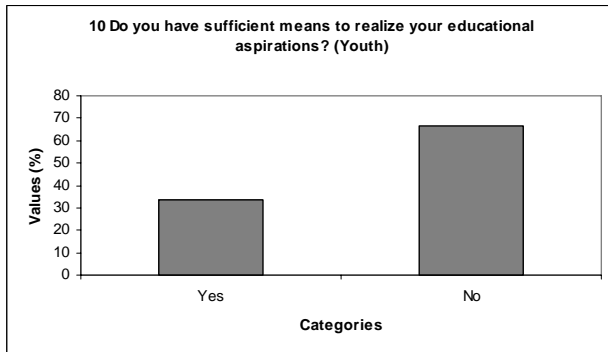
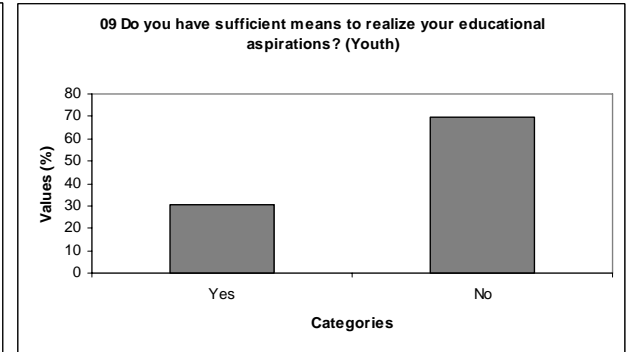
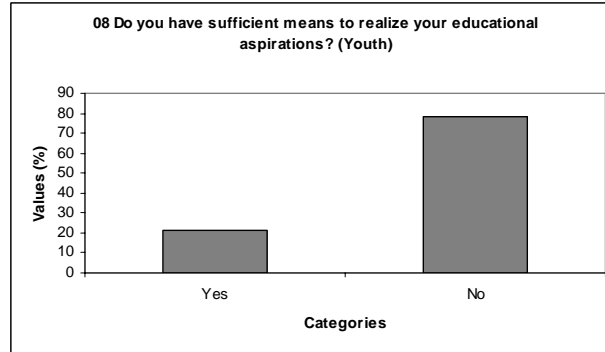
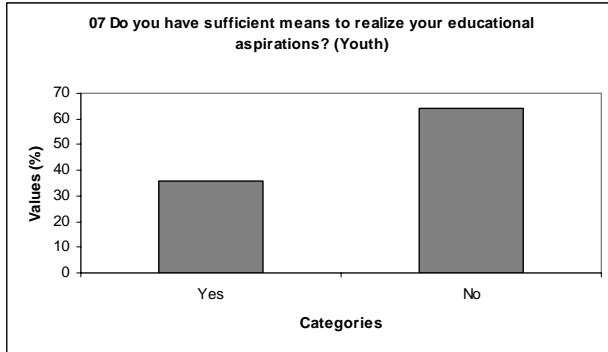
Graph sheet 8 continued



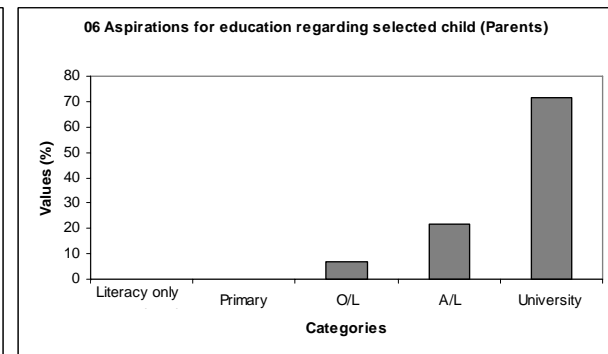
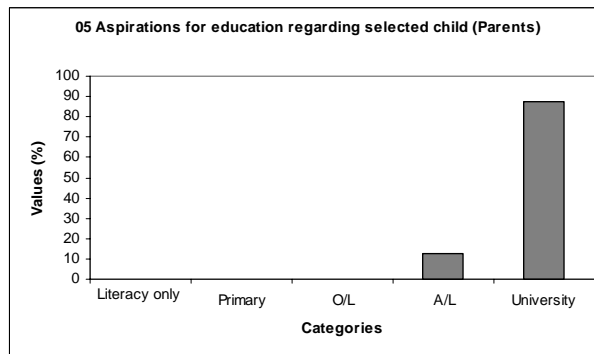
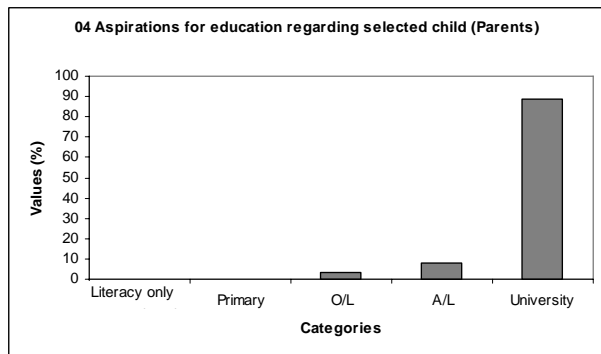
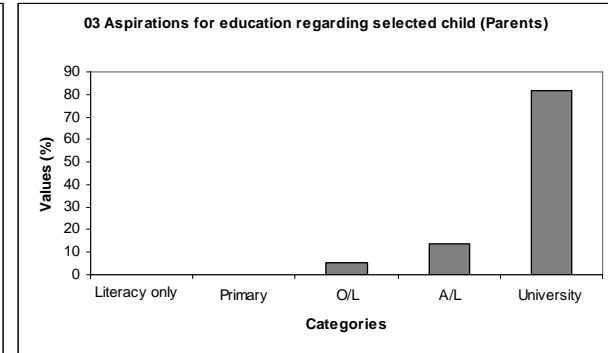
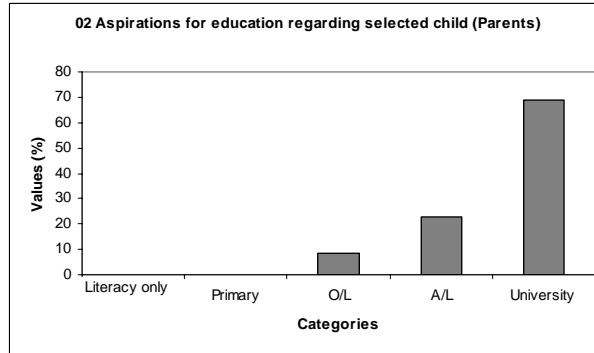
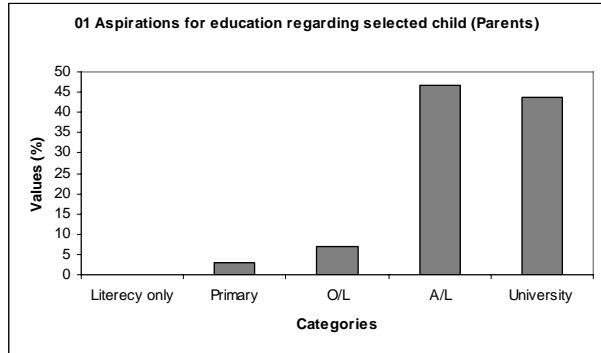
Graph Sheet 9



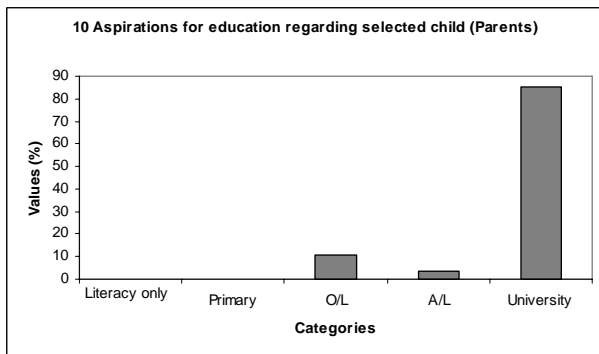
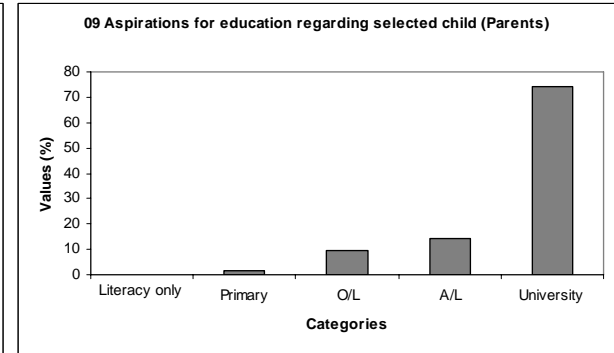
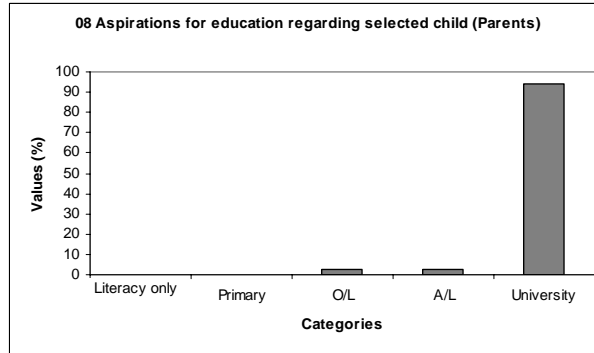
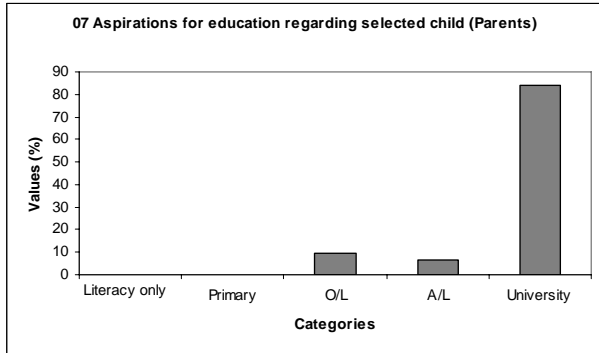
Graph sheet 9 continued



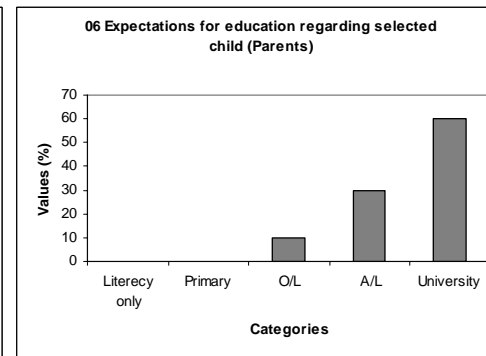
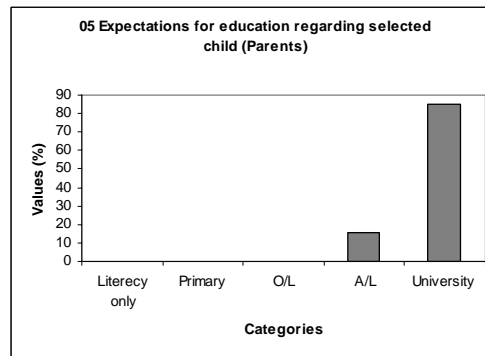
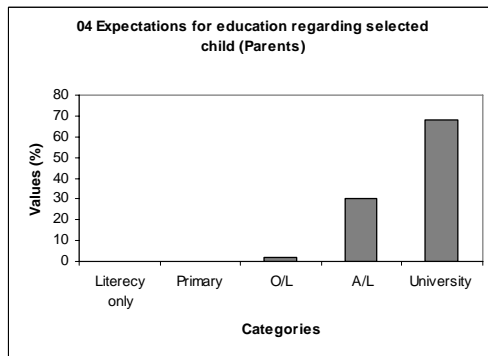
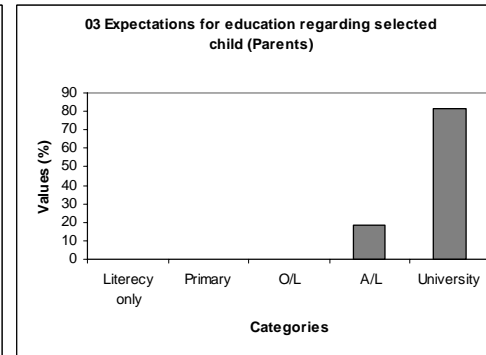
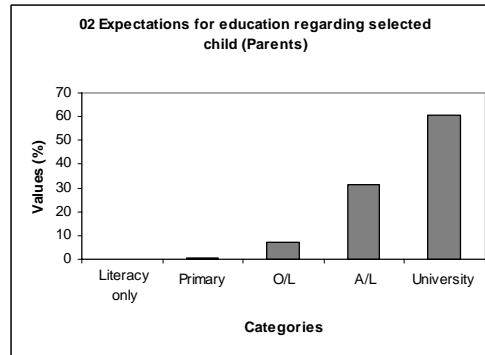
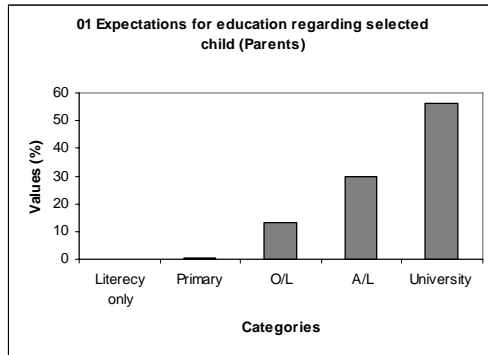
Graph Sheet 10



Graph Sheet 10 continued

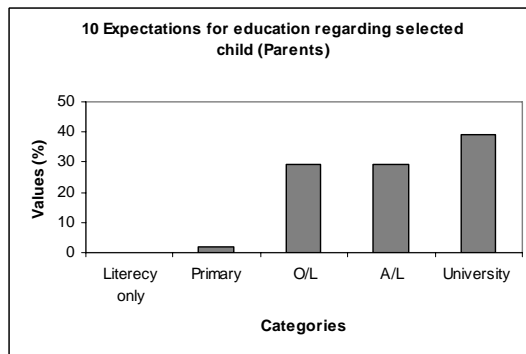
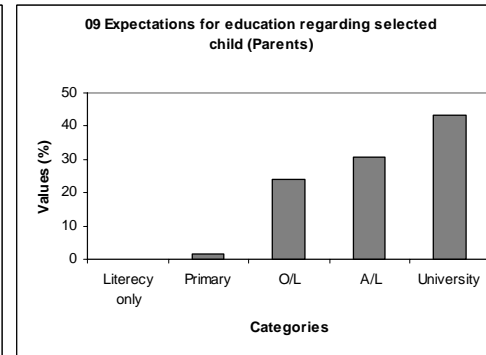
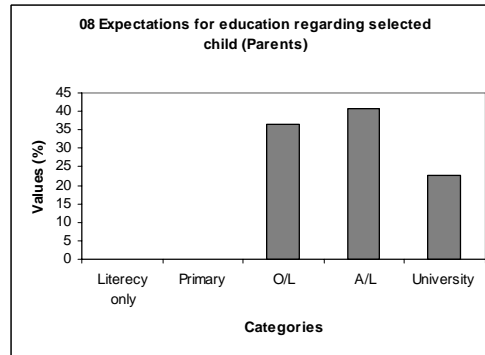
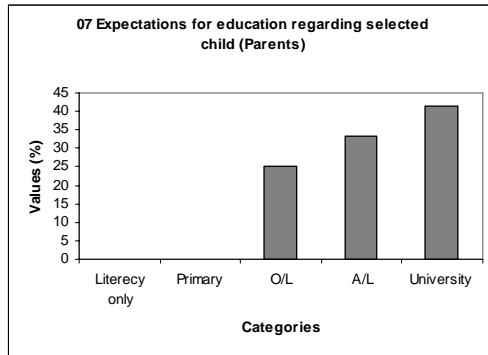


Graph Sheet 11

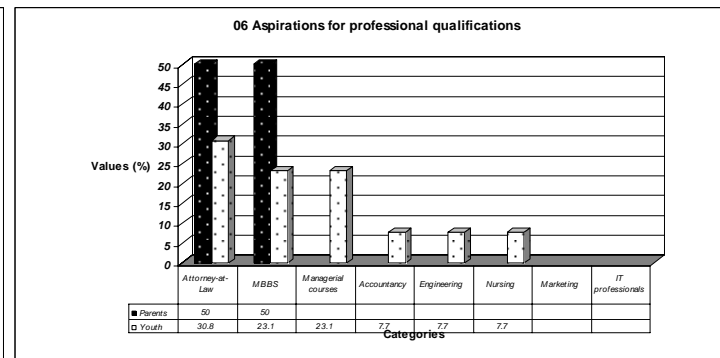
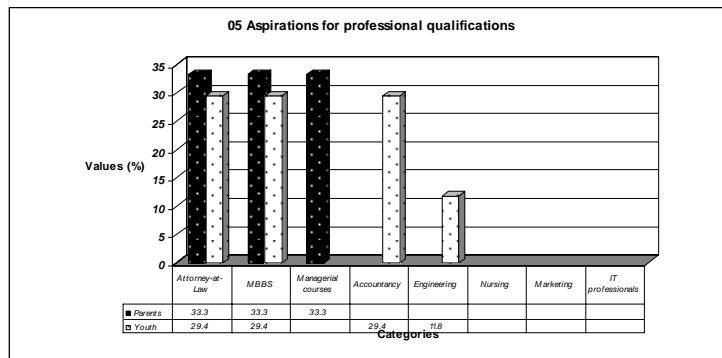
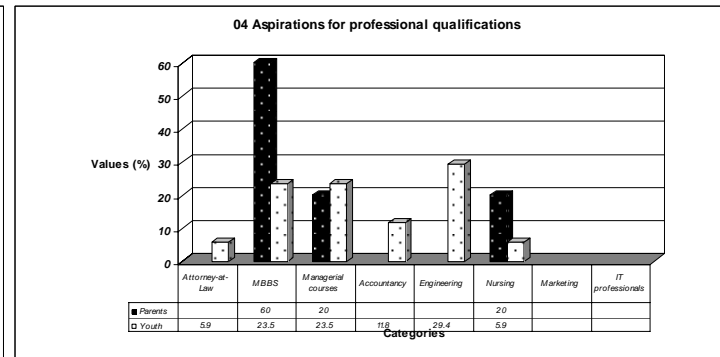
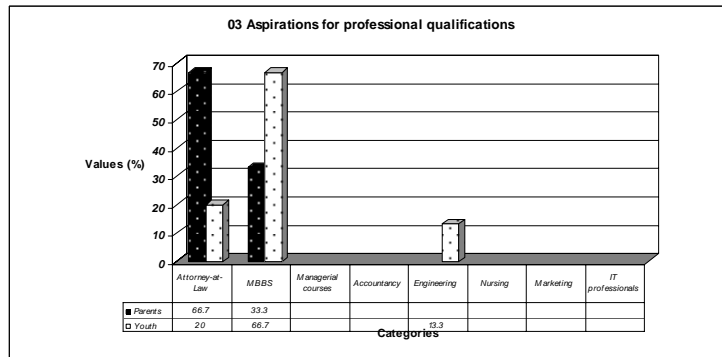
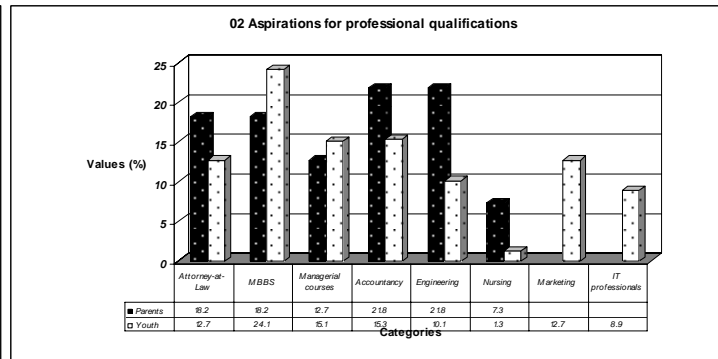
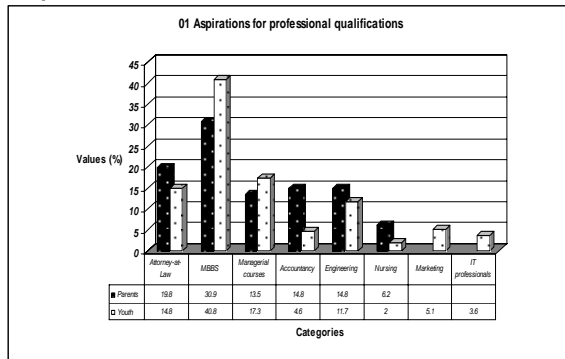


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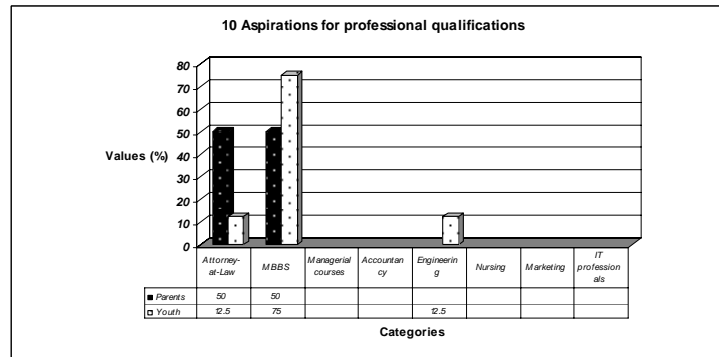
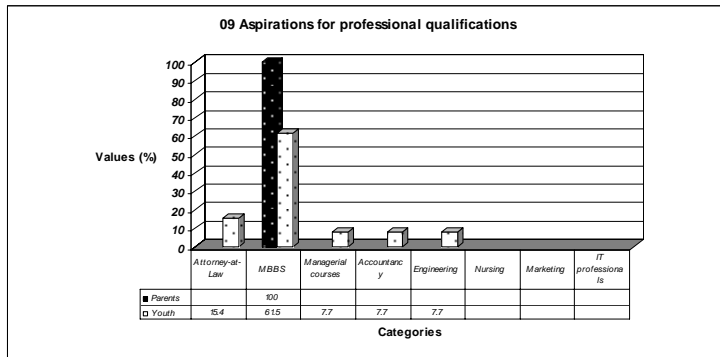
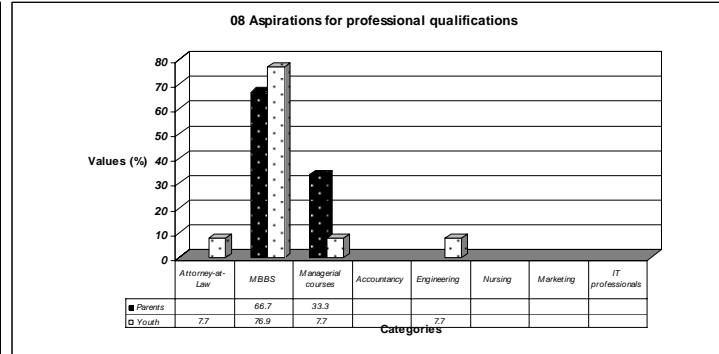
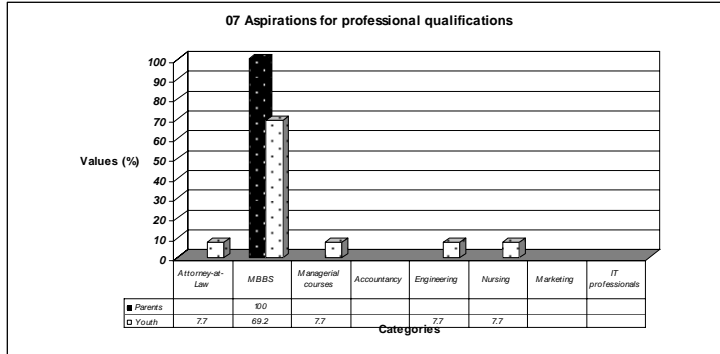
Graph Sheet 11



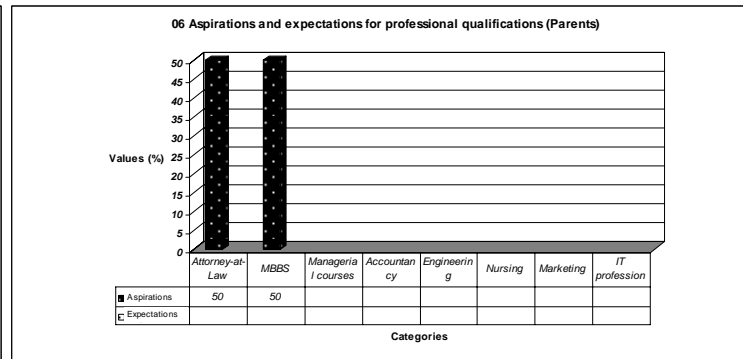
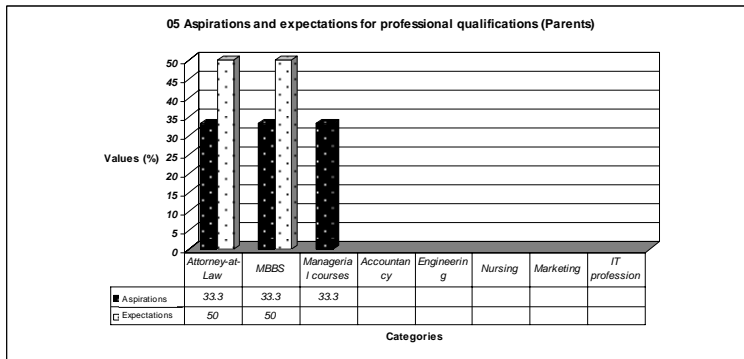
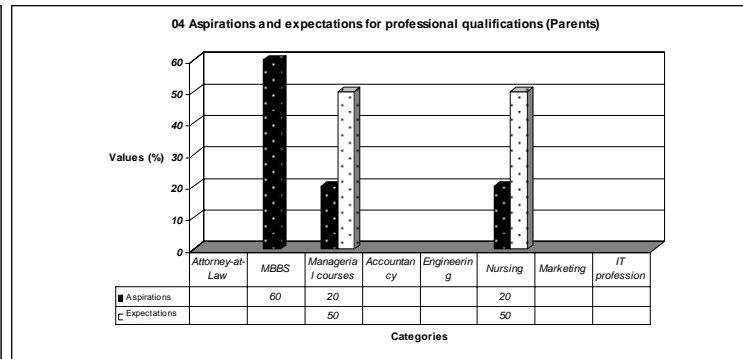
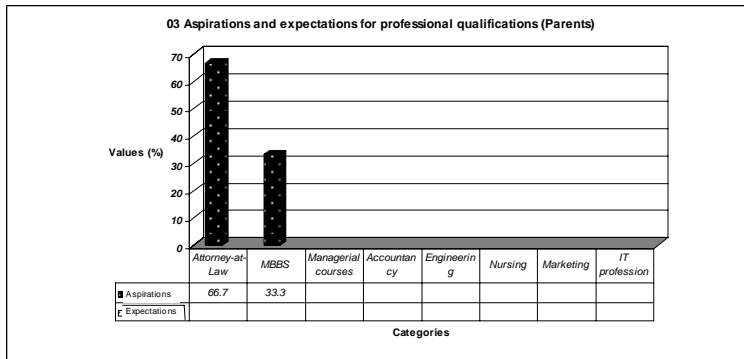
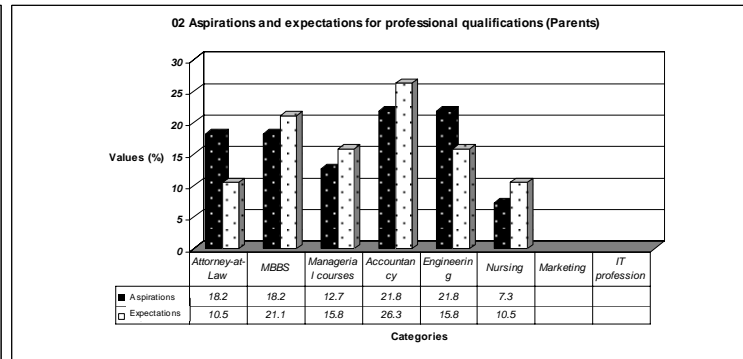
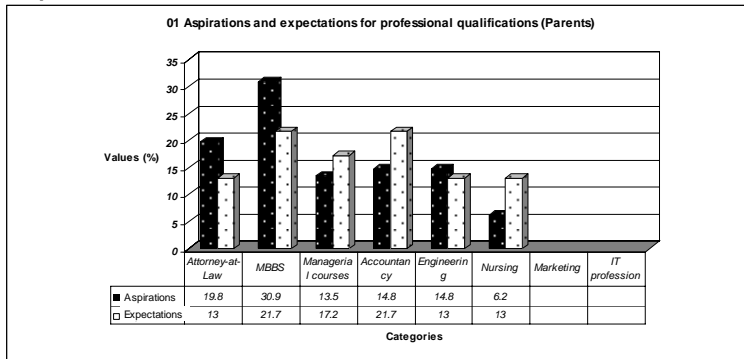
Graph Sheet 12



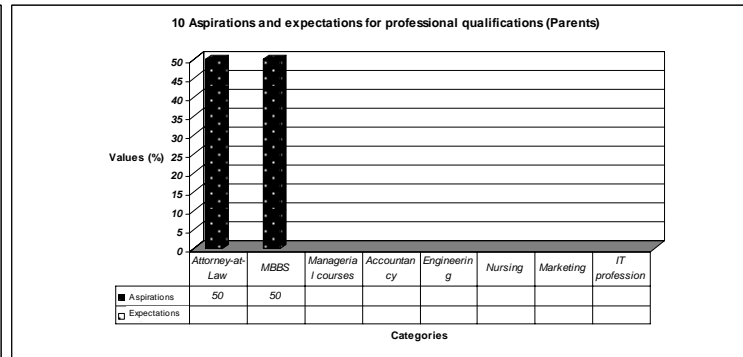
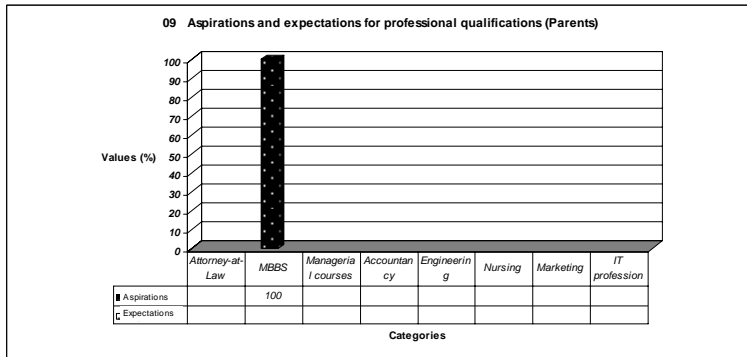
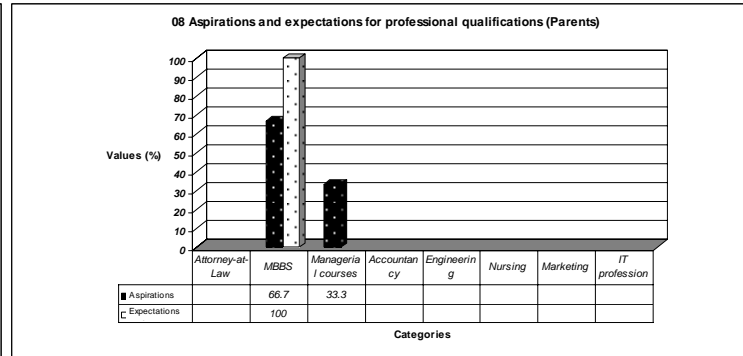
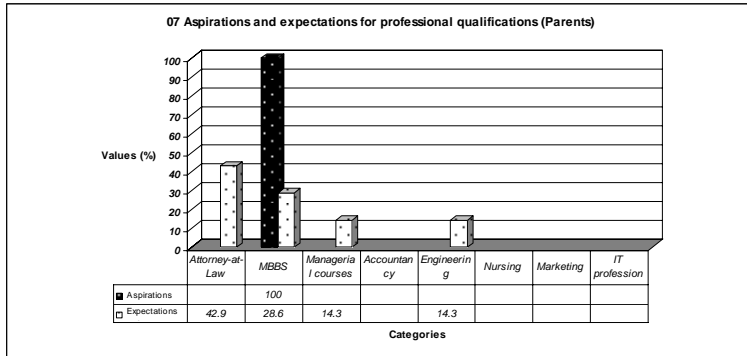
Graph sheet 12 continued



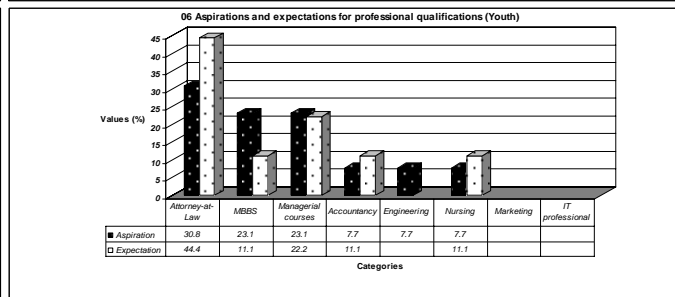
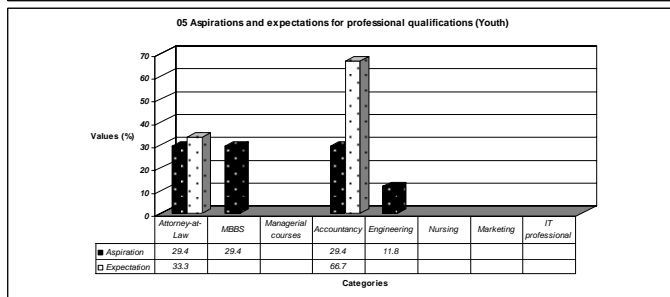
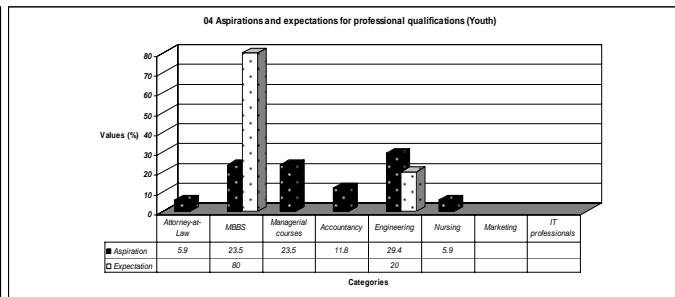
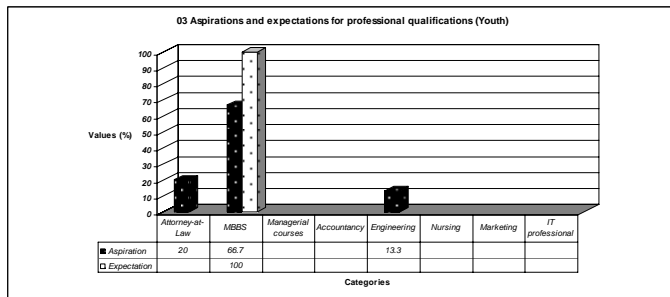
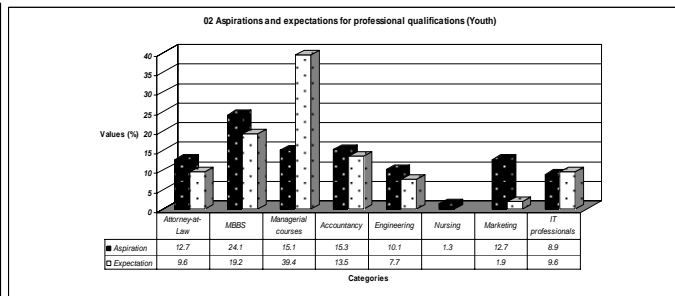
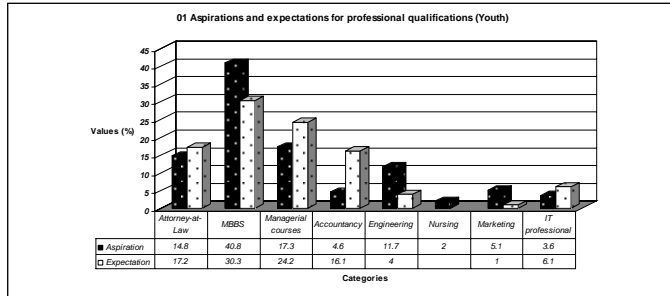
Graph Sheet 13



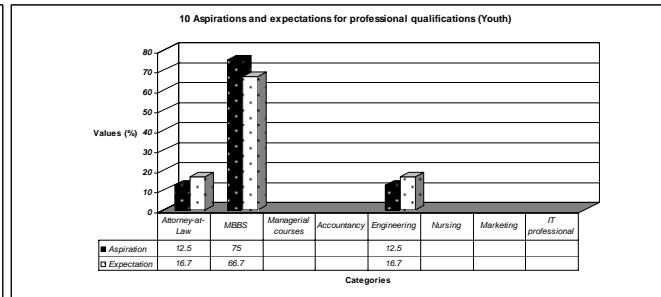
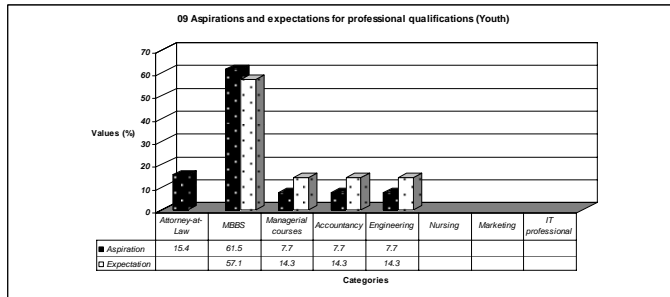
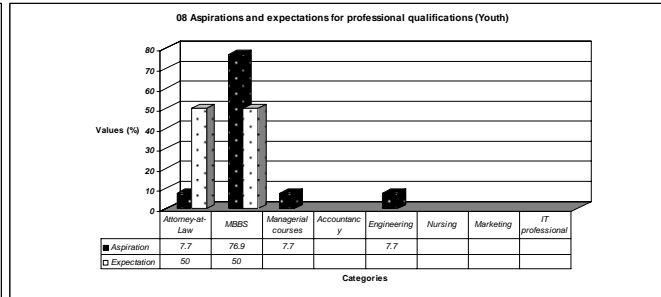
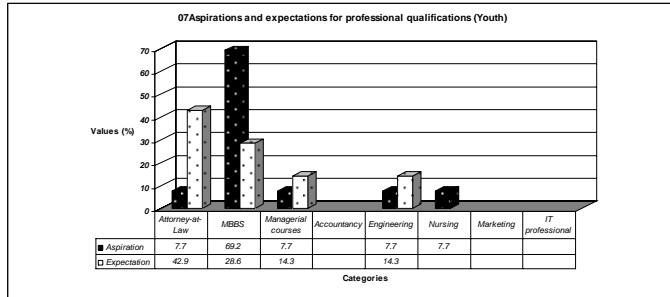
Graph Sheet 13 continued



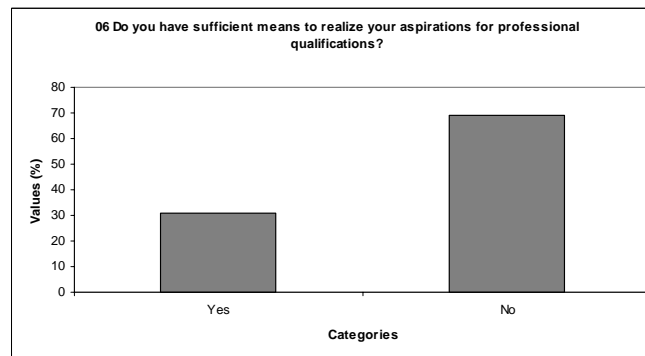
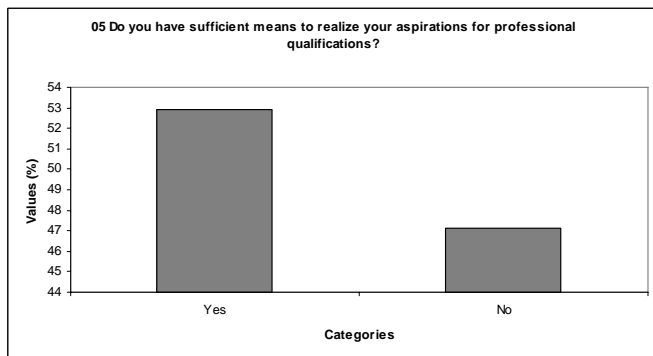
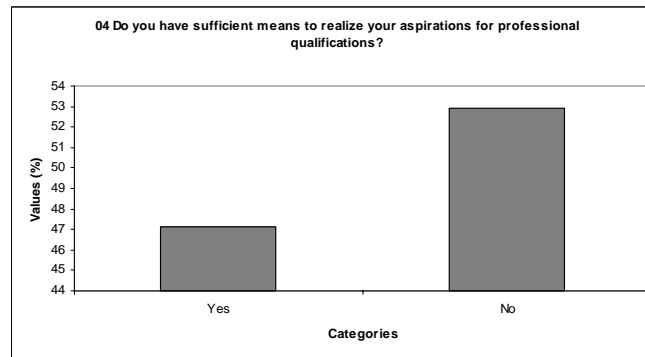
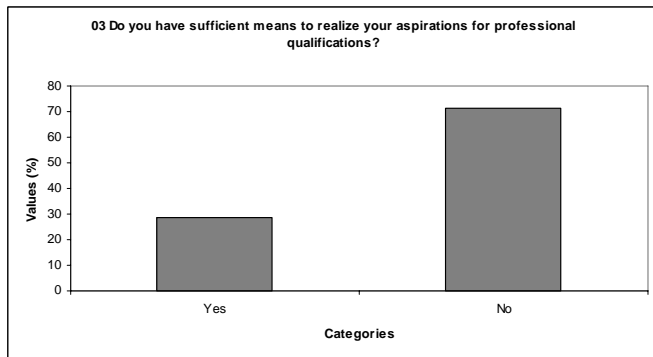
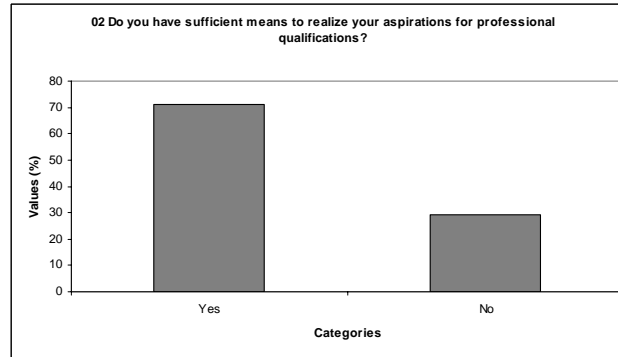
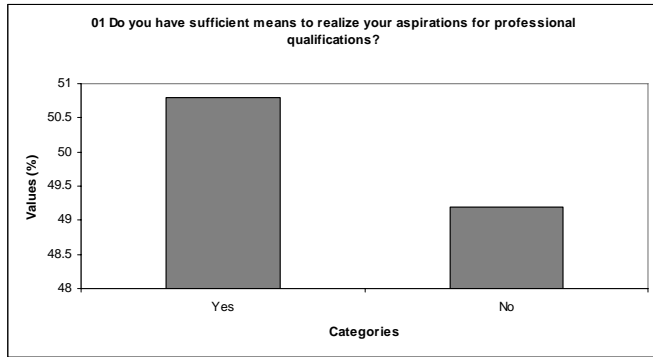
Graph Sheet 14



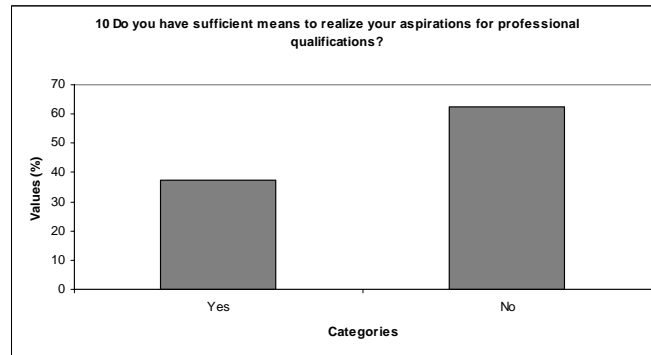
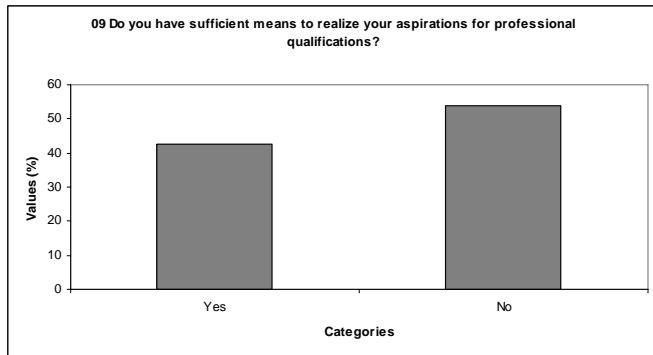
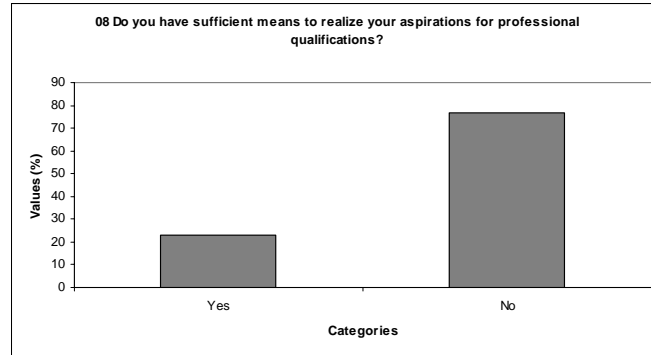
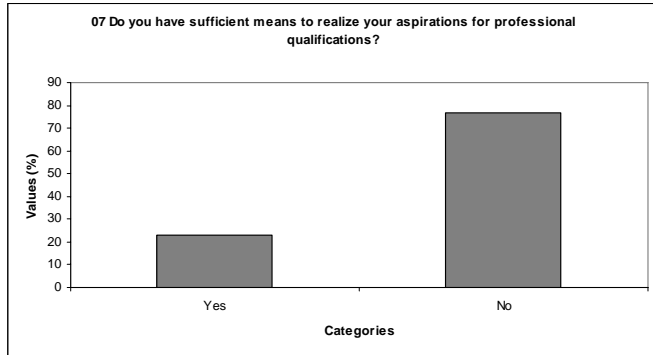
Graph Sheet 14
Continued



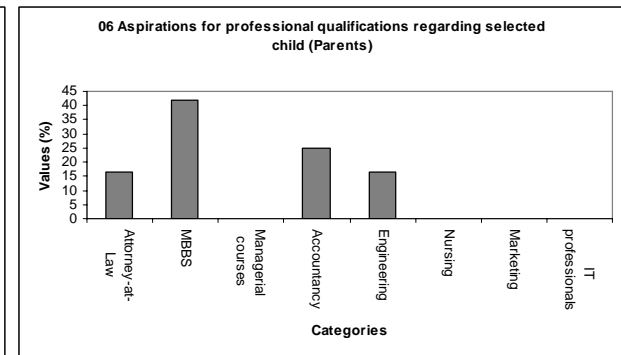
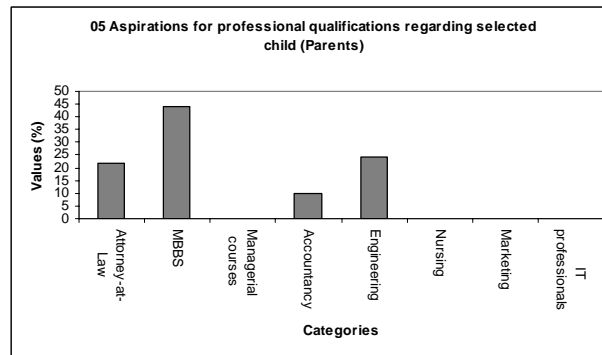
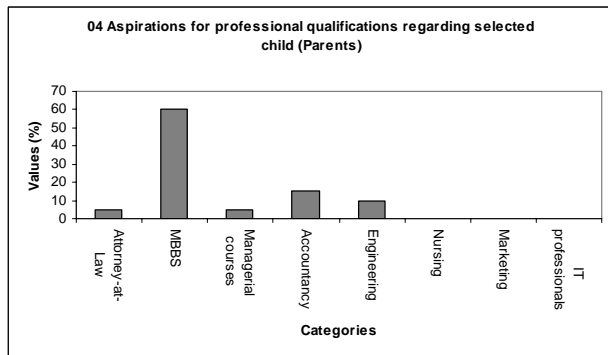
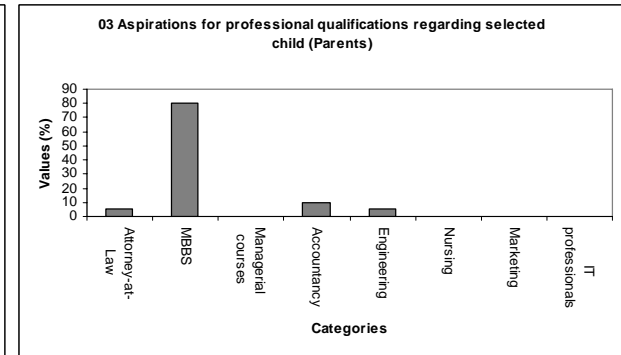
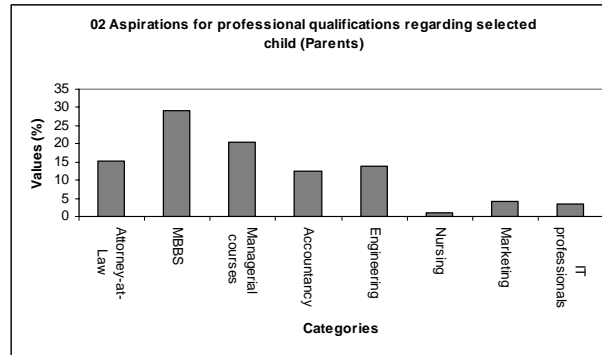
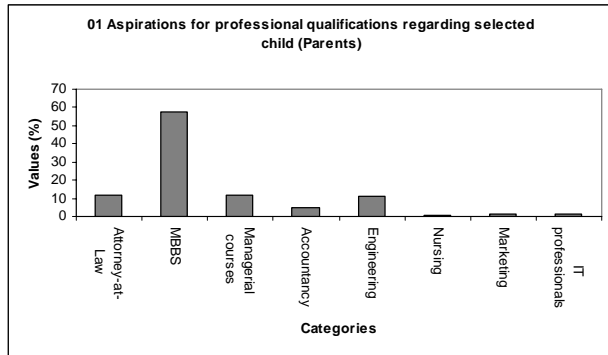
Graph Sheet 15



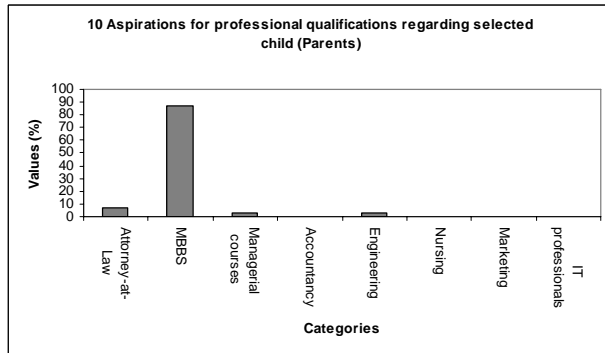
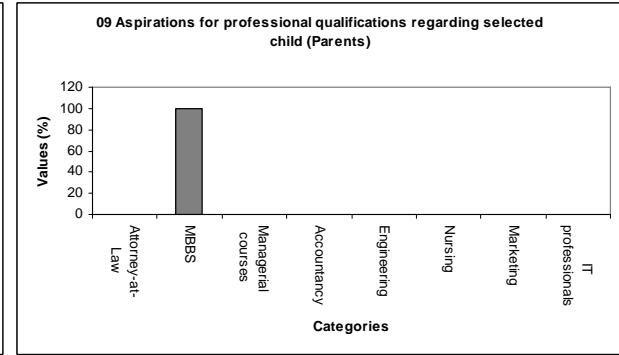
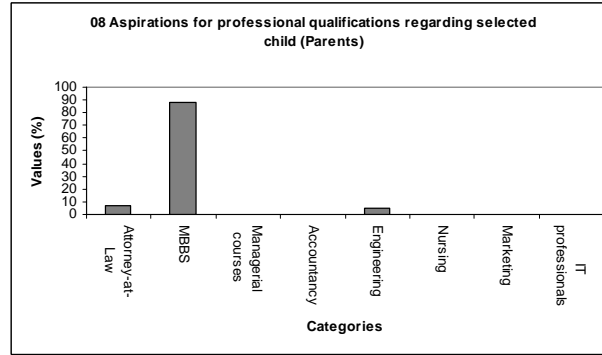
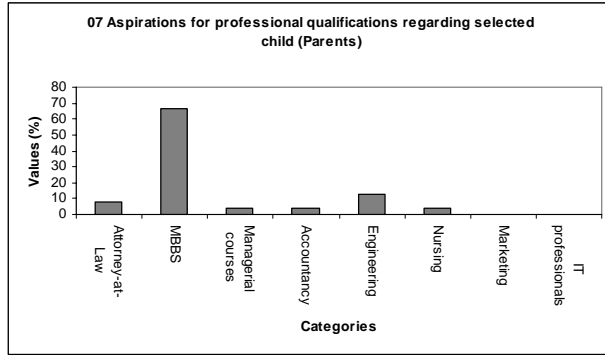
Graph Sheet 15 continued



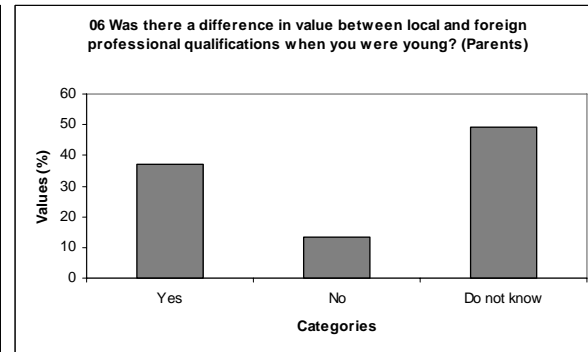
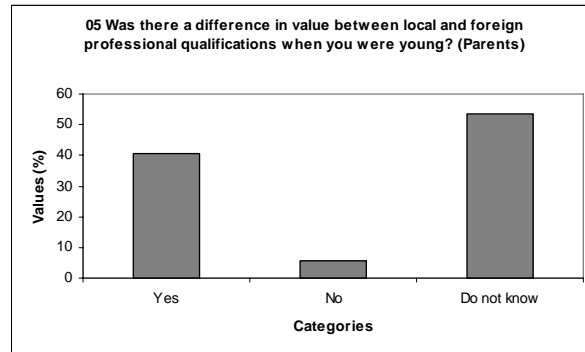
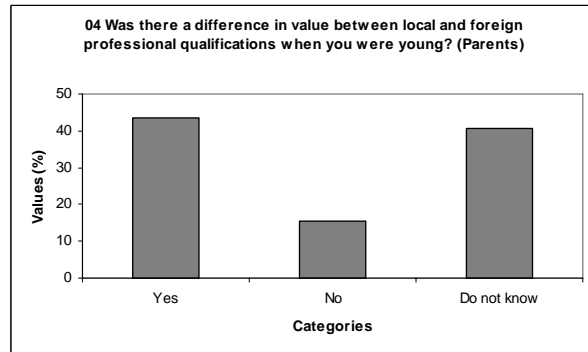
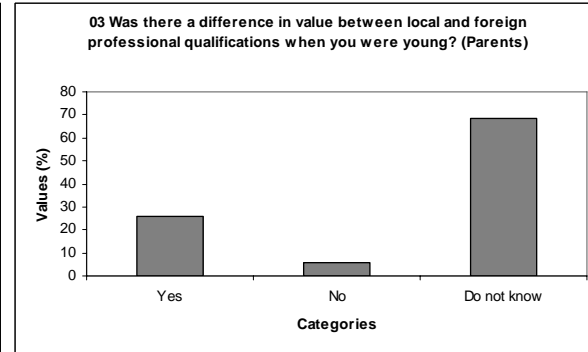
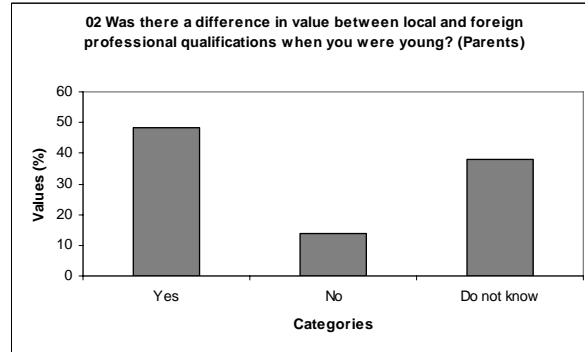
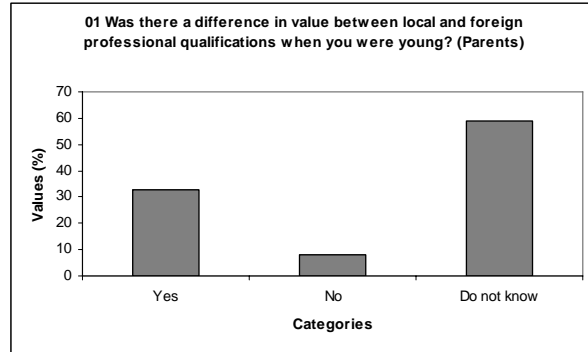
Graph Sheet 16



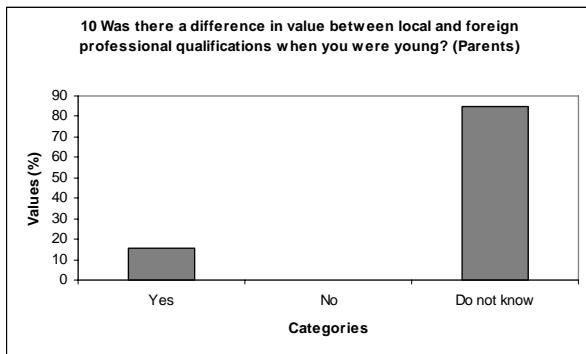
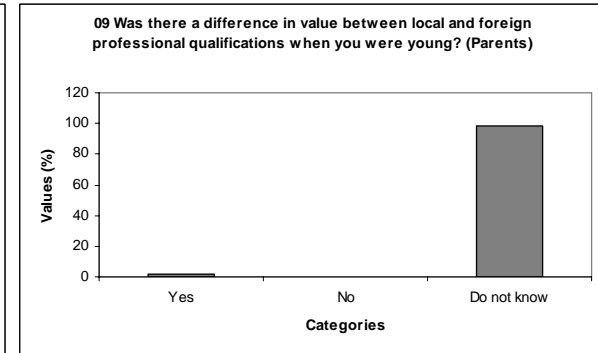
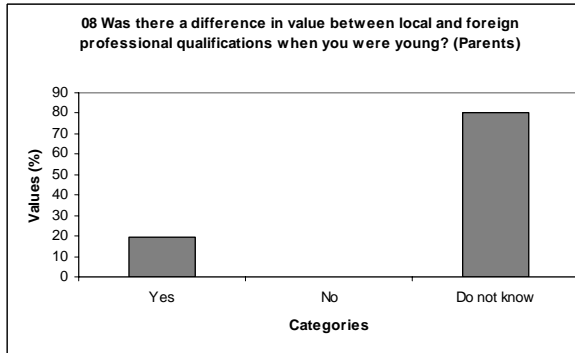
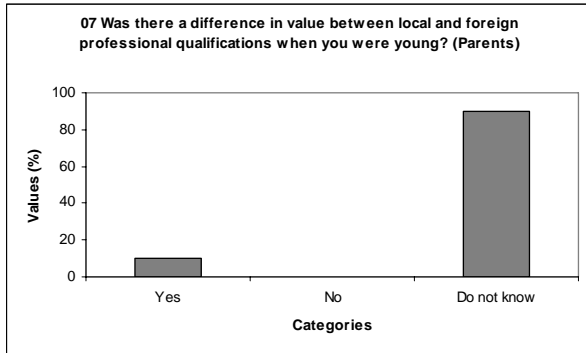
Graph Sheet 16 continued



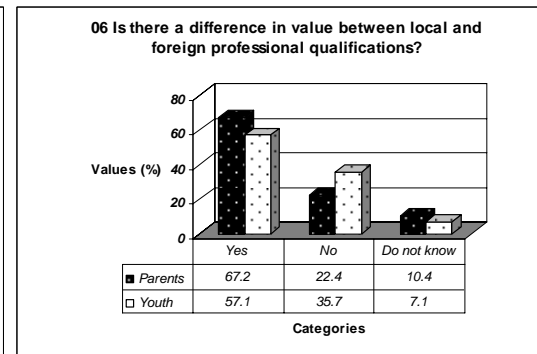
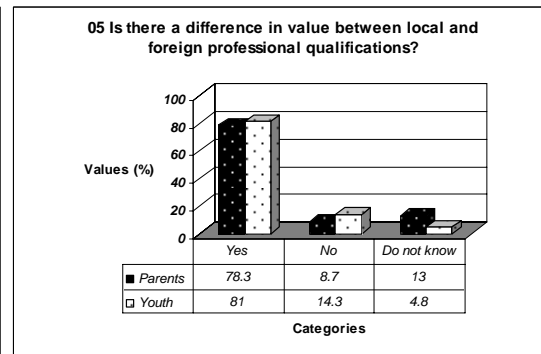
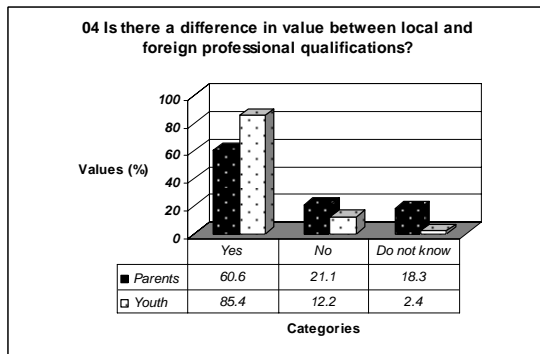
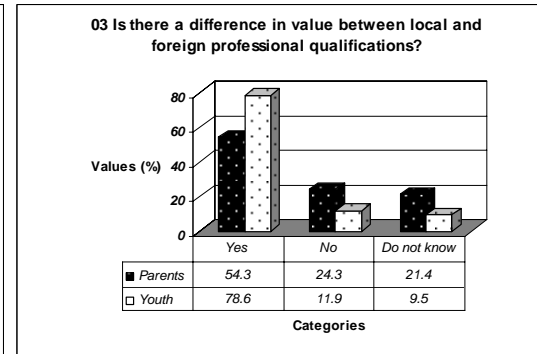
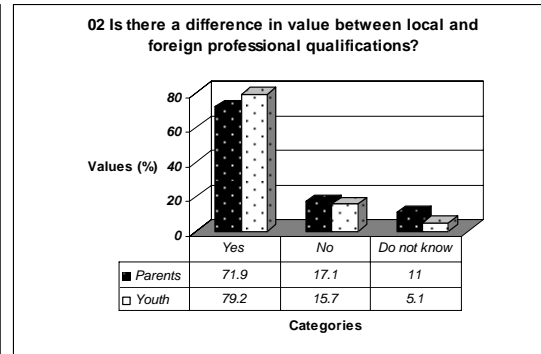
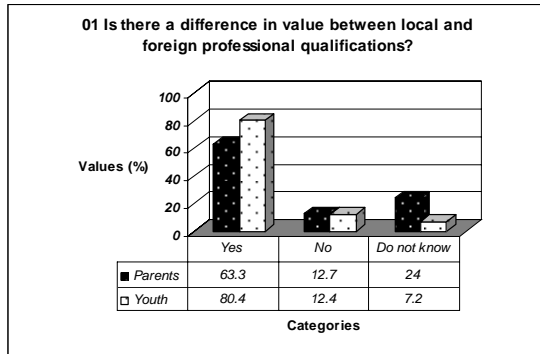
Graph Sheet 17



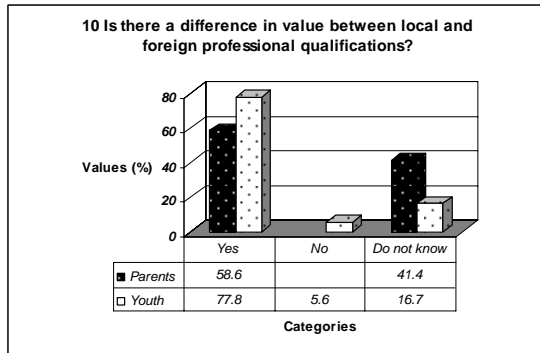
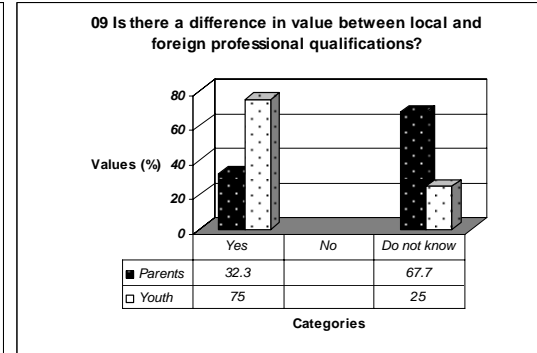
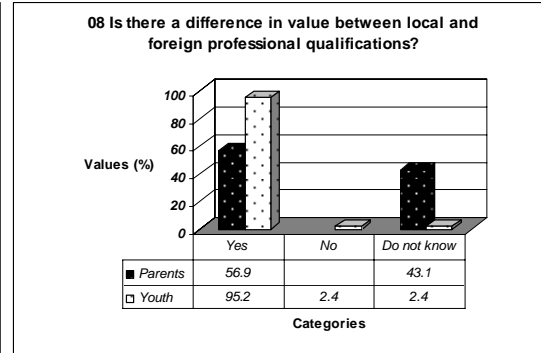
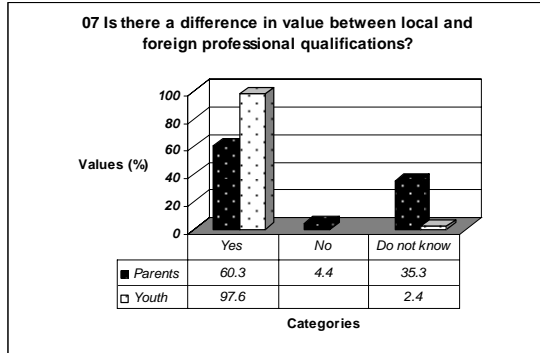
Graph Sheet 17 continued



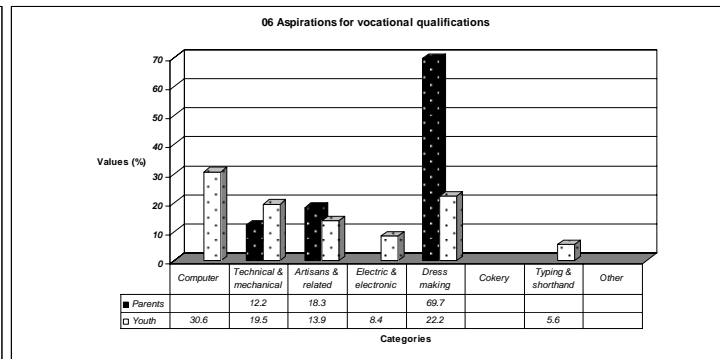
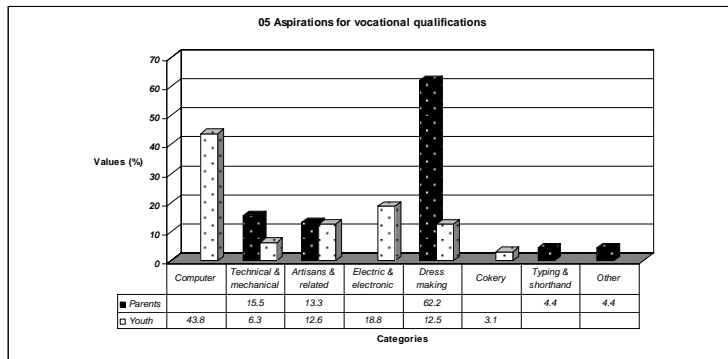
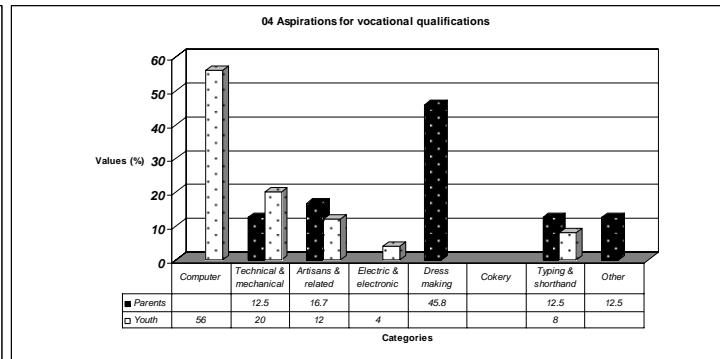
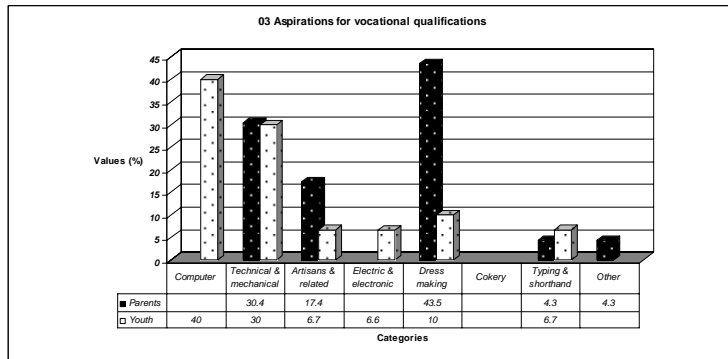
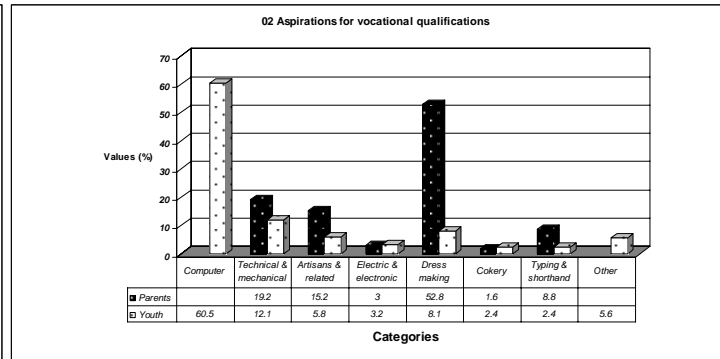
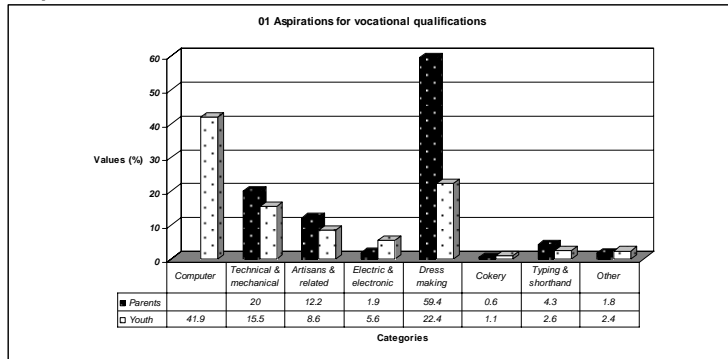
Graph Sheet 18



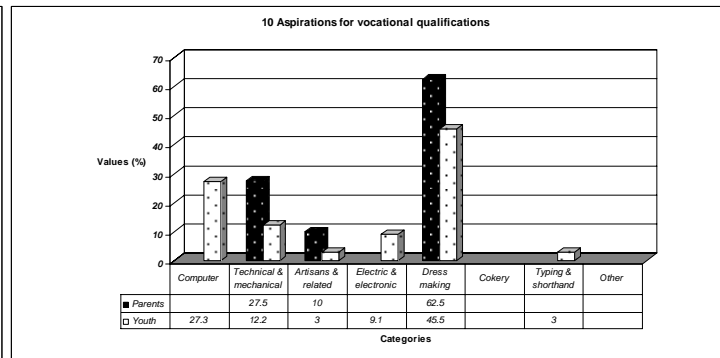
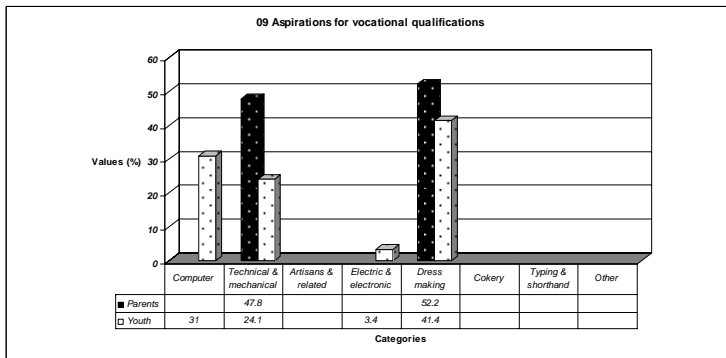
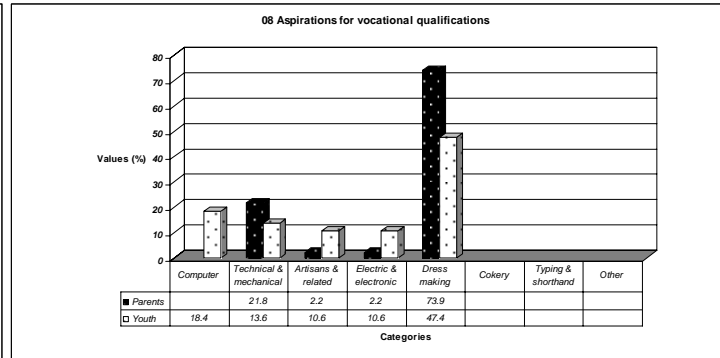
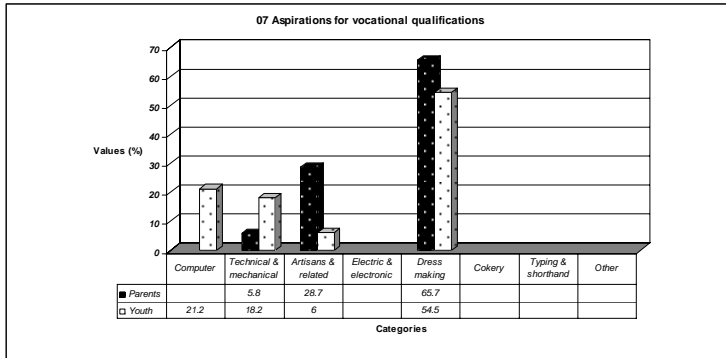
Graph Sheet 18 continued



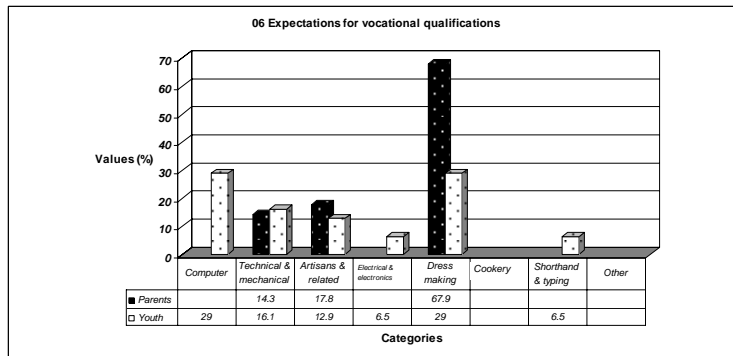
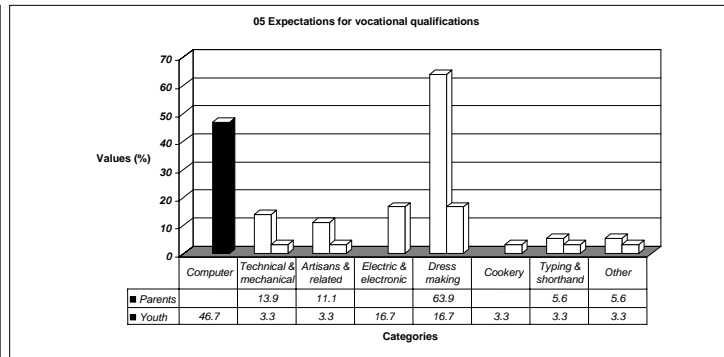
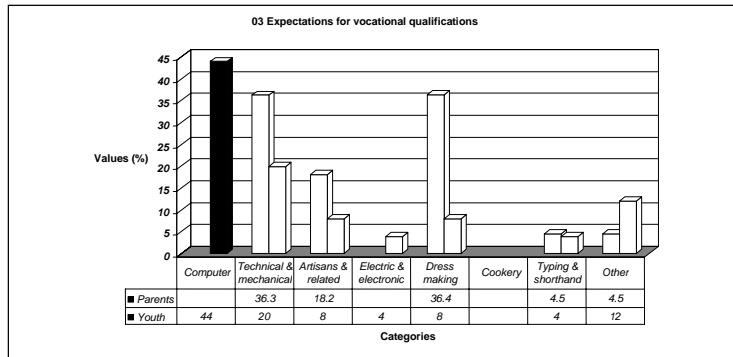
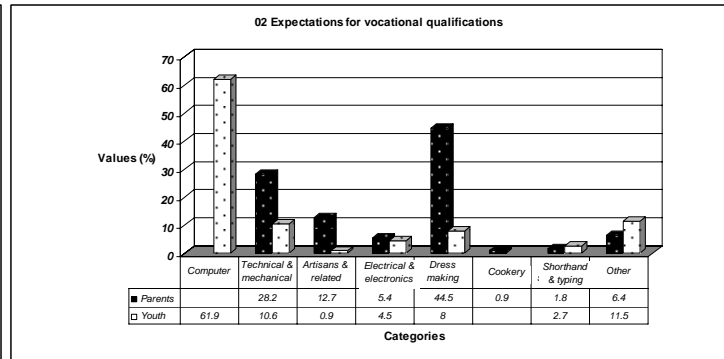
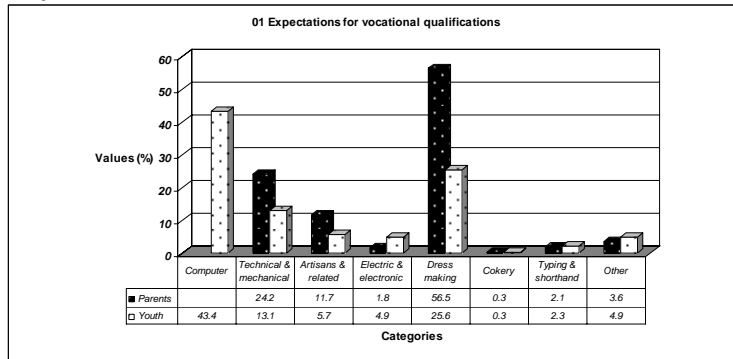
Graph Sheet 19



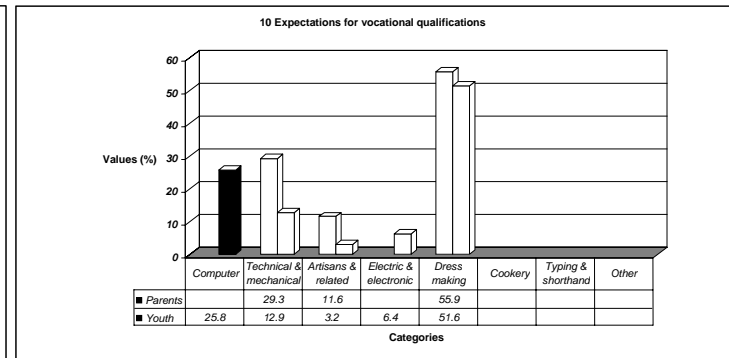
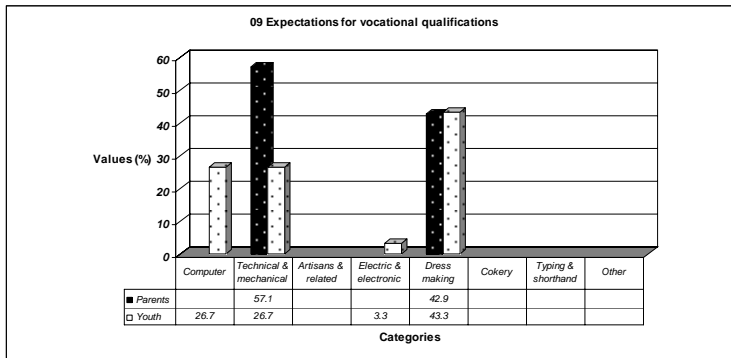
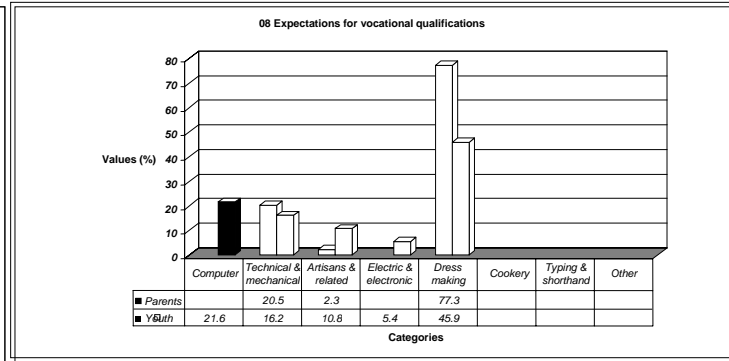
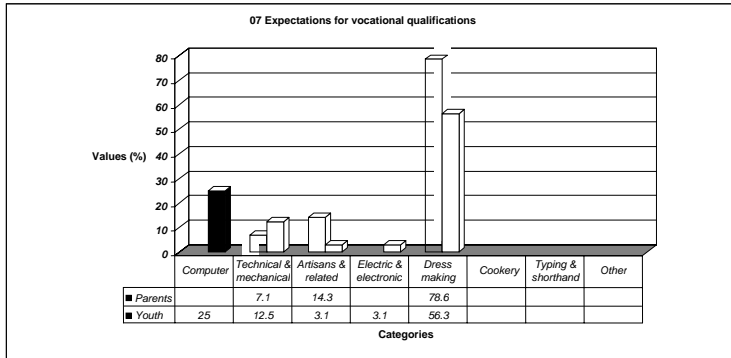
Graph Sheet 19 continued



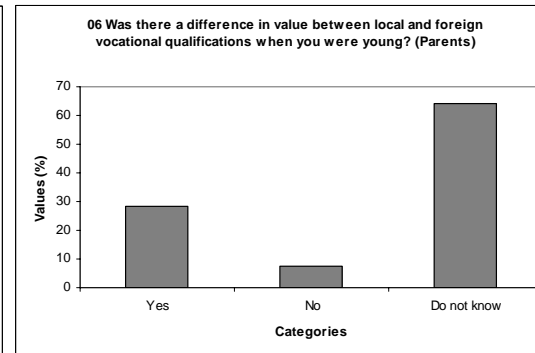
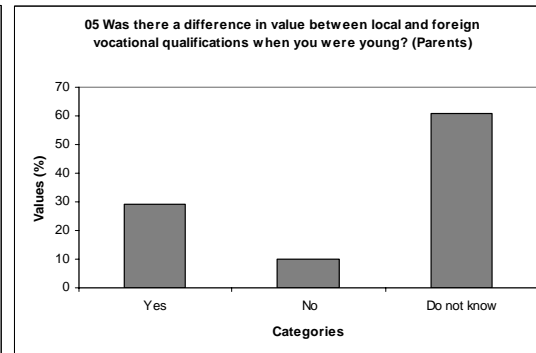
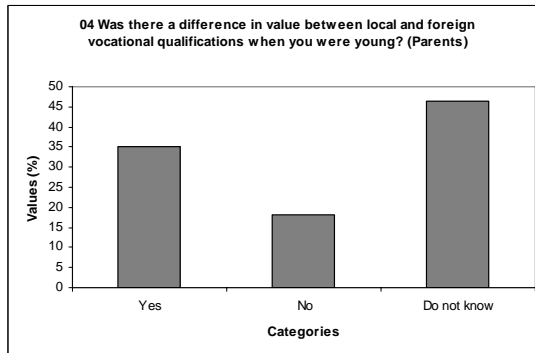
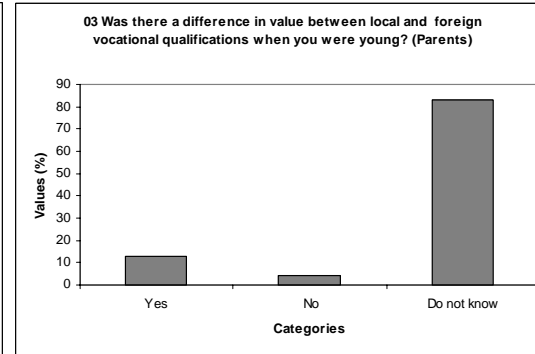
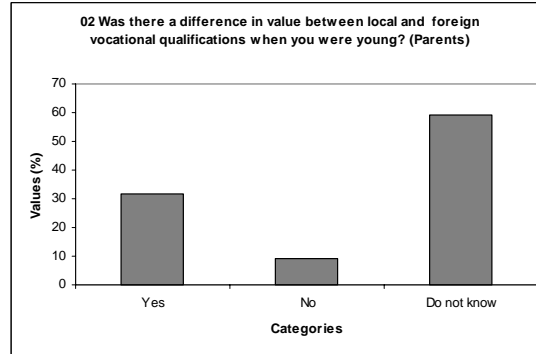
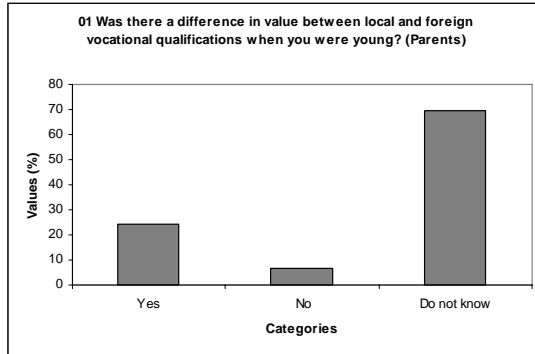
Graph Sheet 20



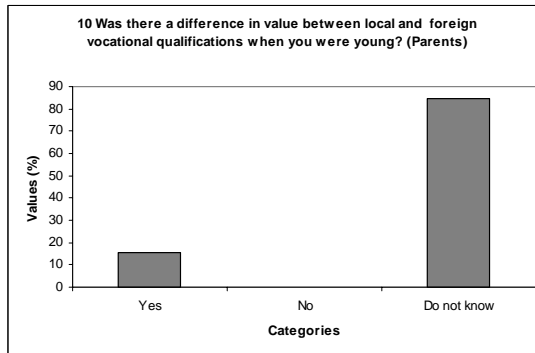
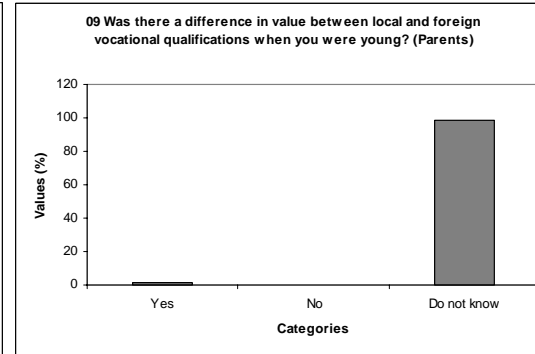
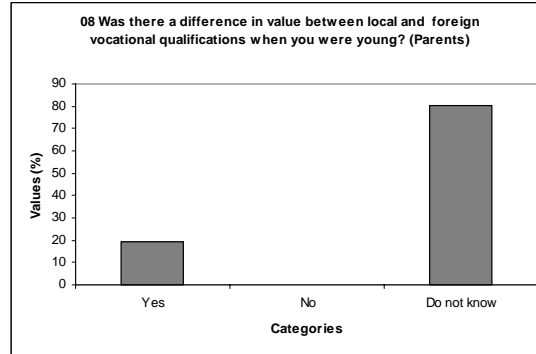
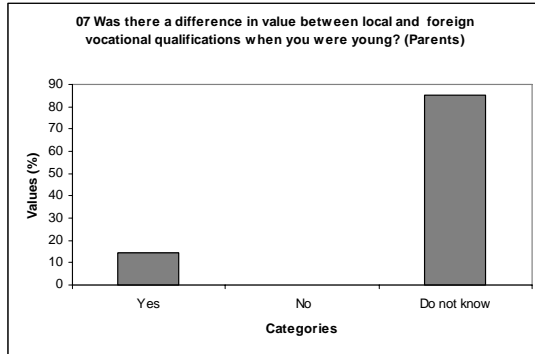
Graph Sheet 20 continued



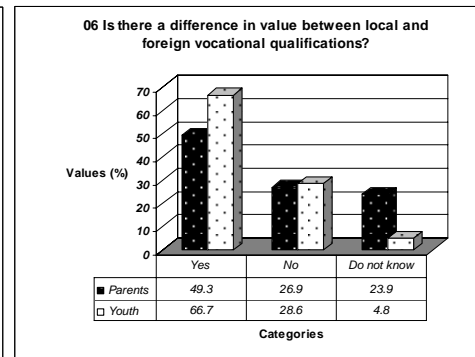
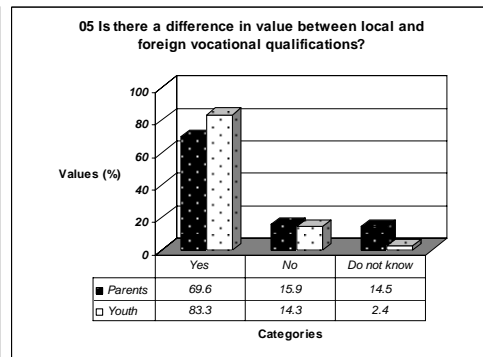
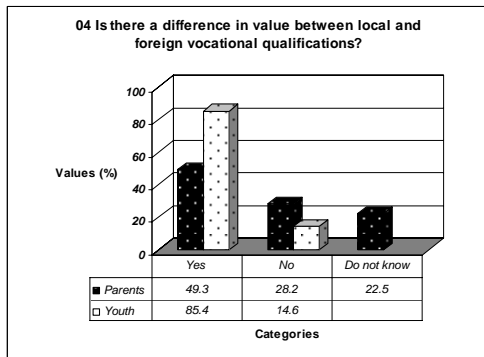
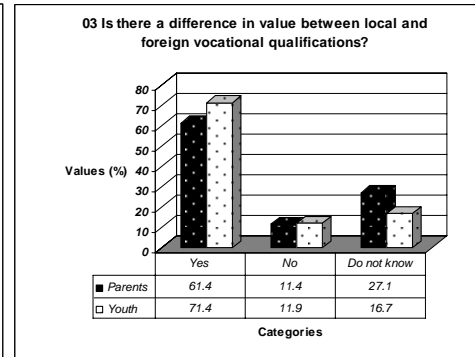
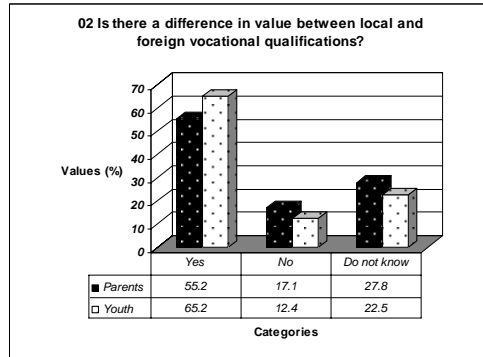
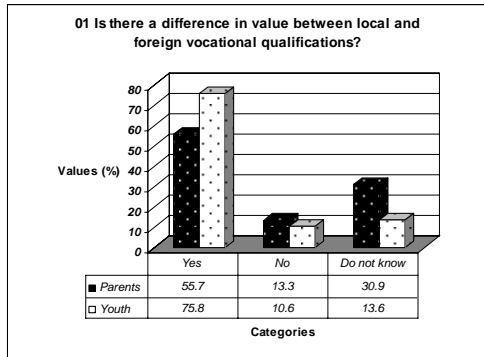
Graph Sheet 21



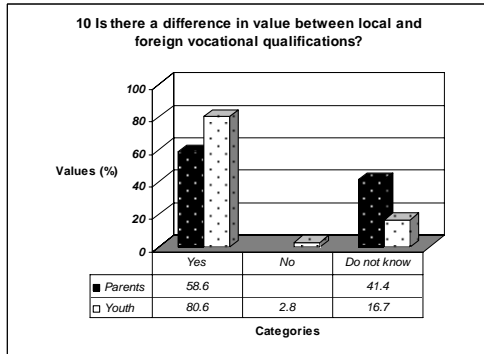
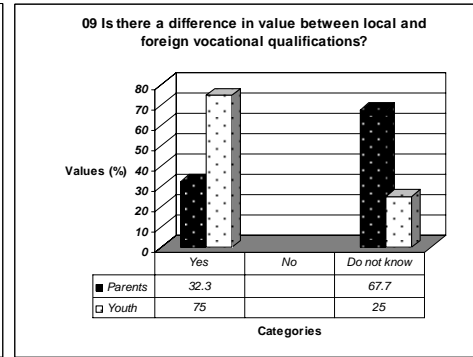
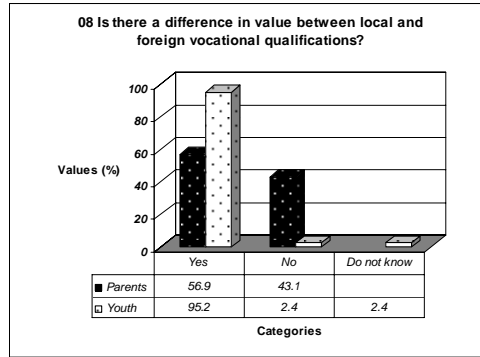
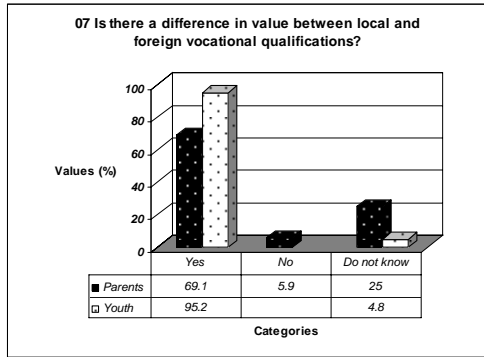
Graph Sheet 21 continued



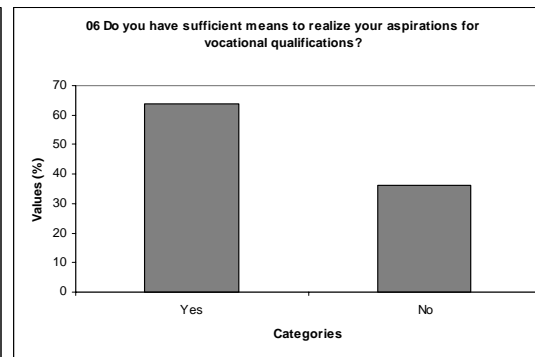
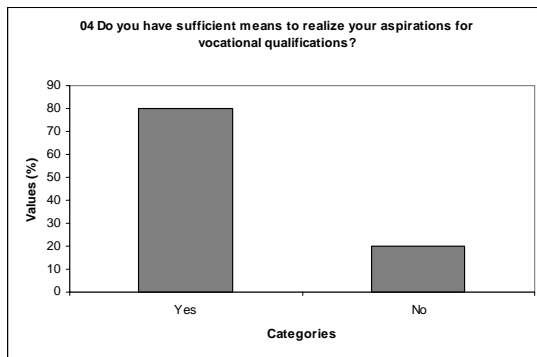
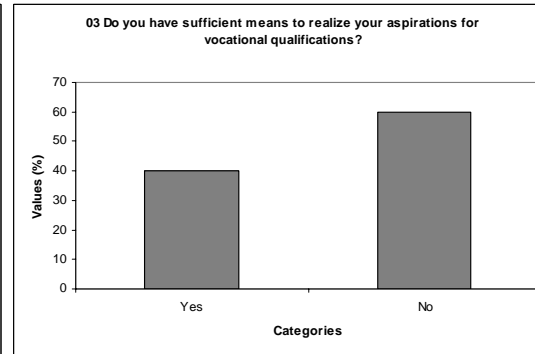
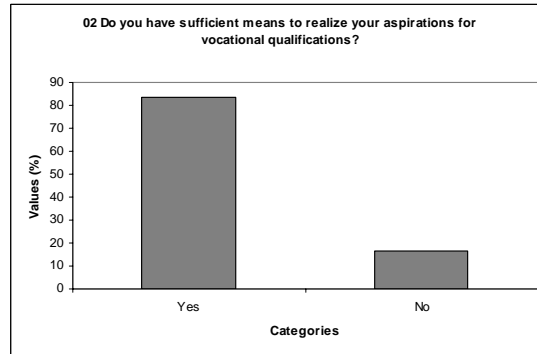
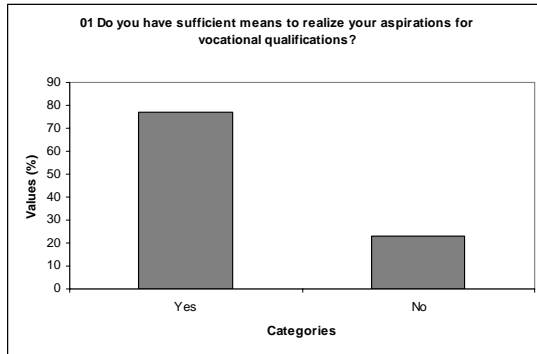
Graph Sheet 22



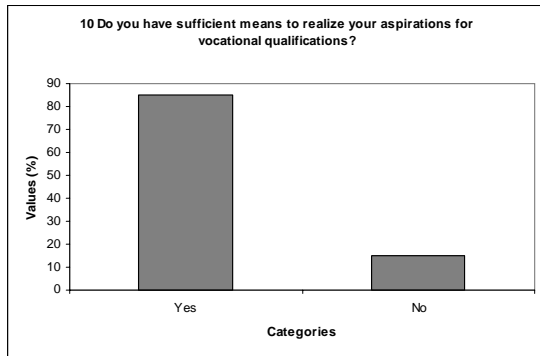
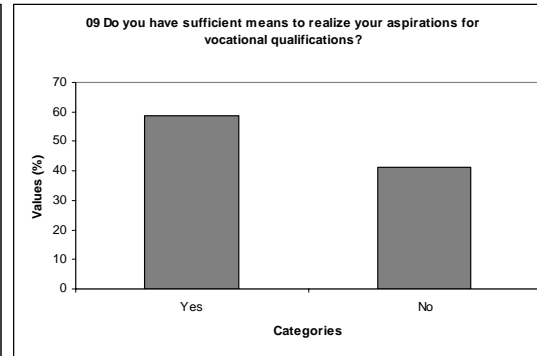
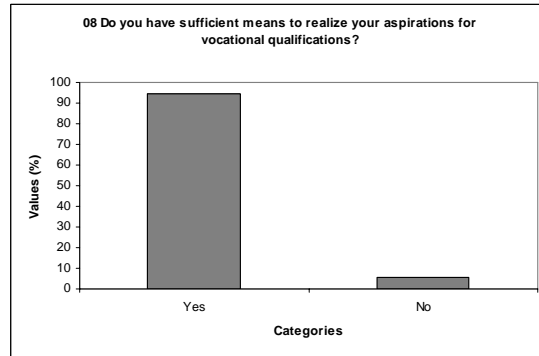
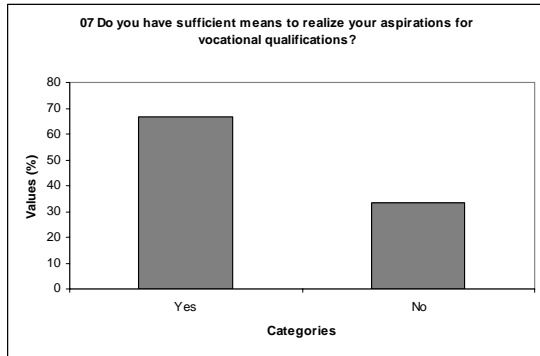
Graph sheet 22 continued



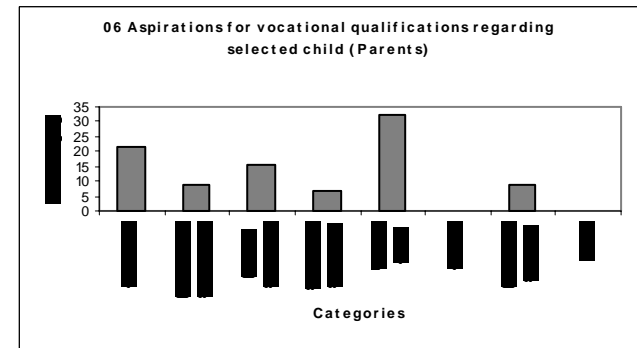
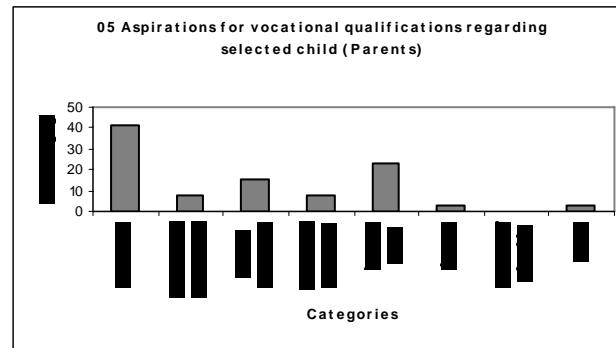
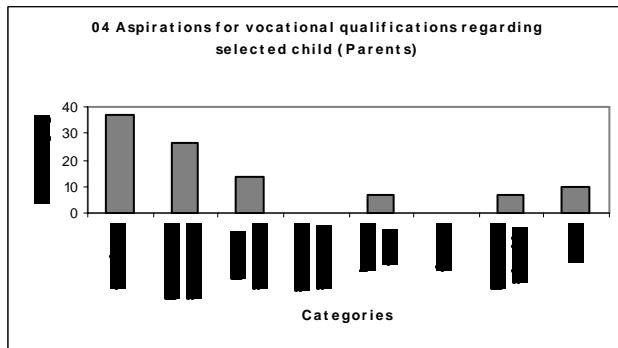
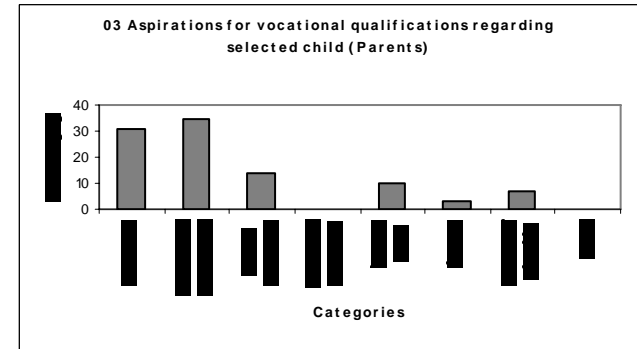
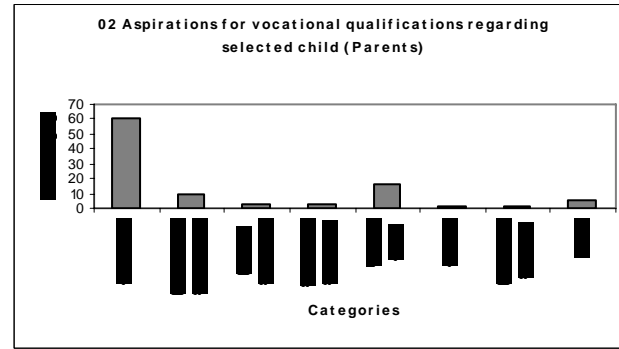
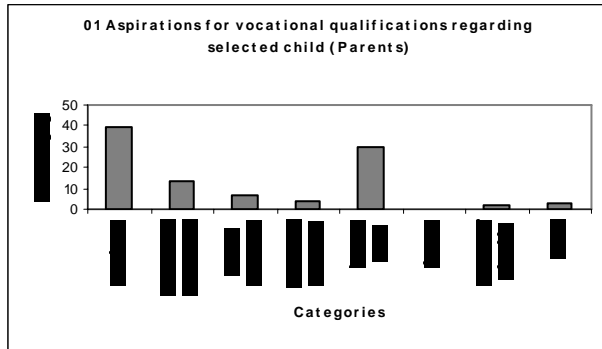
Graph Sheet 23



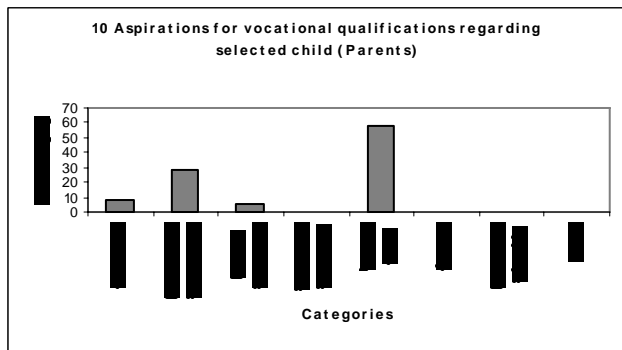
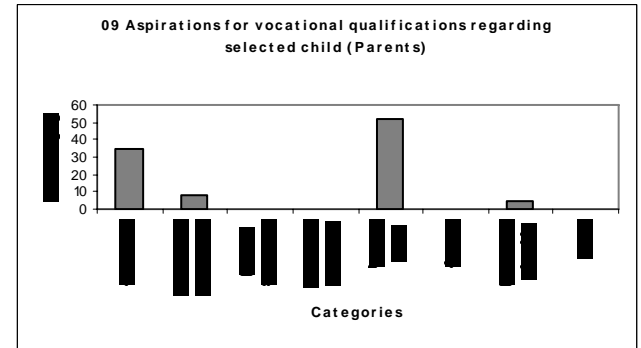
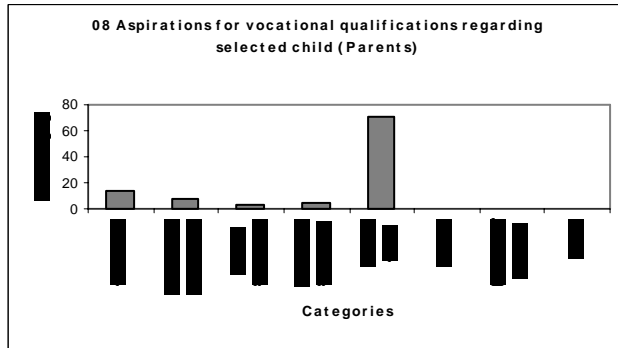
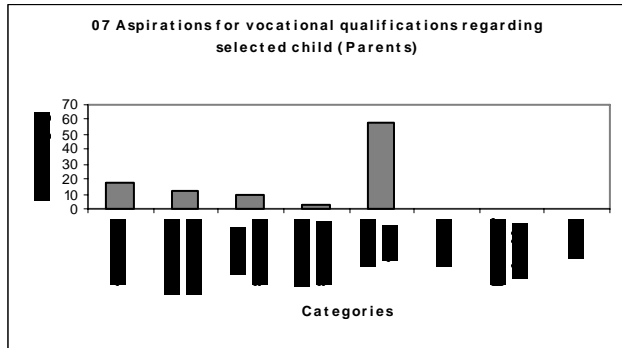
Graph Sheet 23 Continued



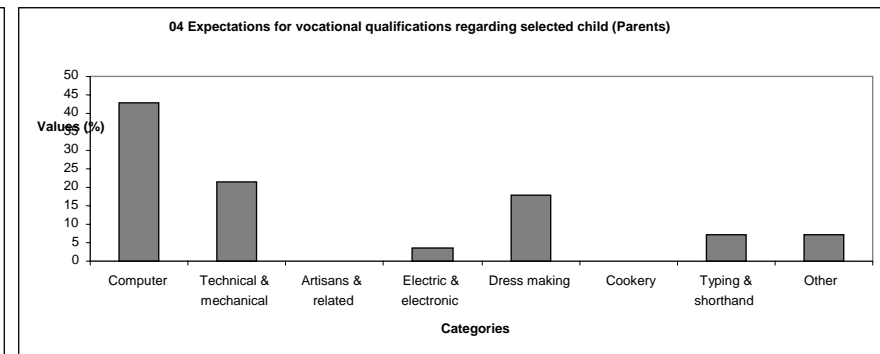
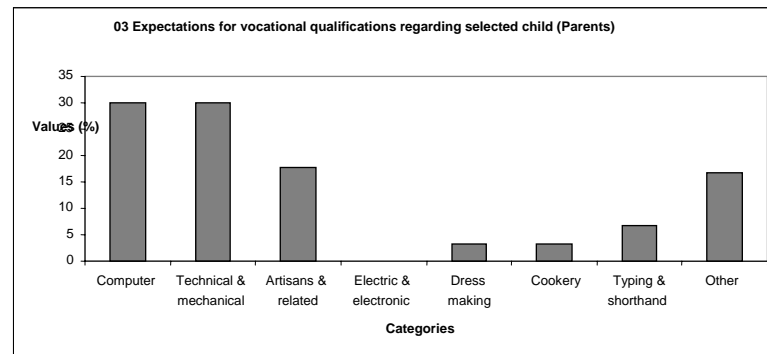
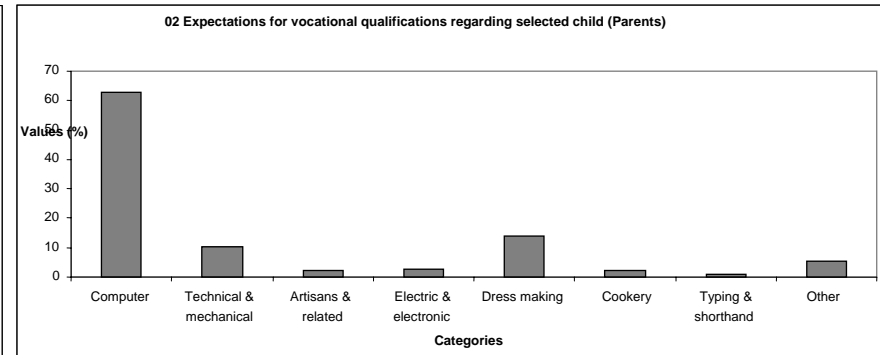
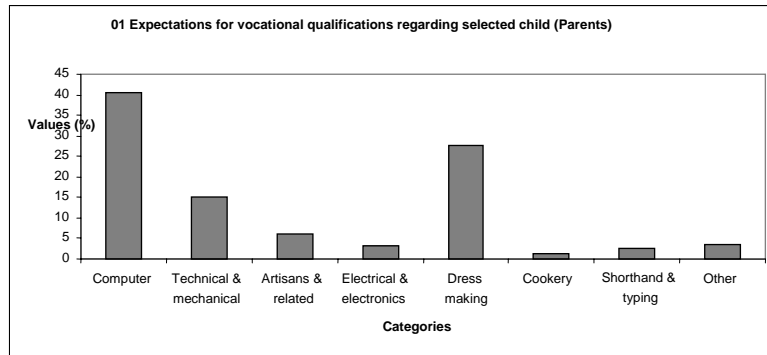
Graph Sheet 24



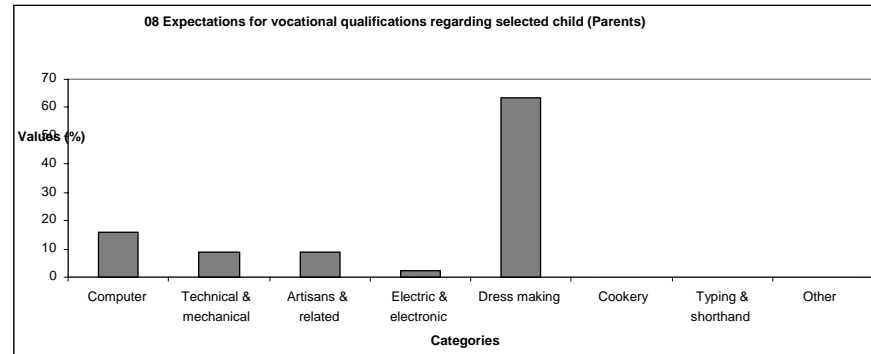
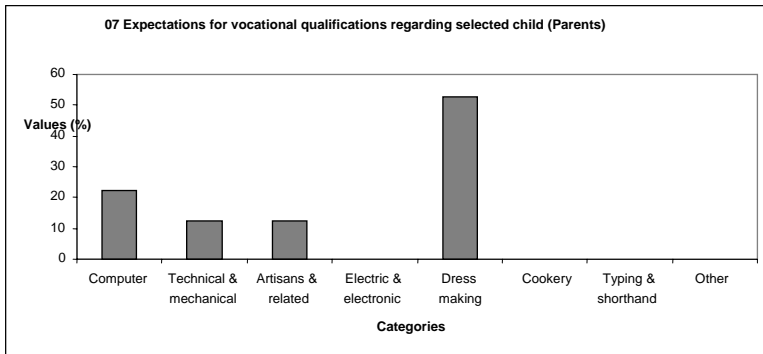
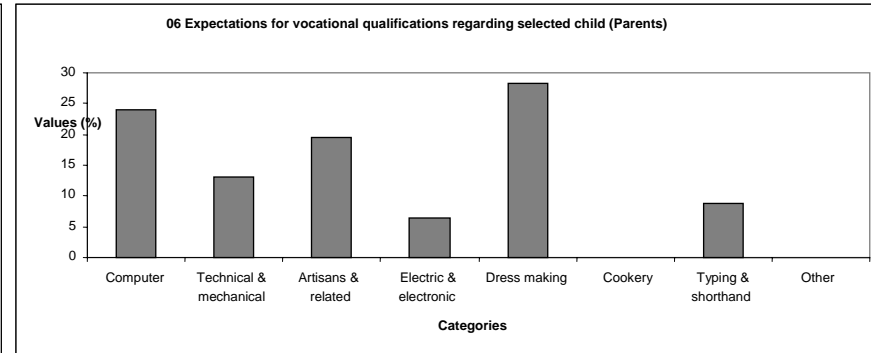
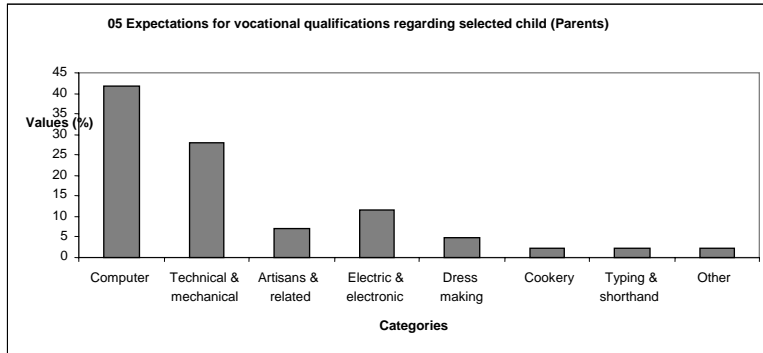
Graph Sheet 24 Continued



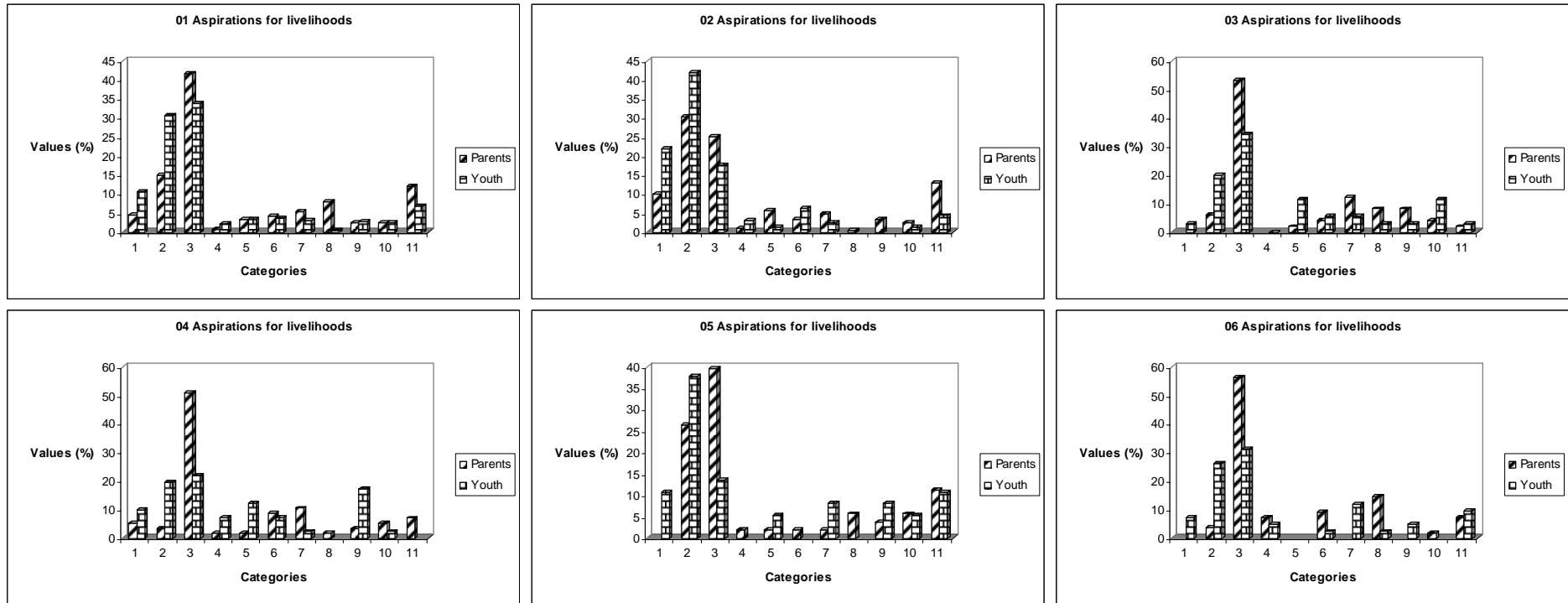
Graph Sheet 25



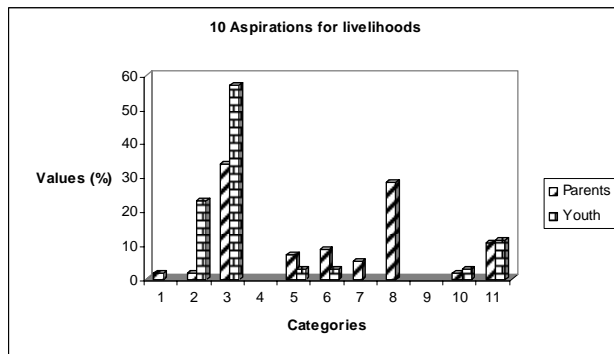
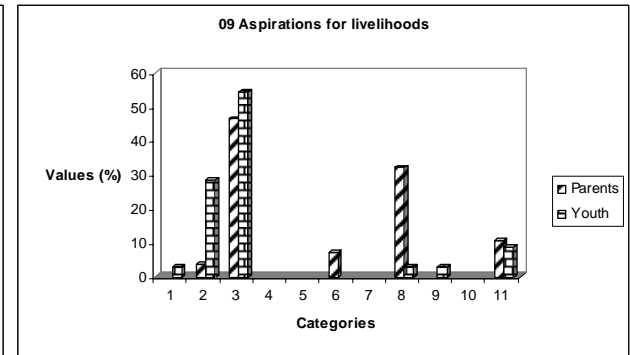
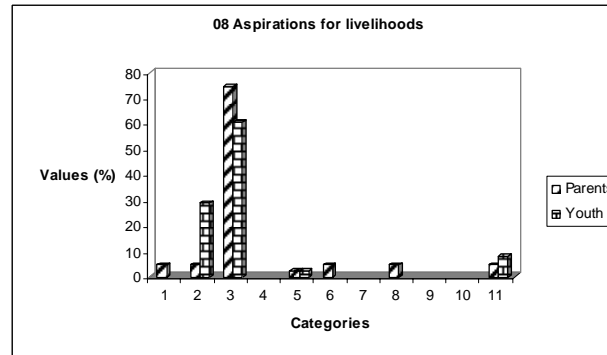
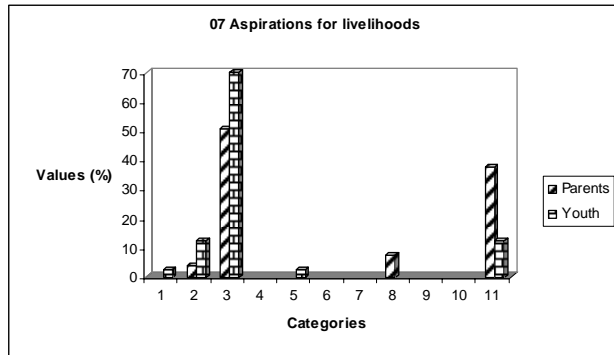
Graph Sheet 25 continued



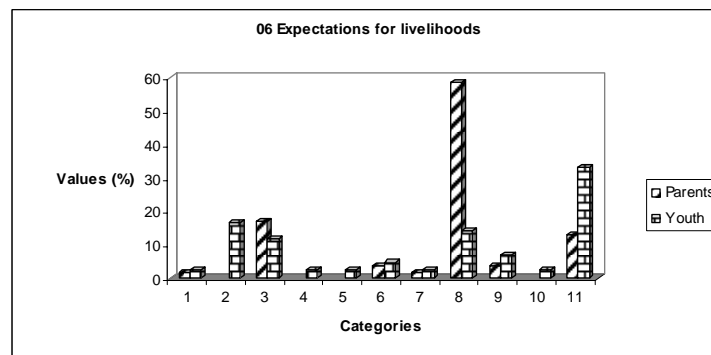
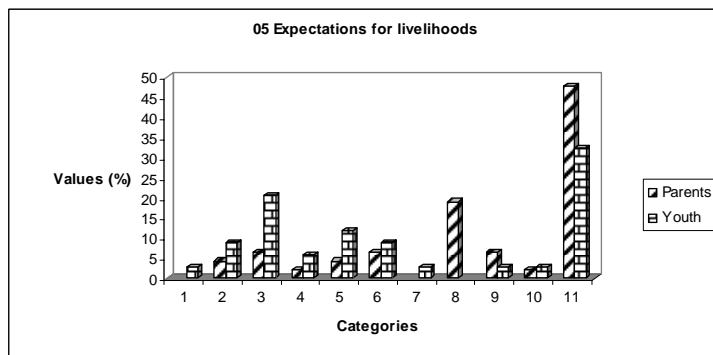
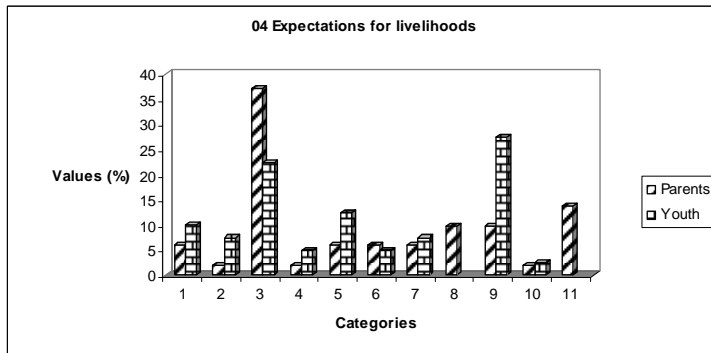
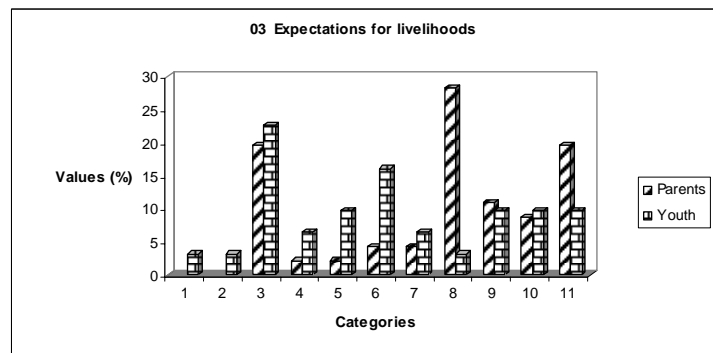
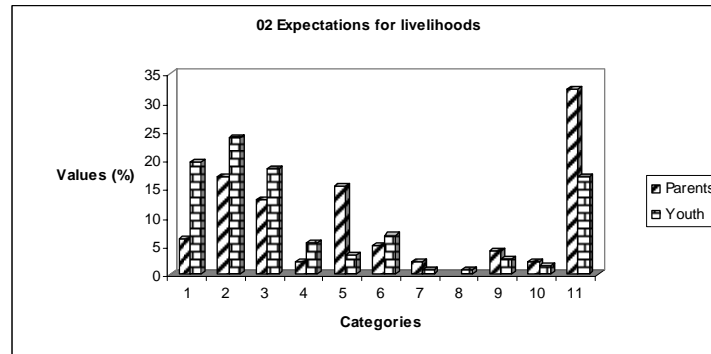
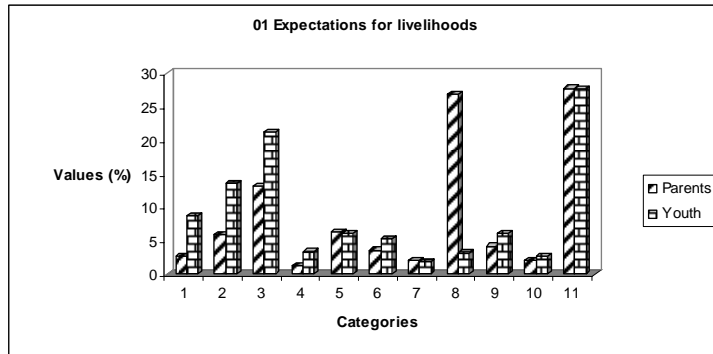
Graph Sheet 26



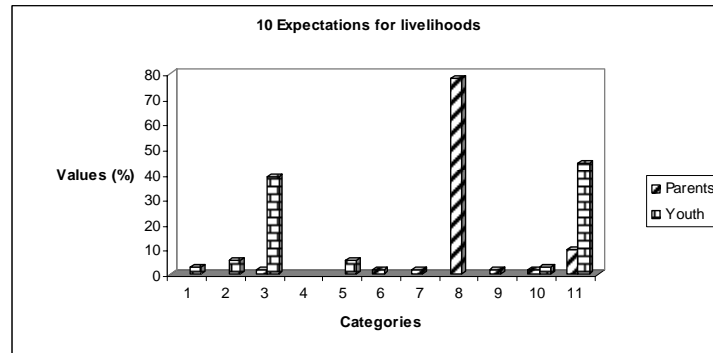
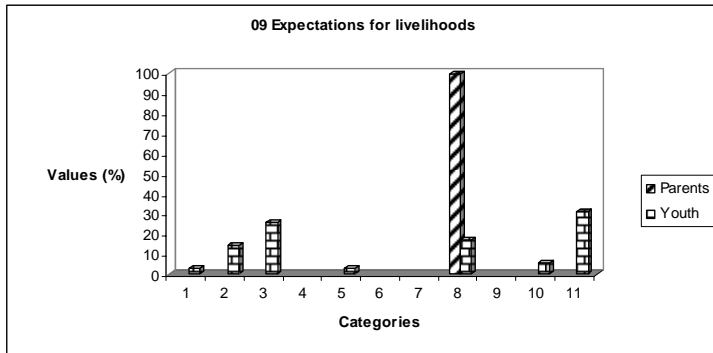
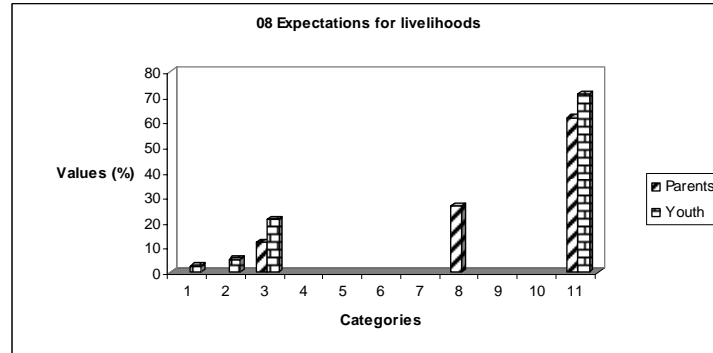
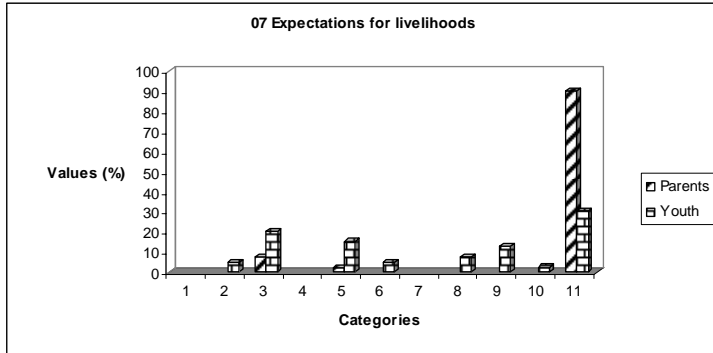
Graph Sheet 26 continued



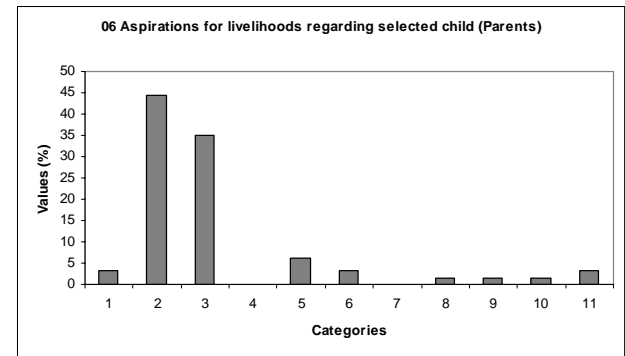
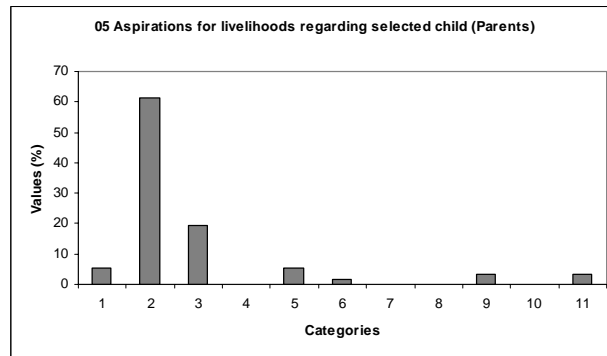
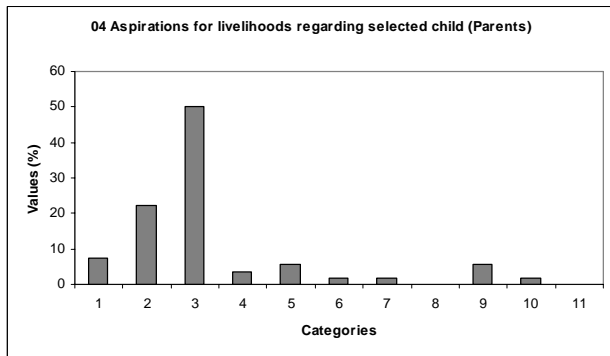
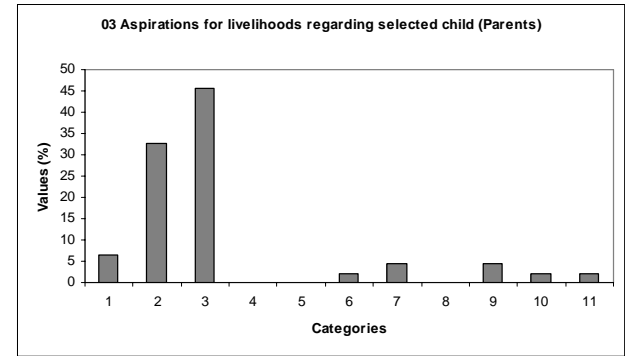
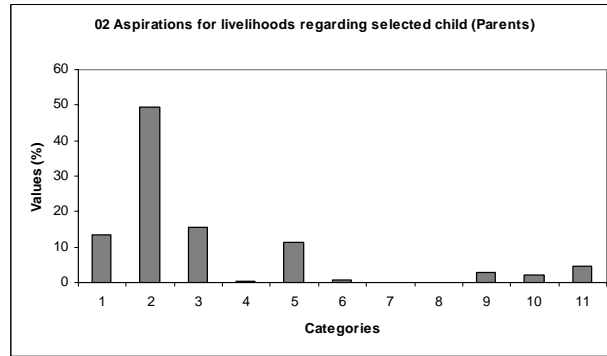
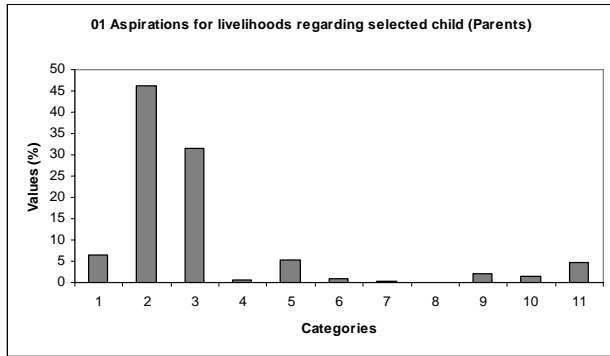
Graph Sheet 27



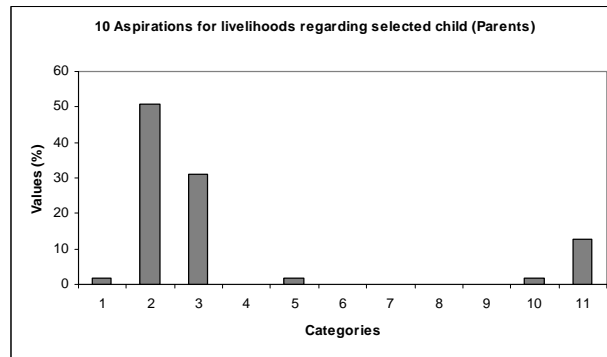
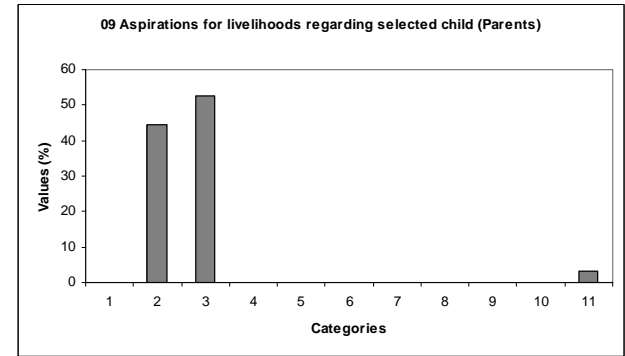
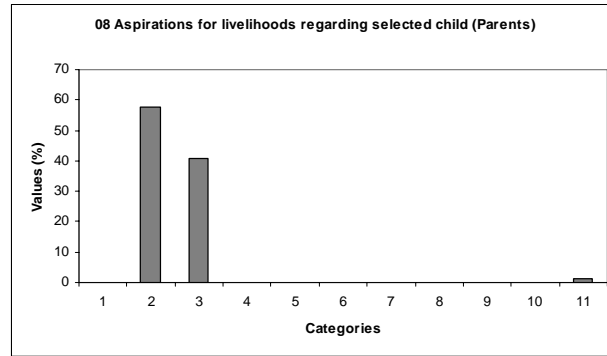
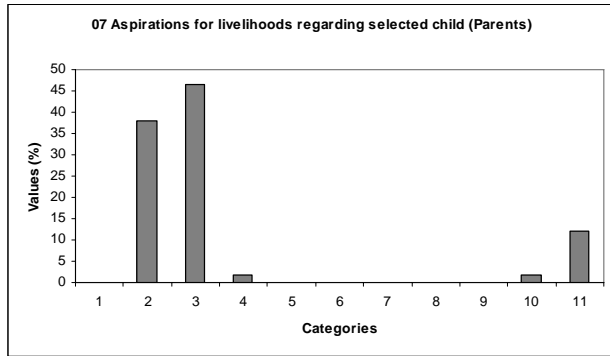
Graph Sheet 27 continued



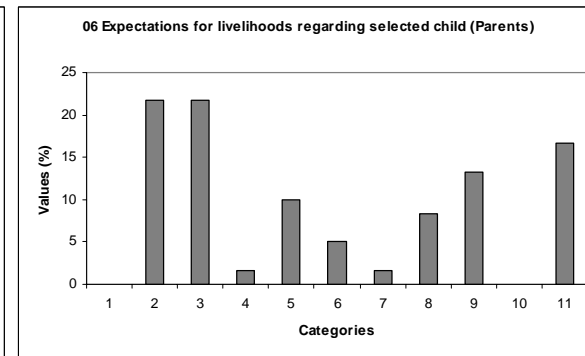
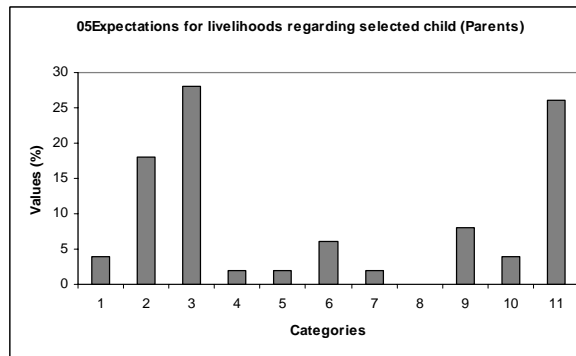
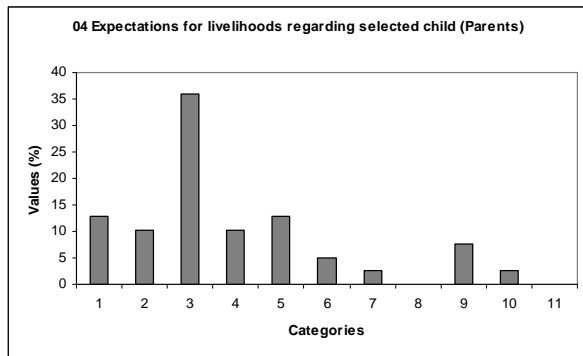
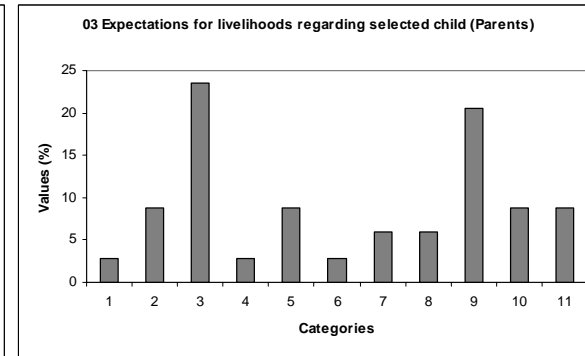
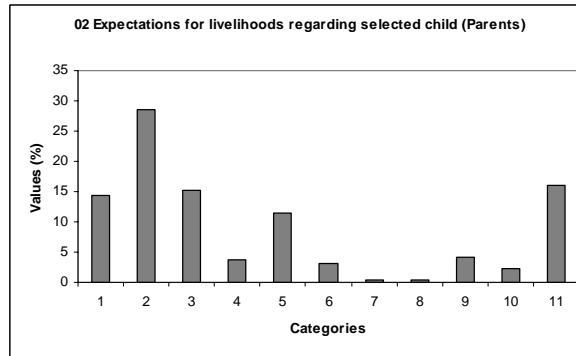
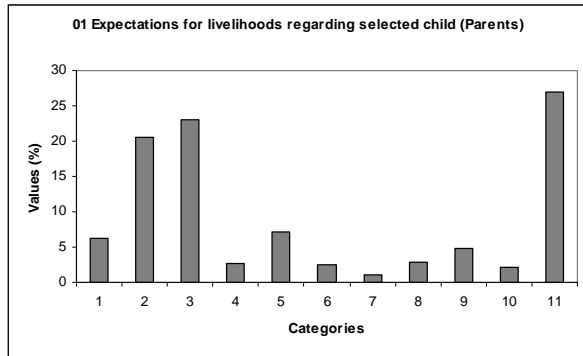
Graph Sheet 28



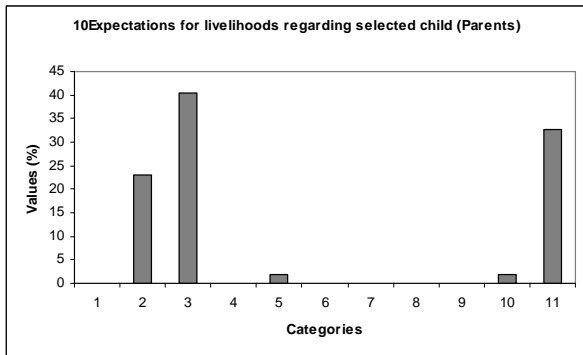
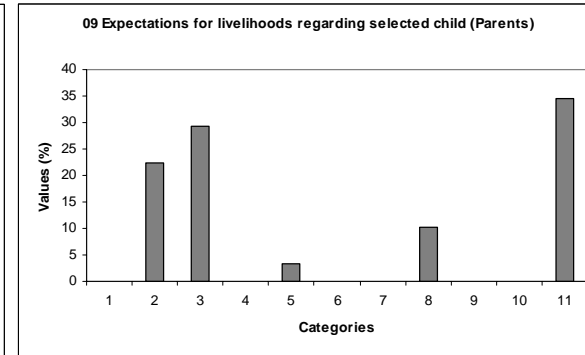
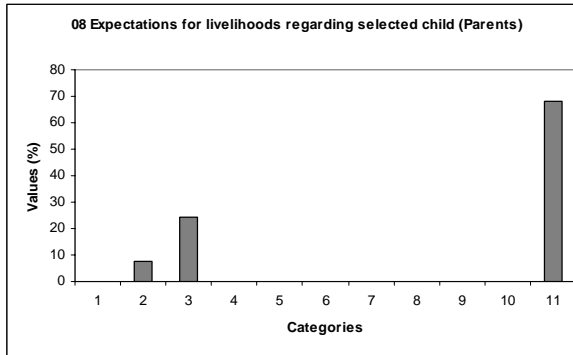
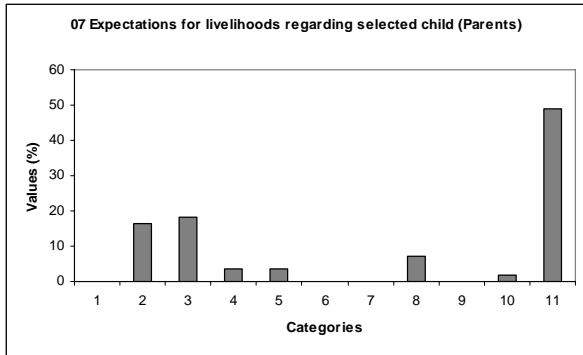
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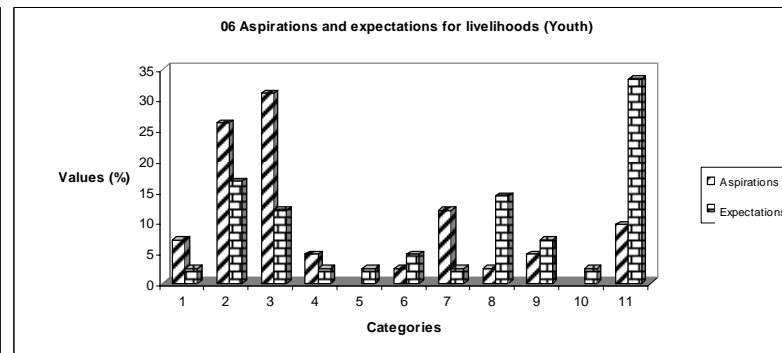
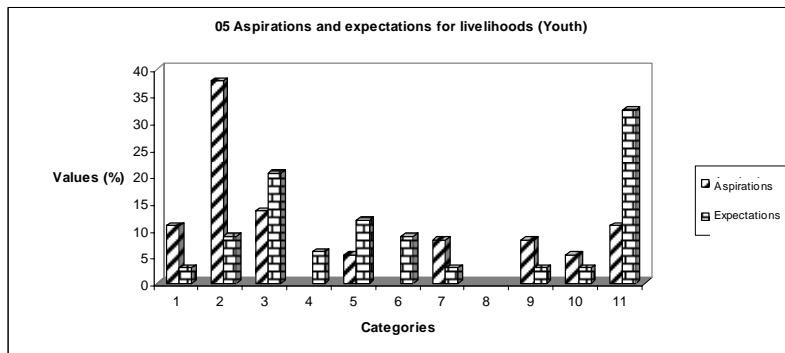
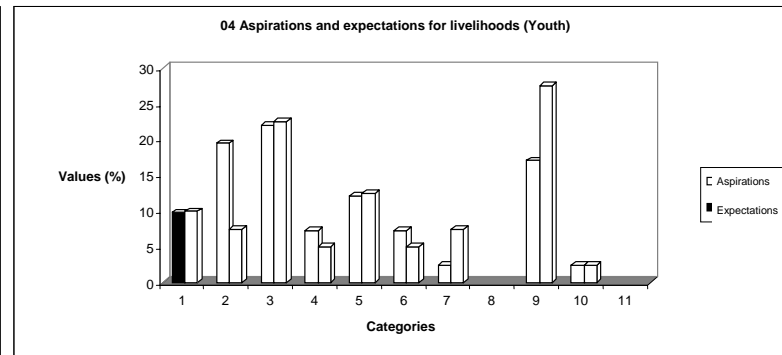
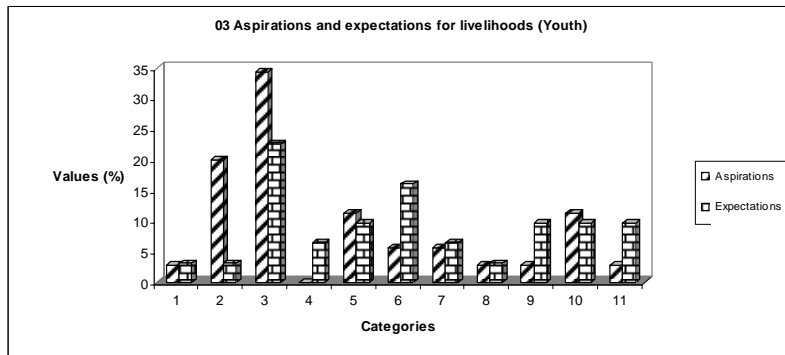
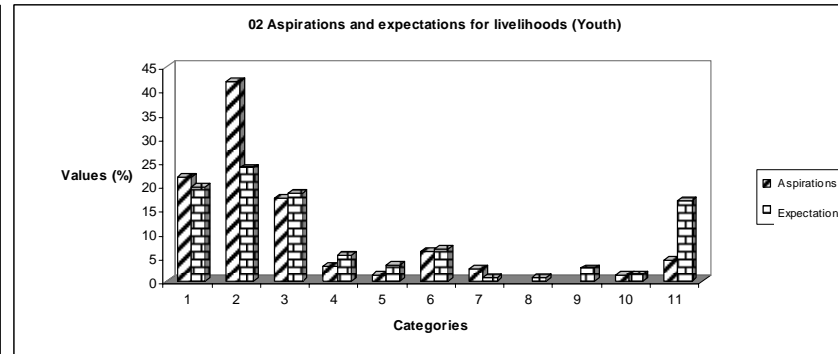
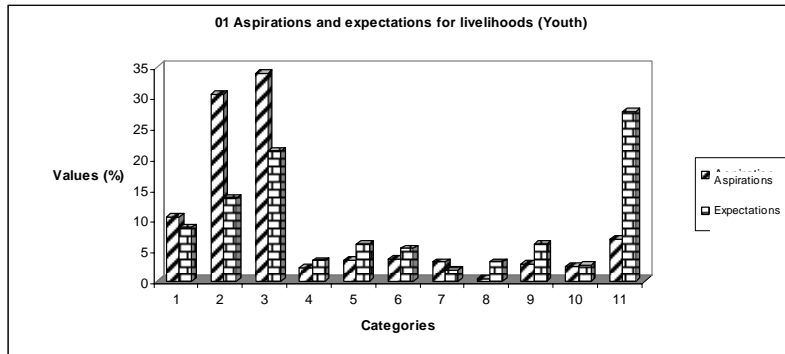
Graph Sheet 29



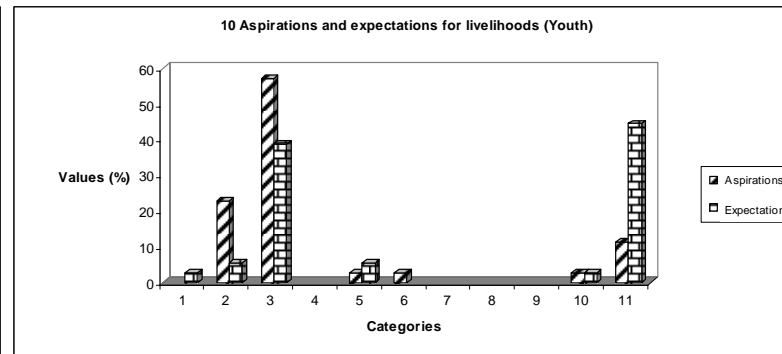
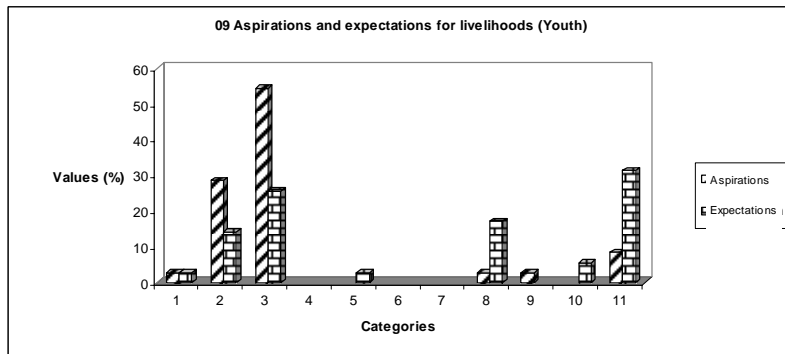
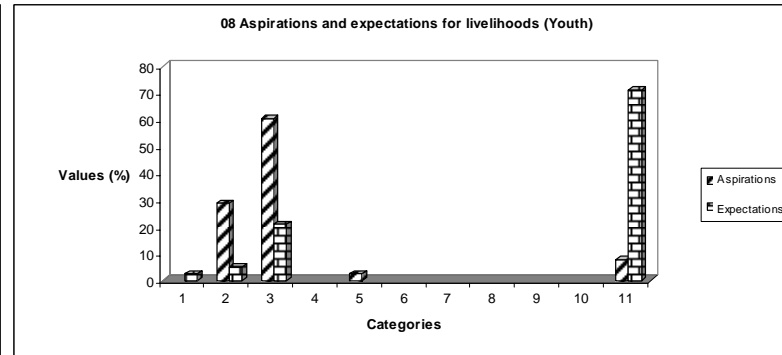
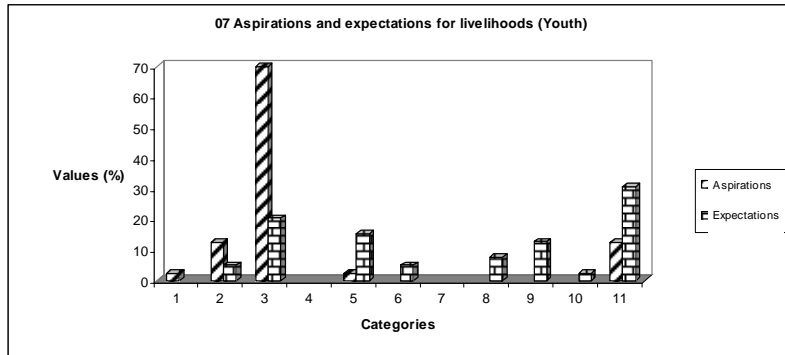
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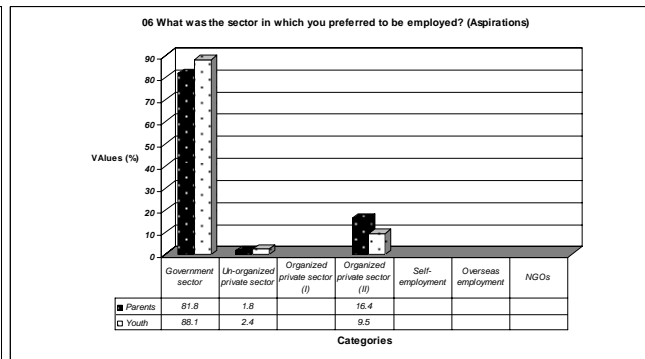
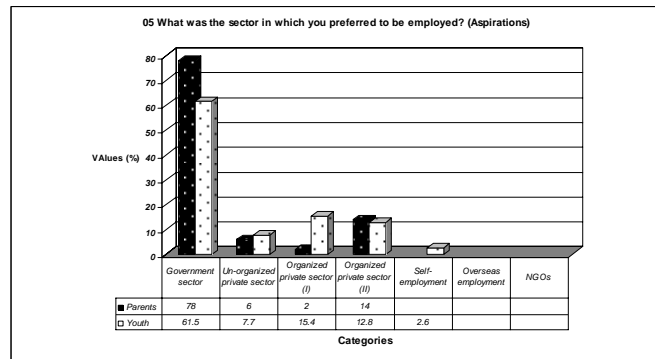
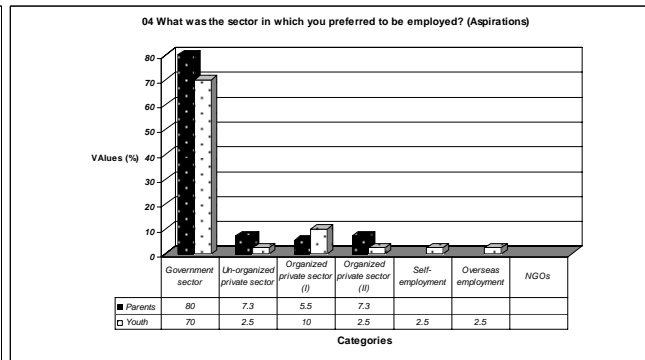
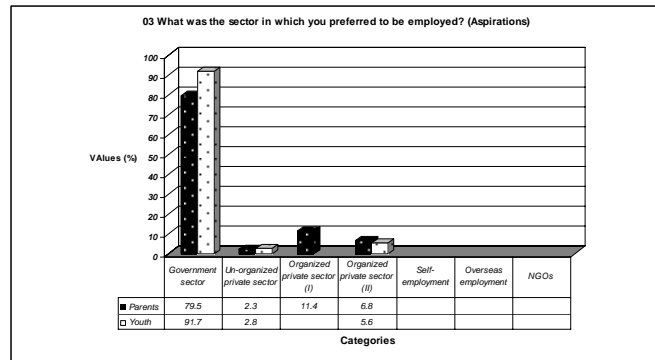
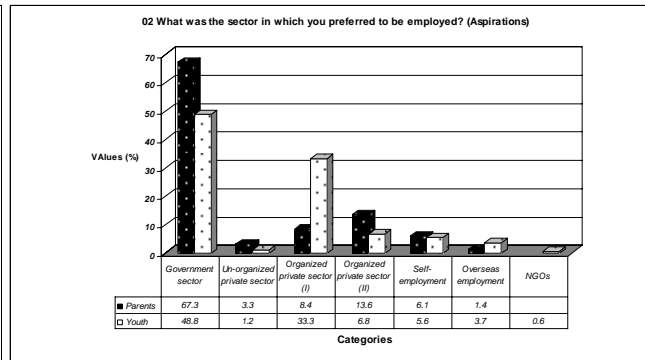
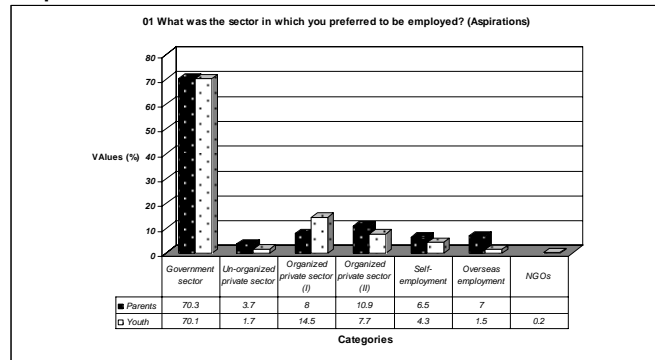
Graph Sheet 30



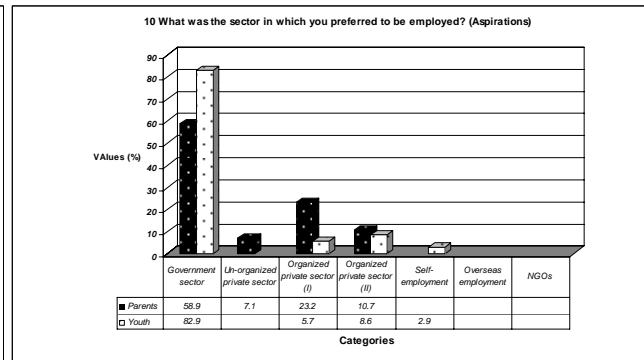
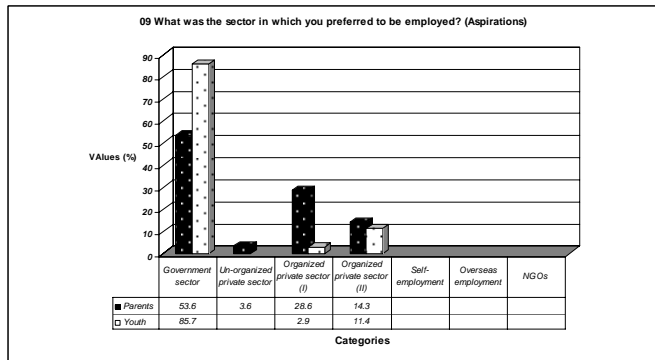
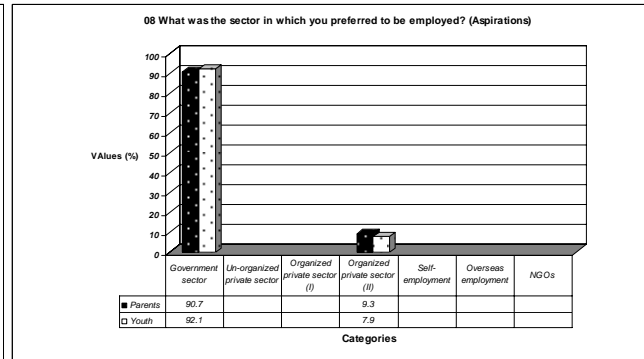
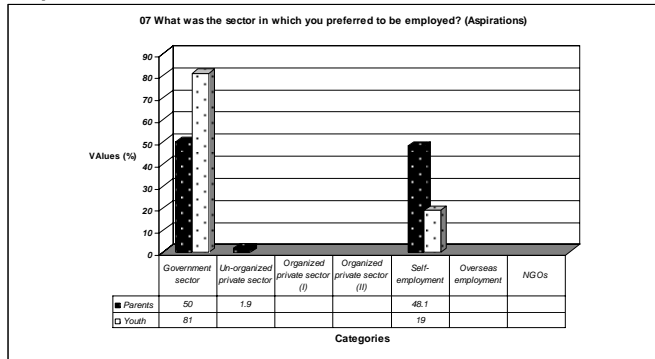
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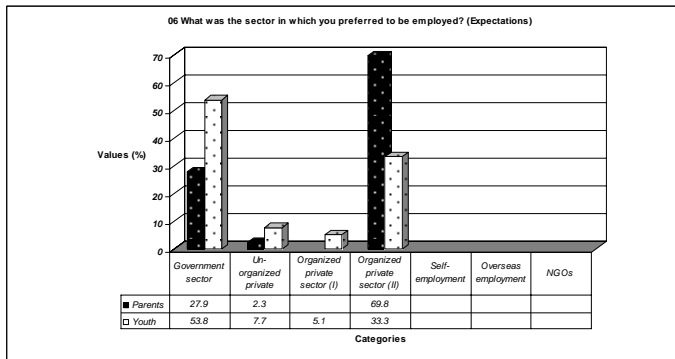
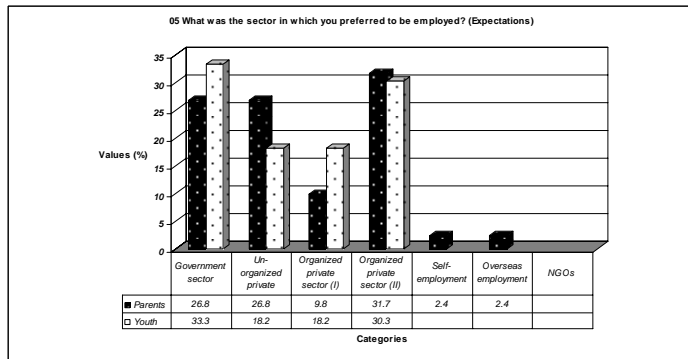
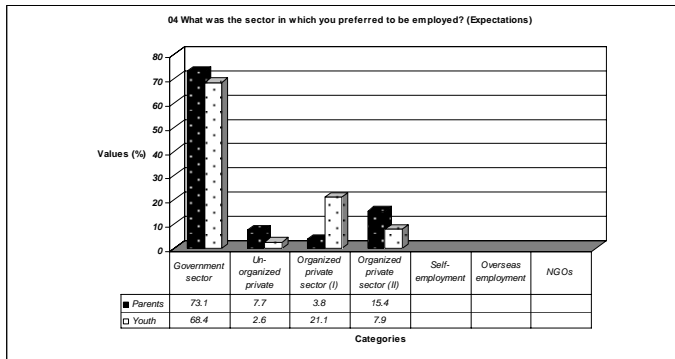
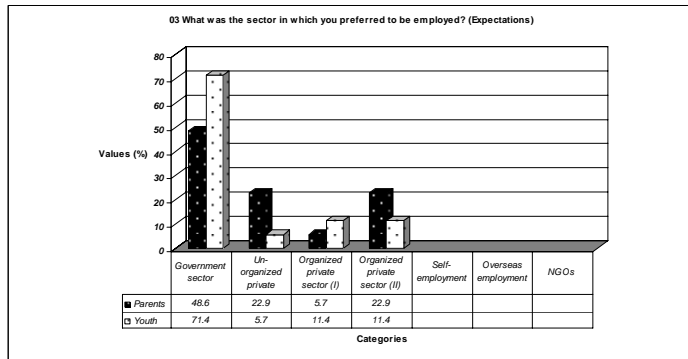
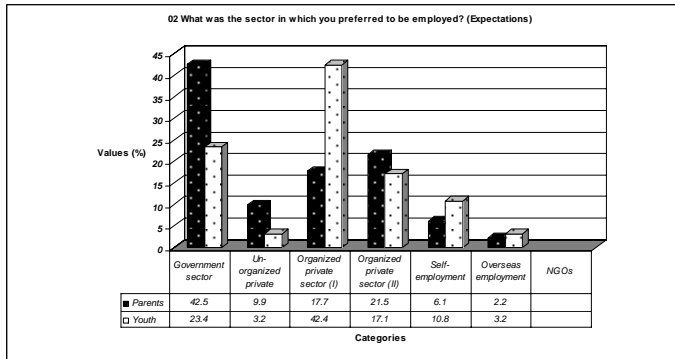
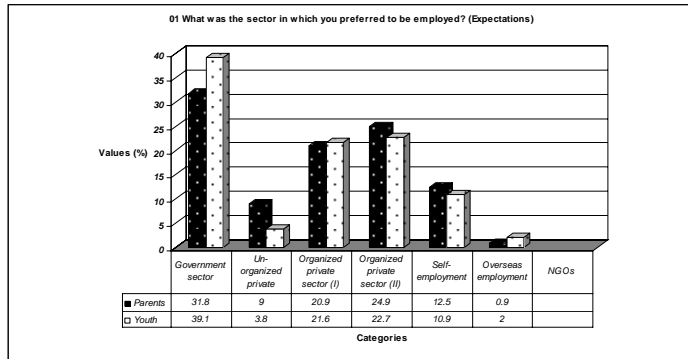
Graph Sheet 31



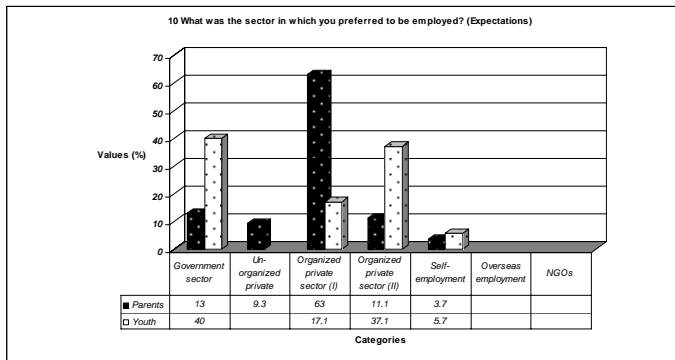
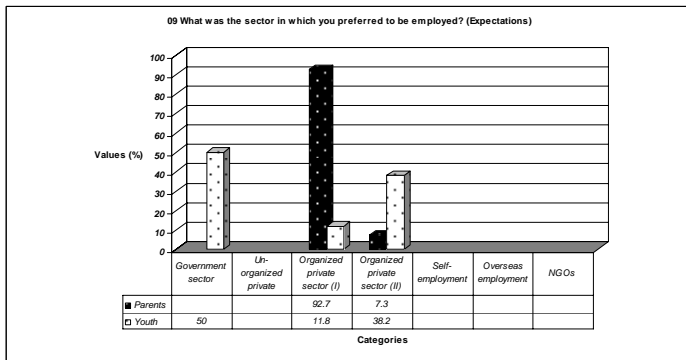
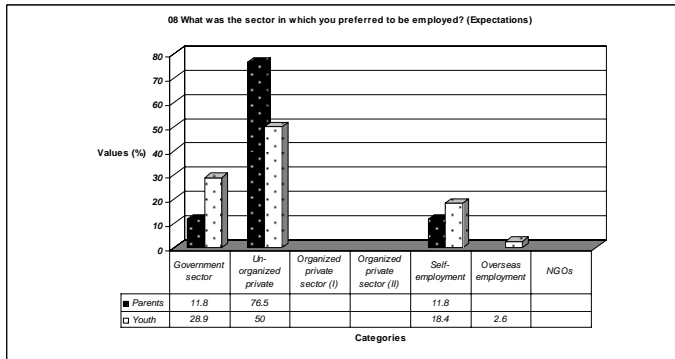
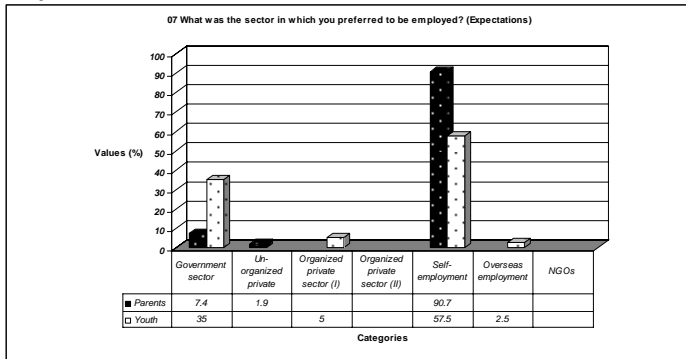
Graph Sheet 31 Continued



Graph Sheet 32



Graph sheet 32 continued



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