



**Perception Survey to assess youth engagement with state and non-state actors towards building cohesive communities**

**Draft Final Report**

**For**

“Engaging Young Leaders to Promote Healthy Settings for Building Cohesive Communities in Post-COVID Sri Lanka”

**Project**

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Submitted by

Jinendra Kothalawala

National Consultant

Jinendra500@gmail.com,

Tel: Mob +94 773 633919 Land +94 112182675

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**1. Executive Summary**

**Context**

“Engaging Young Leaders to Promote Healthy Settings for building Cohesive Communities in Post-COVID Sri Lanka” is a joint project collectively implemented by WHO, UNDP and UNV with state sector support from National Youth Services Council (NYSC). The project aims to improve access to opportunities for young aspiring leaders to meaningfully promote social cohesion and development to enhance their political and civic representation. This will strengthen their recognition in society and help them to build trust in-state processors. In this regard, the project identified Youth Parliamentarians (YPs) as young leaders and planning to build their capacity through training and mentoring to facilitate their constructive engagement in society through resource mobilization to promote social cohesion through healthy settings. UNDP commissioned an independent external local consultant to conduct a survey with a main objective to understand youth leaders' current status and perception regarding engaging with diverse stakeholders in promoting a safer and more cohesive environment during the COVID and post-COVID context in Sri Lanka.

**Methodology**

The methodology followed three main stages. The first stage was a literature review of 30 publications and based on that, drafted survey materials. The inception report was reviewed with draft survey materials and survey materials improved further. In the second stage 16 qualitative in-depth interviews were conducted with YPs. The draft survey questionnaire was modified and finalized based on those learnings and key stakeholders' inputs. In the third stage, the online survey was conducted using the above questionnaire and out of 360 YPs in the fifth parliament, 110 YPs participated in the survey.

**Key findings**

**YP profile**

Women's representation in YP is 10% and better than National and Provincial level elected institutes (less than 5%) but lower than Local authorities (29%) with the later introduced gender quota in 2017. Indian Tamil Youth representation is also low in YP.

Around one third have passed Advanced Level and one third are undergraduate /graduate and it can be concluded that they have higher education qualification than other youth where one of the critiques of lower education qualification of politicians in other elected institutes in general.

More than half of the YPs (55%) are mainly involved in economic activities and among them, 33% are government / private cooperative sector employees. When designing a program, this has to be kept in mind. Only one tenth (10%) are unemployed.

Two thirds of the YPs are highly active in volunteering, slightly higher than half are in the community or social welfare organizations (57%) and other societies (44%). Half of YPs (50%) claimed that they are in party politics and 3% are LA elected members and 37% were in the student parliament. Based on the leadership roles they played, we can conclude that they were leaders before they became YP. They were actively involved in school and university level societies. When looking at the sports and esthetic activities, YPs were involved in sports (90%) and esthetic activities (59%+); therefore, the majority of YPs involvement in sports, esthetic activities, social welfare, volunteerism, political activities are most prominent.

**Perception and Attitude towards Leadership.**

The YPs aspirational leader list has a wide variety of leaders. Nelson Mandela, Mahathma Ghandi and Adolf Hitler are three highest-ranked past leaders. The list represents local, national, and international levels in various fields, including religious, political, sports, environment, etc., from past and present, and has different qualities.

The YPs claim a high level of involvement in leadership roles, including making content in social media on an issue, writing newspaper articles, giving news items to radio or TV, discussing with the government officers on community issues etc. Around half of the YPs (47%) were the main leaders for those activities and two third of YPs led with other leaders and even three fourth of them (59%) contributed only as a member showing that they have strong leadership practices.

**YPs Perceived Personal and Social Well-being.**

The majority (75%-90%) of the Sri Lankan YPs rated that from 22 statements (eg Physical fitness / having opportunity for exercise, Special attention for women for specific requirement during menstruation etc.) included in the survey on state and non-state institutions facilitations are somewhat important or very important on youth physical, physiological and sociological well-being.

When looking at youth's challenges for achieving health and well-being, the majority (80%) perceived that affordability is a challenge to fulfill health and well-being requirements. Half of YPs perceived that mass media influence health and well-being decisions. Around one-third perceived that availability and accessibility are very low and more time and effort are needed to practice those and peers also influence health and well-being choices.

**Youth Roles and Responsibility in Promoting Peace and Social Cohesion**

Among YPs, engagement with Indian Tamil youth was limited. Arts/sports/music competitions and events and Ethnic or religious festival interactions (New year, Vesak, Christmas, Ramadan, Deepawali etc) are major opportunities they had. However, University, school and workplace organized events are comparatively lower.

Youth leaders' trust is a good indication for future peace and social cohesion challenges. On a scale of 1 indicating no trust to 5 fully trust, mean score is just closer to 4.0 among all ethnic and religious groups. It is not an impressive rating. Language barriers, political gains expected campaigns are rated as some challenges to Peace and Social Cohesion.

Around half claimed that their all or mostly close friends are from their ethnic or religious groups. Experience with peers of different genders is comparatively lower in training institutes, workplaces and universities than in schools.

**State and non-state actor’s roles and responsibilities to promote social cohesion and well-being.**

Less than half of the YPs are aware of OMP, LLRC, NPR, ONUR or OMP. As YPs this is not a satisfactory level hence, their awareness and knowledge needs to be improved. NYSC, Ministry of sports and youth affairs, Ministry of education and Ministry of Health are main government organizations YPs rated for promoting social cohesion and well-being.

Half of the youth's (55%) perceived that the war's end has not brought an end but reduced the conflict. Half of the YPs (53%) think the peace and reconciliation process has not solved or addressed concerns after the war. Half of the YPs perceived that there is a possible challenge for a long-lasting peace. With these perception and attitude levels it may need extensive initiatives to address those.

When analyze the satisfaction level of the services received from Government institutions, only 6% are fully satisfied. Hence, it is inferred services need to be improved. In addition to that around one-fourth (20-26%) of YPs rated that they have a “low level of trust” or “no trust at all” with the NGO, Government, or Private sector institutions. Therefore, trust is an issue with government, private and NGO sectors.

**YPs and Volunteerism**

The majority of the YPs are aware (85%) and practice (81%) volunteerism. Boosting self-confidence, improving the social network, feeling needed by society, increasing the interactions and enhancing solidarity are the main advantages and motives for their volunteerism.

Three quarters (74%) of YPs supported Covid 19 affected people and during that period helping neighborhood and marginalized groups are the main support they have given.

Three-quarters of YPs (74%) have at least one voluntary organization membership.

**2. Background of the Survey**

“Engaging Young Leaders to Promote Healthy Settings for building Cohesive Communities in Post-COVID Sri Lanka” is a joint project collectively implemented by WHO, UNDP and UNV with state sector support from National Youth Services Council (NYSC). The project aims to improve access to opportunities for young aspiring leaders to meaningfully engage in promoting social cohesion and development that will enhance their political and civic representation. This will strengthen their recognition in society and help them to build trust in state processors. In this regard, the project will identify young leaders from already existing youth leadership platforms, particularly from politically vulnerable areas of conflict and social marginalization, in the country. Build their capacity through training and mentoring and facilitate their constructive engagement in society through resource mobilization to promote social cohesion through healthy settings.

The “healthy settings” approach was introduced in 1980 by the WHO as a “holistic and multi-disciplinary method which integrates action across risk factors” to promote health and community well-being. This all-encompassing approach paves the project's way to systematically intervene in areas affecting social cohesion in vulnerable communities while layering preventive strategies. By employing a healthy settings approach, the project aims to enable young people to identify and influence their day-to-day surroundings, including personal factors that affect community well-being. This will be achieved through youth-led designing and implementing gender sensitive Community Action plans to address geographically defined problems affecting social cohesion and create space for policy dialogues that will contribute to long-term systemic transformation. The project also promotes volunteerism as an entry point for young people and helps them to determine their priorities, set their agendas, and engage with youth or other actors to pursue their aspirations while assisting others in society.

In this context, UNDP commissioned an independent external local consultant to conduct a comprehensive survey on perceptions of youth towards engagement with state and non-state actors in promoting Peace and Social Cohesion in post-COVID Sri Lanka.

The main objective of this assignment is to understand the current status and perception of youth with regard to engaging with diverse stakeholders at the regional and community level in promoting a safer and more cohesive environment during the COVID and post-COVID context in Sri Lanka..

**Specific Objectives:**

1. To assess the perception of youth about their roles and responsibilities in promoting peace and social cohesion.
2. To assess the perception of youth about what constitute personal and communal well-being.
3. To assess the youth perception on the role and responsibilities of state and non-state institutions to promote social cohesion and well-being.
4. To assess the youth motivations and perceptions towards community engagement through volunteering, collaborative leadership, and their potential impact.

**3. Methodology and Participants of the Survey**

**Identifying Youth Leaders for the Survey**

Based on the “Engaging Young Leaders to Promote Healthy Settings for Building Cohesive Communities in Post-COVID Sri Lanka” project context, UNDP, WHO and UNV decided to consider 360 Members of Fifth Youth Parliamentarians of Sri Lanka as youth leaders for this perception survey.

**Research Methodology**

The research methodology followed three main stages sequentially.

1. Literature review and drafting survey materials
2. Qualitative in-depth interviews and survey material modification and finalization
3. Sample survey

**Stage 1: Literature review and drafting survey materials**

To answer the primary and specific objectives, it was necessary to do a literature review and identify concepts, dimensions, and their definitions to conduct a perception survey. In the first stage, the National consultant identified publications relevant to this perception survey, and the UNDP team also added additional documents to the publications list. Around 30 publications were reviewed and included in the annex 1. The national consultant designed the in-depth interview guideline and sample survey questionnaire focusing on the TOR, research objectives and literature review. The draft survey materials were shared with stakeholders (UNDP, WHO, and UNV teams) for their review and feedback and specialized subject knowledge inputs were included in the survey materials.

**Stage 2: Qualitative in-depth interviews and survey material modification and finalization**

The national consultant conducted 16 In-Depth Interviews with Youth Parliamentarians to understand their awareness, knowledge, and perception of specific sections in the draft questionnaire. Also, find out the extent to which the youth parliamentarian understands and responds to the proposed draft questions. Based on first stage 1 stakeholder’s suggestions and learnings of the in-depth interviews, the draft survey questionnaire was further modified, shared with stakeholders, and finalized. The finalized questionnaire was translated to Sinhala and Tamil languages by experienced UN’s regular translators’ team, ensuring quality and consistency since they are familiar with translations in similar requirements.

**Stage 3: Sample Survey**

Due to Covid-19 challenges, only the online survey was possible, and a web-based online survey program was designed and developed by the UNDP IT team for this purpose.

NYSC shared an Introduction letter in annex 2 and an online web-based survey launched on October 26th and completed on December 6th. Few procedures were to be followed by YPs to get the survey link and participate in the survey. As a first step, each YP had to register for the survey using their email address and a password. In the second stage, they enter the survey, fill out the questionnaire, and save it at any time, and if completed, they can submit it. But before submitting, the program checked any logical checks, incomplete questions, etc. The error message comes and directs to the question having issues. Until those issues are corrected by the YPs they cannot submit the survey.

During the survey period, six UN volunteers looked at the incomplete questionnaires of YPs and called and encouraged them to participate and helped them on technical issues. After a month, out of 360 YPs, only 213 registered for the survey, and 110 completed the survey finally. Therefore, the analysis was conducted only with this 110 sample.

**Study Limitations**

Due to Covid 19 impacts the survey implementation was a challenge and methodology was limited to telephone in depth interviews and an online survey. Due to four specific research objectives with diverse fields of information for multi- stakeholders requirements, the finalized survey questionnaire was lengthy for an on line survey. As a result many technical challenges were there with the online survey and getting higher response rate from YPs also faced technical issues with Online surveys and six UN Volunteers supported them.

Among all 360 YPs only 40 females were there and survey invited to all. However only 110 participated for the survey after 40 days and only 13 females completed the survey. 13 is not sufficient representative sample size for gender disaggregation analysis with 88 males statistically. At least sample of 30 females should be there to perform such valid analysis and future survey designs has to get almost all females for such gender analysis.

**4. Findings of the Sri Lankan Youth Parliamentarian Perception Survey**

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**4.1 Demographic Profile**

This section presents the demographic profile of 110 youth parliamentarians (YPs) who participated for the youth parliamentarian perception survey. While presenting the demographic profile of the 110 YPs in this section as a sample profile, we will discuss the details available on 360 youth parliamentarians where ever details are available and relevant.

This section covers the basic demographic profile of YPs, including their gender, age, education, ethnicity, religion, mother tongue, three language skills, marital status etc. This section further covers the past or present YPs involvement in their school times or with society, leadership roles, social interactions and involvement with sports etc.

Throughout the report, findings are arranged by first introduction of every six sections. For example, the “Demographics” section will include a brief description giving an overall idea of the content. After that, all questions asked from YPs will be presented in each of the six sections and discuss the findings for each specific area and its relevancy to project context.

*Question: What is your gender?*

**Table 1 : Youth Parliament and Sample Survey Gender Distribution**

|  | Youth Parliament (360) | | Survey Sample ( 110) | |
| --- | --- | --- | --- | --- |
|  | No of YPs | Percentage | No. of YPs | Percentage |
| Male | 320 | 89% | 88 | 80% |
| Female | 40 | 11% | 13 | 12% |
| Not specified | - | - | 9 | 8% |
| **Total** | **360** | **100%** | **110** | **100%** |

Among 360 YPs, 89% are males and only 11% are females. In the 110 YPs sample, we have 89% males and 12% females; hence, percentage-wise, the sample has a similar composition.

Please not that all YPs were invited for the survey and no gender biasness. Due to lower response rate, only 13 females participated for the survey hence analysis by gender is not possible. If we had at least 30 females we could have done more gender analysis.

Table 2 and 3 present the gender representation distribution of the 360 YPs National level (331) and University level (29).

**Table 2 : Youth Parliament National Level Gender Distribution**

|  | **National level youth**  **(15-29) population estimations** | | **360 YP’s by national level** | |
| --- | --- | --- | --- | --- |
|  | # | % | # | % |
| Female | 2,400,000 | 52% | 37 | 11% |
| Male | 2,300,000 | 48% | 294 | 89% |
| Total | 4,700,000 | 100% | 331 | 100% |

There are 4,700,000 youth in total and 331 members will represent this category. (age 15-29 yrs) in DS level and 52% females are there while males consist 48%. Only 40 females (11%) were selected in the 2020 youth parliament election voting process. There is a representation gap (52 vs 11%) between the female youth population and female parliament members in the national level youth category.

**Table 3 : Youth Parliament University Level Gender Distribution**

|  | **University**  **Level 2019** | | **University level** | |
| --- | --- | --- | --- | --- |
|  | # | % | # | % |
| Female | 26,728 | 64% | 3 | 10% |
| Male | 14,941 | 36% | 26 | 90% |
| **Total** | **41,669** | **100%** | **29** | **100%** |

There were 41,669 university students in 2019 and 64% were females and much higher than the national average of 52% females. Still, only 3 females (10%) represent the females from the university category. There is a representation gap (64 vs 10%) between the female youth population and female parliament members in the university category.

Therefore, based on DS level and university level, the 360 YPs consist of only 40 females (11%), whereas it is around 52% in the universe. Gender representation is a challenge and table 4 looks at the situation in the Provincial council, national parliament and local authorities for comparison purposes.

**Table 4 : Elected Institutes National Level Gender Distribution**

|  | **Parliament 2020 August**  **(18+ yrs)** | **Provincial Council 2014**  **(18+yrs)** | **LA’s\***  **(18+ yrs) from 2008-2011** | **LA’s\***  **(18+ yrs)**  **2018 February** | **YP 2020**  **(18-29)** |
| --- | --- | --- | --- | --- | --- |
| No. of Institutes | 1 | 9 |  | 341 | 1 |
| Total seats | 225 | 455 |  | 8,690 | 360 |
| No of Female | 12 | 21 |  | 2,526 | 40 |
| Percentage | ~5% | ~5% | 1.8% | 29% | 11% |

National parliament and provincial councils have around (5%) females and up to 2011, Local Authorities also had very low female representation and the level is around 1.8%. However, in 2017 with a 25% quota for women, 29% of women became LA council members. Youth parliament has higher women's representation compared with the parliament, provincial council, but it is lower with the local authorities. If we expect the female leaders to be more represented in the elected institutes it has to come from voters’ behavior, strength and interest of female candidates. If more females give nominations, they will get familiar with contesting. If they are convinced to get votes over males, when selected for youth parliament there is a future expectation that these leaders can go to the next level elected institutes. At least get young voters to vote for females and that perception, attitude and behavior will create more opportunities for females in the other elections to get a chance to get more voters. Encouraging females to come for the political system in the Youth parliament is an excellent vehicle to promote this concept or culture. This can be built in at a very young age than making a heavy investment for changing voters’ perception, attitudes and behaviors in their middle or older ages. Therefore, this project can start those initiatives.

What are the options available for promoting these Gender aspects in YPs. Currently having only DS and University quota. Among options it can be considered,

* awareness and knowledge sharing among youth clubs (voters)
* policy and legislations to have quota like LA’s,
* presenting best examples by practice in general education in school, universities in curriculums etc.

*Question: How old are you? (Number of years)*

**Table 5: Age Distribution of the Youth Parliamentarians**

|  | Youth Parliament (360) | | Survey Sample ( 110) | |
| --- | --- | --- | --- | --- |
|  | # | % | # | % |
| 18-20 | 5 | 1% | 2 | 2% |
| 21-24 | 156 | 43% | 50 | 45% |
| 25-29 | 199 | 55% | 49 | 45% |
| Not mentioned | na | na | 9 | 8% |
| **Total** | **360** | **100%** | **110** | **100%** |

In the 360 youth parliament, the youth between 18-20 yrs is very low (1%) and 21-24 yrs are covering 4 yrs age range and has 43% while 25-29 yrs covering 5 years age range has 55%. Therefore, 21-24 and 25-29 yrs age ranges equally represent. Youth should be 18 yrs of age to be eligible for nominations and elections are held every two years. This may be the reason for getting fewer 18-20 yrs youth representation for the 360 youth parliament. If we take a driving license, anyone who completed 17 yrs can apply and sit for the written exam test on their 18 birthday. There are discussions to get voters' rights after completing 18 yrs in a similar direction. These areas can be elaborated on in this project.

**Table 6: Gender and Age Distribution of the Youth Parliamentarians**

|  | Male | | Female | |
| --- | --- | --- | --- | --- |
|  | # | % | # | % |
| 18-20 | 4 | 1% | 1 | 3% |
| 21-24 | 136 | 43% | 20 | 50% |
| 25-29 | 180 | 56% | 19 | 48% |
| **Total** | **320** | **100%** | **40** | **100%** |

When analyzing the 360 YPs by their gender and age 18-20 yrs younger youth representation is still lower in males and females (1%) and a marginally higher percentage in males (56%). In 25-29 yrs females are marginally higher in 21-24 yrs middle age youth.

*Question: Do you have brothers or sisters in your family?*

**Table 7: Have Brother/s Sister/s in the Family**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Yes brother/s | 65 | 59% |
| Yes sister/s | 49 | 45% |
| No brother/sister | 6 | 5% |
| Other answers | 10 | 9% |
| **Total** | **110** | **100%** |

Multiple answers possible

5% are the only child in their families while other YPs have either brother/s or sister/s.

*Question:* *What is your marital status?*

**Table 8 : Marital Status of the YPs**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Single | 102 | 93 |
| Married | 8 | 7 |
| **Total** | **110** | **100%** |

Only 7% are married among YPs. In SL, the average marriage age for males is 27.3 and for Females 23.4 yrs, according to the Demographics and Health Survey 2019. When comparing age composition in table 2 and 3, it implies that YPs are delaying their marriages compared with the general population. As health sciences and sociology experts discussed, this may create challenges in their future lives. Also, this program's training content may need to include some awareness and knowledge components while capacity building them for future leadership roles.

*Question: Do you have children?*

**Table 9 : YPs having Children’s**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Yes | 2 | 2% |
| No | 105 | 96% |
| Not mentioned | 3 | 2% |
| **Total** | **110** | **100%** |

Only 2% have kids. The majority may be thinking of the challenges they may face as parents with the responsibility as YP.

*Question:* *What is your ethnicity?*

**Table 10: Ethnicity of YPs**

| **Ethnicity** | No. of YPs | Percentage | National Level %\* |
| --- | --- | --- | --- |
| Sinhalese | 83 | 75% | 74.9% |
| Sri Lankan Tamil | 12 | 11% | 11.2% |
| Indian Tamil | 1 | 1% | 4.1% |
| Sri Lankan Moor | 11 | 10% | 9.3% |
| Prefer not to answer | 3 | 3% | n.a. |
| **Total** | **110** | **100%** | **100%** |

Sinhalese, Sri Lankan Tamil and Sri Lankan Moor ethnicities are represented in line with national level composition; however Indian Tamil, youth representation in this sample is very low compared to the national averages. This may be due to limited Indian Tamils in the youth parliament.

*Question: What is your religion?*

**Table 11: Religion of YPs**

| **Ethnicity** | No. of YPs | Percentage | National Level %\* |
| --- | --- | --- | --- |
| Buddhist | 77 | 70% | 70.1% |
| Hindu | 12 | 11% | 12.6% |
| Islam | 13 | 12% | 9.7% |
| Roman Catholic / Other Christian | 6 | 5% | 7.6% |
| Prefer not to answer | 2 | 2% | n.a. |
| **Total** | **110** | **100%** | **100%** |

Hindu, Roman Catholic / Other Christian YPs and Islam representation are closer to the national averages.

*Question:* What is the highest educational qualification that you have achieved so far?

**Table 12: Highest educational qualification achieved by YPs**

| **Education** | No. of YPs | Percentage |
| --- | --- | --- |
| O/L (10 – 11 grades) | 4 | 4% |
| A/L (Grade 12-13) | 42 | 38% |
| Certificate / Diploma level | 21 | 19% |
| Vocational qualifications-NVQ etc. | 6 | 5% |
| Undergraduate – Bachelor’s Degree | 28 | 25% |
| Graduate – Master’s Degree | 6 | 5% |
| Not mentioned | 3 | 3% |
| **Total** | **110** | **100%** |

Around one third have achieved Advanced Level and undergraduates/graduate (30-38%) qualifications.

*Question: In your perception what is the best answer that represents your family socio-economic class in the below categories?*

**Table 13: Socio-economic class of the YPs**

| **Socio-Economic Class** | No. of YPs | Percentage |
| --- | --- | --- |
| Upper class | 3 | 3% |
| Upper Middle class | 23 | 21% |
| Lower Middle class | 55 | 50% |
| Lower class | 12 | 11% |
| Don’t know/Can’t say/Others | 17 | 17% |
| **Total** | **110** | **100%** |

Around half of the YPs perceived that they were in the lower middle socio-economic class, while one tenth believed they were lower. Around three-fifth (61%) perceived themselves as the lower end. Only one-fourth of Yps perceived that they were upper or upper-middle class.

**Table 14: Youth Parliament Composition**

| **Gender** | **DS Level** | | **University Level** | | **Total** | | **University**  **Level 2019** | **National level**  **(15-29)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | % | # | % | # | % |  |  |
| Female | 37 | 11% | 3 | 10% | 40 | 11% | 26,728 (64%) | 2,4 Mn (52%) |
| Male | 294 | 89% | 26 | 90% | 320 | 89% | 14,941 (36%) | 2,3 Mn (48%) |
| **Total** | **331** | **100%** | **29** | **100%** | **360** | **100%** | **41,669 (100%)** | **4,7 Mn(100%)** |

**Table 15: Other Institutes**

|  | **YP**  **(18-29)** | **Parliament 2004-2015 (18+)** | **Provincial Council**  **(18+)** | **LA’s**  **(18+)** |
| --- | --- | --- | --- | --- |
| Institutes | 1 | 1 | 9 | 341 |
| Total seats | 360 | 225 | 455 | 8,690 |
| No of Female | 40 | 12 | 21 | 2,526 |
| **Percentage** | **11%** | **~5%** | **~5%** | **29%** |

Youth parliament has higher women's representation (11%) than parliament (5%) or provincial councils (5%). In the LA’s it was around 1.8% in 2008 and 2011. In 2018 with a 25% quota for women, 29% of women became LA council members.

It is interesting to find out the options available for promoting these Gender aspects in YPs and currently having DS and University quotas. Among options, awareness and knowledge sharing among youth clubs (voters) or policy and legislations to have quota like LA’s will be a good start. Presenting best examples by practice in general education in school, including these valuable concepts in curriculums etc. are some options that the program can consider.

*Question:* What is the main activity you are currently engaged in?

**Table 16: Main activity YPs are currently engaged in**

| **Main activity engaged** | No. of YPs | Percentage |
| --- | --- | --- |
| Student | 25 | 23% |
| Internship/ apprenticeship | 4 | 4% |
| Employee - Government or semi government | 10 | 9% |
| Employee - Formal Private sector | 13 | 12% |
| Employee - Informal private sector | 6 | 5% |
| Employee - Cooperative sector | 4 | 4% |
| Own economic activity ( SE/own business) –No employees | 15 | 14% |
| Family Business | 4 | 4% |
| Entrepreneur | 8 | 7% |
| Unemployed | 11 | 10% |
| Not mentioned/Others | 10 | 9% |
| **Total** | **110** | **100%** |

One fourth of YPs (27%) are studying or engaged in internships. More than half of the YPs (55%) are mainly involved in economic activities. 33% are government or private, or cooperative sector employees. Only one tenth (10%) are unemployed.

The table below shows the educational activities of those who mentioned that they are studying.

*Question:* *Which institute are you currently studying/attending?* *(Multiple options can be selected)*

**Table 17: Educational Activities**

|  | **Student** | | **Internship** | |
| --- | --- | --- | --- | --- |
|  | **#** | **%** | **#** | **%** |
| School | 1 | 4% | 0 | 0% |
| Vocational / Technical institution | 0 | 0% | 0 | 0% |
| University - Internal degree | 4 | 16% | 1 | 4% |
| University - External degree | 16 | 64% | 1 | 4% |
| Other educational institution | 1 | 4% | 1 | 4% |
| Other training/professional institute | 4 | 16% | 1 | 4% |
| Not Relevant | 0 | 0% | 1 | 4% |
| **Total** | **25** | **100%** | **4** | **100%** |

Among students, 64% are studying for external degrees.

*Question:* *What is your mother tongue?*

*Please indicate your Language proficiency – Sinhala*

When discussing the language skills, it is essential to analyze how far the YPs who have Sinhalese mother tongue can read, write, and speak Tamil. The base was 82 and was sufficient to explore this in the sample.

**Table 18: Language skills Sinhala**

|  |  | No. of YPs | Percentage |  |
| --- | --- | --- | --- | --- |
| Tamil-Reading | Not at all familiar | 26 | 32% |  |
|  | Not so familiar | 23 | 28% |  |
|  | Somewhat familiar | 29 | 35% | 40% |
|  | Very familiar | 4 | 5% |
|  | Extremely familiar | 0 | 0% |
| Tamil-Writing | Not at all familiar | 28 | 34% |  |
|  | Not so familiar | 23 | 28% |  |
|  | Somewhat familiar | 26 | 32% | 37% |
|  | Very familiar | 4 | 5% |
|  | Extremely familiar | 0 | 0% |
| Tamil-Speaking | Not at all familiar | 22 | 27% |  |
|  | Not so familiar | 39 | 48% |  |
|  | Somewhat familiar | 20 | 24% | 25% |
|  | Very familiar | 1 | 1% |
|  | Extremely familiar | 0 | 0% |
| **Total** |  | **82** | **100%** |  |

Among YP, whose mother tongue is Sinhala, claimed that around two-fifths are familiar with Tamil reading and writing. However, very familiar or extremely familiar is very low (1-5%). One fourth claimed that they are not familiar at all. This may be an area to consider in this project

*Question:* *Please indicate your Language proficiency – Tamil*

When analyzing the language skills of Tamil mother tongue YPs who can use Sinhala the base was only 24, which is very low for statistical analysis. However, the analysis is given below for readers’ information only.

**Table 19: Language skills Tamil**

|  |  | No. of YPs | Percentage |  |
| --- | --- | --- | --- | --- |
| Sinhala -Reading | Not at all familiar | 7 | 29% |  |
|  | Not so familiar | 0 | 0% |  |
|  | Somewhat familiar | 10 | 42% | 71% |
|  | Very familiar | 5 | 21% |
|  | Extremely familiar | 2 | 8% |
| Sinhala -Writing | Not at all familiar | 8 | 33% |  |
|  | Not so familiar | 1 | 4% |  |
|  | Somewhat familiar | 9 | 38% | 64% |
|  | Very familiar | 3 | 13% |
|  | Extremely familiar | 3 | 13% |
| Sinhala -Speaking | Not at all familiar | 3 | 13% |  |
|  | Not so familiar | 2 | 8% |  |
|  | Somewhat familiar | 11 | 46% | 80% |
|  | Very familiar | 5 | 21% |
|  | Extremely familiar | 3 | 13% |
| **Total** |  | **24** | **100%** |  |

*Question:* *Please indicate your Language proficiency – English*

**Table 20: Language skills English**

|  |  | Mother tongue Sinhala | | | Mother Tongue Tamil | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | # | % |  | # | % |  |
| English-Reading | Not at all familiar | 1 | 1% |  | 0 | 0% |  |
| Not so familiar | 2 | 2% |  | 1 | 4% |  |
| Somewhat familiar | 35 | 43% |  | 5 | 21% |  |
| Very familiar | 34 | 41% | 53% | 10 | 42% | 75% |
| Extremely familiar | 10 | 12% | 8 | 33% |
| English-Writing | Not at all familiar | 1 | 1% |  | 0 | 0% |  |
| Not so familiar | 4 | 5% |  | 1 | 4% |  |
| Somewhat familiar | 31 | 38% |  | 6 | 25% |  |
| Very familiar | 41 | 50% | 56% | 9 | 38% | 71% |
| Extremely familiar | 5 | 6% | 8 | 33% |
| English-Speaking | Not at all familiar | 4 | 5% |  | 2 | 8% |  |
| Not so familiar | 13 | 16% |  | 2 | 8% |  |
| Somewhat familiar | 44 | 54% |  | 12 | 50% |  |
| Very familiar | 17 | 21% | 26% | 7 | 29% | 33% |
| Extremely familiar | 4 | 5% | 1 | 4% |
| **Total** |  | **82** | **100%** |  | **24** | **100%** |  |

More than half of Sinhala mother tongue YPs claimed that they are familiar (very or extremely) with English language reading and writing but only around one-fourth are familiar with speaking in English.

Bases (24) are insufficient to analyze /interpret for YPs whose mother tongue is Tamil.

*Question: Have you been a member or hold a life-time membership of any of these organizations or movements and/or actively participated in any of these activities? (Multiple options can be selected)*

**Table 21: Member of organization, movement.**

|  | Percentage |
| --- | --- |
| Youth club/Regional/District/national level boards of Youth club | 87% |
| Sports club/s | 82% |
| School society | 75% |
| Volunteer Involving Organizations | 65% |
| Community or social welfare society | 57% |
| Religious society | 51% |
| Political party | 50% |
| Any other society | 44% |
| Student Parliament | 37% |
| University level society | 25% |
| Farmers/Industry/business society | 18% |
| Trade union | 14% |
| Health Promoting society | 12% |
| Ethnic representative society | 7% |

*Total Base 110*

The majority (87%) claimed that they are in the youth clubs. Does this mean 13% are basically from the university category? Two third of YPs are highly active in volunteering (65%), slightly higher than half are in the community or social welfare organizations (57%) and other societies (44%). Half of YPs (50%) claimed that they are in the party politics and 3% are LA elected members and 37% were in the student parliament.

*Question: What are the leadership roles you held in your school, career or during your engagement with a training institute, workplace or society? (Please select all leadership positions that you have held from the list below, multiple options can be selected)*

**Table 22: Leadership role played by the YPs**

|  | Percentage |
| --- | --- |
| Class monitor | 95% |
| Subject leader in the class | 69% |
| Junior prefect | 52% |
| Senior prefect | 57% |
| Head prefect | 28% |
| House captain | 51% |
| School societies leadership role | 57% |
| University Student Union leader | 14% |
| Trade union/business /farmers/industrial society leader | 9% |
| Community based organization leader | 39% |
| Local Authority Elected Member | 3% |
| Other leadership roles | 50% |

Based on the leadership role, we can conclude that they were leaders before becoming YP.

Three quarters had school societies and memberships, while one-fourth were in university-level societies.

*Question:* *Have you taken part in any Sports activities listed below? (Multiple options can be selected)*

*Question: Have you participated in any performing arts activities or extra-curricular activities listed below (Multiple options can be selected)*

**Table 23: YPs Involvement in sports and other Extra activities**

| **Sports** | Percentage | **Extra activities** | Percentage |
| --- | --- | --- | --- |
| Team Sports | 90% | Drama | 59% |
| Individual sports | 73% | Debating | 53% |
| Dual sports | 28% | Choir | 32% |
| Not involved | 4% | Creative writing | 32% |
|  |  | Other | 28% |
|  |  | Dance troupe | 27% |
|  |  | Art Circle | 21% |
|  |  | Orchestra | 20% |
|  |  | Not involved in aesthetic groups | 6% |

YPs Involvement in sports (90%) and esthetic activities are at high levels.

**Summary of YPs Profile**

In summary of the above demographics section, the following can be concluded. Women's representation in Youth Parliament is 10% and it is much better than National and Provincial representation.

Among YPs, 5% are the only child in their families, 7% is married and 2% have kids.

Indian Tamil Youth representation in this sample is very low and Hindu, Roman Catholic / Other Christian YPs and Islam representation are closer to the national averages.

Around one third have passed Advanced Level and one third have undergraduate /graduate qualifications.

One fourth of YPs (27%) are studying or engaged in an internship. More than half of the YPs (55%) are mainly involved in economic activities and among them, 33% are government / private cooperative sector employees. Only one tenth (10%) are unemployed.

As they claimed among Sinhala youth, Language skills in Tamil and English are low.

The majority claimed that they are in the youth clubs, Two thirds of the YPs are highly active in volunteering, slightly higher than half are in the community or social welfare organizations (57%) and other societies (44%).

Half of YPs (50%) claimed that they are in party politics and 37% were in the student parliament and 3% are LA elected members.

Based on the leadership roles they played, we can conclude that they were leaders before they became YP. They were actively involved in school and university level societies. When looking at the sports and esthetic activities, YPs were involved in sports (90%) and esthetic activities (59%+); therefore, it can be inferred that their involvements were high.

**4.2 Perception and Attitude towards Leadership.**

*Question: Who is your most admired/aspirational leader? Please write his/her name.*

**Table 24: Most Admired/Aspirational Leader**

| **Name** | No. of YPs | Percentage | **Name** | Percentage |
| --- | --- | --- | --- | --- |
| Mahinda Rajapaksha | 11 | 10% | Gamini Disanayaka | 1% |
| Mahathma Gandhi | 7 | 6% | Gotabaya Rajapaksha | 1% |
| Nelson Mandela | 6 | 5% | Harin Fernando | 1% |
| Barek Obama | 4 | 4% | Ho Chi Minh | 1% |
| Hitler/Adolf Hitler | 4 | 4% | Imran Khan | 1% |
| Kumar Sangakkara | 4 | 4% | Issadeen Sir | 1% |
| Mahela Jayawardhane | 4 | 4% | Jagath Kumara (MP) | 1% |
| Che Guvera | 3 | 3% | Justin Trudeau | 1% |
| Myself | 3 | 3% | Kanthi | 1% |
| My Mother | 3 | 3% | Lahiru Weerasekara | 1% |
| Abraham Lincoln | 2 | 2% | Lee Kuan Yew | 1% |
| Ajith Rohana | 2 | 2% | M Sureshkanthan | 1% |
| Anagarika Darmapala | 2 | 2% | MGR | 1% |
| Anura Kumara Disanayaka | 2 | 2% | Prefer not to answer | 1% |
| Jasinda Ardern | 2 | 2% | Prophet Mohammad (Sal) | 1% |
| Load Buddha | 2 | 2% | Ranil Wicramasingha | 1% |
| No one is there | 2 | 2% | Rohana Wijeweewira | 1% |
| Ranasingha Premadasa | 2 | 2% | Shanakiya Rasamanickam | 1% |
| Vladimir Putin | 2 | 2% | Shehan Kokila Kannangara | 1% |
| Arjuna Ranatunga |  | 1% | Sir Abdul Kalam | 1% |
| Ashraf |  | 1% | Sir John Kothalawala | 1% |
| Bandara Disanayaka |  | 1% | Sirimavo Bandaranaike | 1% |
| Ciyatal |  | 1% | Vijaya Kumarathunga | 1% |
| Dalus Alahapperuma |  | 1% | Visvalingam Manivannan | 1% |
| Dr A T Ariyarathna |  | 1% | W.F Ranjith | 1% |
| My Farther |  | 1% |  |  |
| Fidel Castro |  | 1% |  |  |

**Base 110**

YP aspirational leader list has a wide variety of leaders in local, national and international levels in different fields, including religious, political, sports, environment, etc. They are also from past and present. Interestingly 3% have mentioned myself and my mother as the leaders.

*Question: Have you engaged in any of the following social activities over the last 3 years (during and before COVID-19) on an issue you want to make a change? (Multiple options can be selected)*



**Table 25: Social activities YPs were engaged in**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Involved in sports, religious group, music, drama and arts with youth or different community members | 82 | 75% |
| Attend a public meeting on awareness and knowledge building | 79 | 72% |
| Discuss with people in my area about a community problem | 78 | 71% |
| Wrote / discussed / met Grama Niladari, DS office, GA office, provincial council, any departments or ministries or any government institutes officers on community issues | 64 | 58% |
| Participated in an information or awareness campaign | 58 | 53% |
| Made content in social media on an issue | 52 | 47% |
| Participated in community campaigns/rallies/lobby etc. | 49 | 45% |
| Wrote / discussed / met MC / UC / Pradeshiya Saba elected member, Provincial council member or member of parliament on community level, local, provincial or national issue . | 45 | 41% |
| Wrote newspaper article, given news item to radio or TV | 12 | 11% |
| Other engagement similar to the above areas | 34 | 31% |
| Other initiatives | 29 | 26% |
| None of these initiatives are applicable to me | 2 | 2% |
| **Total** | **110** | **100%** |

High level of involvement in leadership roles claimed by the YPs. Some initiatives are regular involvements like participating in sports, religious activities, music and drama etc. Some are key and bold once like making content in social media on an issue, writing newspaper articles, giving news items to radio or TV, having discussions with the government officers on community issues etc. Around half of the YPs (47%) were the prominent leaders for those activities and two thirds of the YPs led with other leaders and three fourth of them (59%) contributed only as a member who shows that they have strong leadership practices.

**Summary of YPs Perception and Attitude towards Leadership.**

The YPs aspirational leader list has a wide variety of leaders. Nelsen Mandela, Mahathma Ghandi and Adolf Hitler are three highest-mentioned past leaders. The list represents local, national, and international levels in various fields, including religious, political, sports, environment, etc., from past and present, and they have different qualities.

The YPs claim a high level of involvement in leadership roles. Some initiatives are regular involvements like participating in sports, religious activities, music and drama etc. Some are key and bold once like making content in social media on an issue, writing newspaper articles, giving news items to radio or TV, discussing with the government officers on community issues etc. Around half of the YPs (47%) were the main leaders for those activities and two third of YPs lead with other leaders and even three fourth of them (59%) contributed only as a member showing that they have strong leadership practices.

**4.3 YPs Perceived Personal and Social Well-being**

*Question: As a Sri Lankan youth parliamentarian, what is your opinion that the Sri Lankan state and non-state institutions should jointly facilitate and/or ensure availability to achieve the personal and social well-being of youth in Sri Lanka?*

**Table 26: YPs Expectation on SL state and non-state institutions to achieve personal and social well-being**

|  | **Not important at all** | **Somewhat not important** | **Neither not important or important** | **Somewhat important** | **Very important** | **Mean** | **Std. Deviation** | **Base** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Balance food / Healthy food / Good nutrition | 0% | 3% | 0% | 16% | 81% | 4.75 | 0.60 | 106 |
| Physical fitness / having opportunity for exercise | 0% | 0% | 1% | 15% | 84% | 4.83 | 0.40 | 107 |
| Basic healthier facility / requirement (eg shelter, clothes, mobile phone, medicine, hospitals, hygiene facility etc) | 0% | 1% | 0% | 7% | 93% | 4.91 | 0.38 | 107 |
| Living in a favorable physical, social, legal, peaceful and healthier environment | 0% | 0% | 1% | 11% | 88% | 4.87 | 0.37 | 105 |
| Stress free school, higher and other education as relevant | 0% | 0% | 0% | 8% | 92% | 4.92 | 0.28 | 106 |
| Relevant, updated career oriented education and training opportunities | 0% | 0% | 2% | 17% | 82% | 4.80 | 0.45 | 103 |
| Financial independency / Fair salary | 0% | 0% | 1% | 15% | 84% | 4.83 | 0.40 | 107 |
| Accessible and effective online education due to COVID-19 challenges | 1% | 3% | 1% | 12% | 83% | 4.74 | 0.71 | 106 |
| Good neighbors / community / society | 0% | 3% | 1% | 19% | 77% | 4.71 | 0.63 | 106 |
| Recognition, respect and receiving responsibility from parents, family, friends, workplace and community | 2% | 0% | 3% | 21% | 74% | 4.65 | 0.72 | 107 |
| Opportunities to engage with society, social organizations, different political views or participation | 0% | 2% | 1% | 35% | 63% | 4.58 | 0.62 | 104 |
| Loving, caring, happy, secure and healthier family, society, school and work environment | 0% | 0% | 2% | 20% | 78% | 4.76 | 0.47 | 106 |
| Opportunity for leisure and relaxing time | 0% | 1% | 0% | 22% | 77% | 4.75 | 0.50 | 105 |
| Controlling Non Communicable diseases and Chronic illness etc. | 0% | 1% | 0% | 12% | 87% | 4.85 | 0.43 | 106 |
| Religious or spiritual development | 0% | 3% | 5% | 21% | 71% | 4.61 | 0.72 | 104 |
| Love, care, safety, security | 0% | 0% | 1% | 12% | 88% | 4.87 | 0.37 | 104 |
| Non politicized society / job opportunity / access to facility / opportunity etc. | 0% | 2% | 3% | 13% | 82% | 4.75 | 0.60 | 104 |
| Free and fair society e.g. without any age, gender, ethnicity, religious or any other difference / discrimination | 1% | 0% | 1% | 12% | 86% | 4.82 | 0.53 | 106 |
| Society without any form of gender discrimination and sexual harassment etc | 0% | 0% | 2% | 5% | 93% | 4.92 | 0.34 | 106 |
| Society without violence / bribery / corruption / favoritism etc. | 1% | 0% | 1% | 6% | 92% | 4.89 | 0.49 | 105 |
| Special attention for women for specific requirement (e.g. during menstruation) | 1% | 0% | 2% | 16% | 81% | 4.76 | 0.58 | 104 |
| Social acceptance of sexual education | 1% | 0% | 1% | 12% | 86% | 4.82 | 0.53 | 106 |

The majority (75%-90%) of the Sri Lankan YPs rated that from 22 statements (eg Physical fitness / having opportunity for exercise, Special attention for women for specific requirement during menstruation etc.) included in the survey on state and non-state institutions facilitations are somewhat important or very important on youth physical, physiological and sociological well-being.

There were additional suggestions by YPs such as follows;

*Question: In addition to above mentioned areas, in your opinion are there any other important areas to be considered for improving Personal and Communal well-being among Sri Lankan youth?*

**Table 27: Additional suggestions by YPs**

|  | No. of YPs |
| --- | --- |
| Additional suggestions: Open ended answers | 8 |
| Attitude , leadership, personality development | 5 |
| Employment /job opportunities/good economy | 5 |
| Entrepreneurships, self-employment/ enterprises development for youth | 2 |
| Foreign job opportunities / opportunities for young people who wish to work abroad | 3 |
| Environmental friendly society | 3 |
| Drug related ; Provide a better understanding of drugs and how to avoid them etc | 4 |
| Extra curriculum, Sports, group sports | 6 |
| Education related, free education, education reforms etc | 2 |
| Professional education opportunities | 3 |
| Language skills | 3 |
| Mental well-being, Programs for mental development, Some degree of awareness of psychology | 2 |
| Formal career guidance /Directing the youth for various courses after school education | 1 |
| Foreign higher educational opportunities | 1 |
| Opportunity to follow Vocational education in their mother tongue. | 1 |
| Their talents should be identified between the ages of 12-18 and future policies should be formulated in this regard | 1 |
| Giving opportunity to the Enthusiasm, committed, talented as well as others | 1 |
| Social recognition | 1 |
| It is great to exclude young people from ethnicity base politics. | 1 |
| Implementing the law of the land in a way that is common and permissible to all | 1 |
| Youth should not be puppets in politics | 1 |
| Motivation to use the vote wisely to choose their rulers | 1 |
| Treatment without party affiliation | 1 |
| Enabling young people to join the current political arena | 1 |

*Question:* *In your perception what are the challenges young people face when they decide their personal health and well-being decisions like when they are purchasing / using / practicing something healthy (e.g. health food habits, physical exercise)? (Multiple options can be selected)*

As in table 28, the majority (80%) perceived that affordability is challenging to achieve health and well-being requirements. Half of the YPs perceived that mass media influences health and well-being decisions. Around one-third perceived that availability, accessibility are very low and more time and effort are needed to practice those and peers influence health and well-being choices.

**Table 28: Challenges faced by YP’s on achieving Personal Health and well-being**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Health and well-being requirements are costly so affordability is a problem | 88 | 80% |
| Health and well-being decisions influenced by TV, Radio or newspaper advertisements etc. | 53 | 48% |
| Health and well-being availability is not in local areas | 46 | 42% |
| Health and well-being accessibility is generally very low | 45 | 41% |
| Health and well-being require more time and efforts to get ready/prepare or practice | 38 | 35% |
| Health and well-being decisions are influenced by peers | 38 | 35% |
| Health and well-being things are Family decision so not an individual choice | 16 | 15% |
| **Total** | **110** | **100%** |

**Summary of YPs Perceived Personal and Social Well-being.**

The majority (75%-90%) of the Sri Lankan YPs rated that from 22 statements (eg Physical fitness / having opportunity for exercise, Special attention for women for specific requirement during menstruation etc.) included in the survey on state and non-state institutions facilitations are somewhat important or very important on youth physical, physiological and sociological well-being.

When looking at youth's challenges for achieving health and well-being, the majority (80%) perceived that affordability is a challenge to achieve health and well-being requirements. Half of YPs perceived that mass media influence health and well-being decisions. Around one-third perceived that availability, accessibility are very low and more time and effort is needed to practice those and peers also influence health and well-being choices.

**4.4 Youth Roles and Responsibility in Promoting Peace and Social Cohesion.**

*Question:* *How often do you engage with fellow youth from the main ethnic groups?*

**Table 29: Engaging with fellow youth from main ethnic groups**

|  | **Often** | **Sometimes** | **Rarely** | **Never** | **Other answers** | **Total YPs** | **No of YPs in this group** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| With Sinhalese | 88% | 10% | 2% | 0% | 0% | 101 | 83 |
| With Sri Lankan Tamils | 41% | 37% | 22% | 1% | 0% | 101 | 12 |
| With Indian Tamils | 9% | 19% | 31% | 34% | 6% | 99 | 1 |
| With Sri Lankan Moors | 44% | 41% | 16% | 0% | 0% | 101 | 11 |

YPs engagements with Indian Tamils are very low compared with other ethnic groups.

*Question:* *How often do you engage with fellow youth from the main religious groups?*

**Table 30: Engagement with fellow youth from main religious groups**

|  | **Often** | **Sometimes** | **Rarely** | **Never** | **Other answers** | **Total YP’s** | **No of YPs** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| With Buddhist | 81% | 12% | 4% | 3% | 0% | 101 | 77 |
| With Christian / Catholic | 52% | 32% | 14% | 2% | 0% | 100 | 12 |
| With Hindu | 33% | 43% | 19% | 5% | 0% | 100 | 13 |
| With Islam | 36% | 42% | 16% | 6% | 0% | 100 | 6 |

Except with Buddhists, YPs engagement with Christians / Catholics are relatively higher than Hindu and Islam religious groups.

*Question: What are the opportunities you had to engage with youth from other communities? (Multiple options can be selected)*

**Table 31: Opportunities to engage with youth in other communities.**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Arts / sports / music competitions and events | 82 | 75% |
| Ethnic or religious festivals interactions (New year, Vesak, Christmas, Ramadan, Deepawali etc) | 74 | 67% |
| Training institute organized events | 70 | 64% |
| Events organized by non-government organizations | 59 | 54% |
| Events organized by community leaders | 57 | 52% |
| Events organized by government institutes | 55 | 50% |
| School organized events | 46 | 42% |
| Other opportunities | 40 | 36% |
| Workplace organized events | 39 | 35% |
| University organized events | 29 | 26% |
| No such opportunities | 1 | 1% |
| **Total** | **110** | **100%** |

Three quarters of YPs claimed that they could engage with other communities with arts/sports competitions etc. Around One third claimed that ethnic or religious festival interactions and training institutes gave opportunities. Around half of the YPs rate that NGO, government institutes and Community leaders gave such opportunities. Workplace, schools and universities are comparatively giving them fewer opportunities and this project can focus on these institutes to create such opportunities.

*Question: How do you rate your trust in the youth of the following ethnic/religious groups?*

**Table 32: Trust in the youth of other ethnic groups.**

|  | Never trust | Somewhat distrust | Neither trust or no distrust | Somewhat trust | Fully trust | DK/CS/ others | Mean Score | SD | N |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With Sinhalese | 0% | 4% | 18% | 40% | 31% | 8% | 4.05 | 0.84 | 93 |
| With Sri Lankan Tamils | 0% | 1% | 19% | 38% | 28% | 15% | 4.08 | 0.77 | 86 |
| With Indian Tamils | 2% | 2% | 17% | 29% | 16% | 33% | 3.83 | 0.94 | 66 |
| With Sri Lankan Moors | 1% | 5% | 21% | 38% | 24% | 12% | 3.89 | 0.91 | 89 |

**Table 32: Trust in the youth of other religious groups.**

|  | Never trust | Somewhat distrust | Neither trust or no distrust | Somewhat trust | Fully trust | DK/CS/ others | Mean Score | SD | N |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With Buddhist | 0% | 4% | 14% | 41% | 34% | 7% | 4.13 | 0.82 | 93 |
| With Christian / Catholic | 0% | 2% | 20% | 45% | 26% | 8% | 4.02 | 0.77 | 93 |
| With Hindu | 0% | 1% | 21% | 40% | 24% | 14% | 4.01 | 0.76 | 86 |
| With Islam | 1% | 3% | 23% | 39% | 23% | 12% | 3.90 | 0.87 | 89 |

Youth leaders' trust is a good indication for future peace and social cohesion challenges.

The mean score is just closer to 4.0 with all ethnic and religious groups. These scores are with youth leaders, so not a good achievement on trust between different ethnicities/religious groups. Youth leaders' confidence with other ethnic/religious group youth is essential for future success on peace and social cohesion in the country.

*Question:* *In your perception, what are the challenges you experience when interacting with youth from other communities? (Multiple options can be selected)*

**Table 33: Challenges when interacting with youth from other communities.**

| **Challenges Experienced** | No. of YPs | Percentage |
| --- | --- | --- |
| Language barrier | 87 | 79% |
| Political gains expected campaigns | 63 | 57% |
| Unfamiliar cultural norms | 53 | 48% |
| Past experience | 33 | 30% |
| My community leaders perceptions about other communities | 32 | 29% |
| Others | 13 | 12% |
| **Total** | **110** | **100%** |

When interacting with youth from other communities, the language barrier was claimed by three quarter (79%) of YPs and unfamiliar cultural norms were asserted by around half (48%) of YPs as challenges. Different initiatives can address these, including awareness and knowledge-building components with YPs.

*Question:* *In your perception, what are the benefits of having to engage with youth from other communities? (Multiple options can be selected)*

**Table 34: Benefits of having to engage with youth from other communities.**

| **Benefits** | No. of YPs | Percentage |
| --- | --- | --- |
| Peaceful society | 89 | 81% |
| Social harmony | 91 | 83% |
| Trust among different social groups | 83 | 75% |
| More economic development opportunities | 64 | 58% |
| No conflict, wars etc. | 84 | 76% |
| Others | 19 | 17% |
| **Total** | **110** | **100%** |

As perceived by YPs, Peaceful society, social harmony, no conflict or war are the benefits of having engaged with youth from other communities.

*Question: If you have a personal /private matter, who would you talk about it with? (Multiple options can be selected)*

**Table 35: YPs Social Capital.**

|  | **Male** | | **Female** | | **18-24 yrs** | | **25-29 yrs** | | **Total** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | # | % | # | % | # | % | # | % | # | % |
| Mother | 53 | 60% |  |  | 38 | 73% | 25 | 52% | 63 | 62% |
| Friends | 59 | 67% |  |  | 33 | 63% | 29 | 60% | 63 | 62% |
| Brother / sister | 31 | 35% |  |  | 21 | 40% | 13 | 27% | 34 | 34% |
| Father | 30 | 34% |  |  | 20 | 38% | 12 | 25% | 32 | 32% |
| Spouse / partner | 24 | 27% |  |  | 11 | 21% | 15 | 31% | 28 | 28% |
| Others / depends | 24 | 27% |  |  | 15 | 29% | 12 | 25% | 27 | 27% |
| A close relative | 11 | 13% |  |  | 8 | 15% | 4 | 8% | 12 | 12% |
| From a leader | 10 | 11% |  |  | 7 | 13% | 3 | 6% | 10 | 10% |
| School /training instit./uni. teacher | 5 | 6% |  |  | 4 | 8% | 1 | 2% | 5 | 5% |
| **Total** | **87** | **99%** |  |  | **52** | **100%** | **48** | **100%** | **100** | **99%** |

Mothers and friends play a significant role among YPs when discussing personal /private matters. Among 18-24 yrs YPs, mothers play a higher important role (73%) than 25-29 yrs (52%). Farther and brothers/sisters also play a significant role when discussing their personal /private matters.

*Question:* *Which statement best describes your closest friend group?*

**Table 36: YPs Closest friend group**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| All from my ethnic-religious group | 17 | 17% |
| Mostly from my ethnic-religious group | 32 | 32% |
| Mixed ethnic-religious group | 32 | 32% |
| Mostly other ethnic-religious group | 3 | 3% |
| All other ethnic-religious group | 4 | 4% |
| Don’t know / can’t say / others | 12 | 12% |
| **Total** | **100** | **100%** |

Around half (17%+32%=49%) of the YPs claimed that most of their closest friends are from their own ethnic or religious group.

*Question:* *In your perception to what extent are you open to your peer’s ideas, views, and suggestions on different things?*

**Table 37: How open are YPs with Peers**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Always open | 49 | 50% |
| Open to some extent | 45 | 46% |
| Not open to some extent | 3 | 3% |
| Other answers | 1 | 1% |
| **Total** | **98** | **100%** |

Half of the YPs are always open to peers’ ideas.

*Question:* *Do you have any experience in interacting with peers from different genders? (Multiple options can be selected)*

**Table 38: YPs experience in interacting with peers from different genders**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Social interactions | 81 | 74% |
| In school | 71 | 65% |
| Training institute | 49 | 45% |
| Work place | 42 | 38% |
| University | 38 | 35% |
| **Total** | **100** | **100%** |

Experience with peers of different genders is comparatively lower in training institutes, workplaces and universities than in schools.

*Question: To what extent do you agree or disagree with the following statements on youth roles and responsibilities on promoting peace and social cohesion with Sri Lankan multicultural society?*

**Table 39: Youth roles and responsibilities on prompting peace and social cohesion**

|  | **Strongly disagree** | **Disagree** | **Neither agree nor disagree** | **Agree** | **Strongly agree** | **Other answers** | **Mean Score** | **SD** | **N** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Youth should understand the ways and customs of other ethnic-religious groups | 0% | 0% | 6% | 51% | 42% | 1% | 4.36 | 0.60 | 99 |
| Youth should participate rituals / festivals of religions, ethnicities or other communities that are not their own | 0% | 0% | 10% | 55% | 33% | 2% | 4.23 | 0.62 | 98 |
| Youth should travel, stay over at at a home of someone from a different ethnic, religion or community that are not their own | 0% | 0% | 29% | 51% | 17% | 3% | 3.88 | 0.68 | 96 |
| Youth should stay in hostel/boarding place etc. with someone from a different ethnic, religion or community that are not their own | 0% | 1% | 23% | 51% | 22% | 3% | 3.97 | 0.71 | 97 |
| Youth should always take suitable opportunities when they come to them to build relationships with communities that are not their own | 0% | 0% | 8% | 57% | 33% | 2% | 4.25 | 0.60 | 96 |
| Learning languages of other communities and facilitate peace and social cohesion | 0% | 0% | 10% | 44% | 45% | 1% | 4.35 | 0.66 | 99 |
| During social tension times social media has to be used by youth with extra precautions | 1% | 2% | 5% | 60% | 29% | 3% | 4.18 | 0.71 | 96 |
| Youth should not support extremist ethnic or religious views / ideas | 1% | 3% | 5% | 36% | 54% | 1% | 4.40 | 0.81 | 98 |
| Youth should accept and encourage cross culture interactions in their families rather than opposing | 2% | 3% | 14% | 57% | 21% | 2% | 3.95 | 0.83 | 96 |
| Youth should share their own good experiences on other ethnic and religious friends to their own family and community | 0% | 0% | 9% | 63% | 27% | 1% | 4.18 | 0.58 | 97 |

High acceptance rate (above 4.20 mean score) for society level statements but, when those are specific statements to each individual, it seems to be not recognized much (below 4.00 mean score).

**Summary of Youth Roles and Responsibility in Promoting Peace and Social Cohesion**

In summary, it is inferred that among YPs, engagement with Indian Tamil youth was limited.

There had opportunities among different ethnic and religious youth to promote peace and social cohesion. Arts/sports/music competitions and events and Ethnic or religious festival interactions (New year, Vesak, Christmas, Ramadan, Deepawali etc) are major opportunities. However, University, school and workplace organized events are comparatively lower.

Youth leaders' trust is a good indication for future peace and social cohesion challenges. Trust mean score is just closer to 4.0 with all ethnic and religious groups. These scores are with youth leaders, so not a good achievement on trust between different ethnicities/religious groups. Youth leaders trust with other ethnic/religious group youth will make a future success on peace and social cohesion in the country. Language barriers, political gains expected campaigns are some challenges to Peace and Social Cohesion

Around half ( 17+32=49%) claimed that their all or mostly close friends are from their ethnic or religious group. Experience with peers of different genders is comparatively lower in training institutes, workplaces and universities than in schools. Half of the YP’s are always open to peers’ ideas.

Mother, father and friends play a significant role in YP’s social capital role.

**4.5 State and non-state actor’s roles and responsibilities to promote social cohesion and well-being**

*Question:* *Are you aware of the following Government institutions / Commissions? (Multiple options can be selected)*

**Table 40: Awareness on Government institutions/commissions:**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Office of Missing Persons (OMP) | 49 | 45% |
| The Lessons Learnt and Reconciliation Commission (LLRC) | 46 | 42% |
| National Policy on Reconciliation (NPR) | 39 | 35% |
| Office for National Unity and Reconciliation (ONUR) | 36 | 33% |
| Office for Reparations | 20 | 18% |
| None of the above | 31 | 28% |
| **Total** | **110** | **100%** |

Less than half of the YPs are aware of OMP, LLRC, NPR, ONUR or OMP. As YPs this is not a satisfactory level hence, their awareness and knowledge needs to be improved.

*Question: According to your knowledge please rank the following government organizations in their effort on promoting social cohesion and well-being? Rank from highest to lowest.*

**Table 41: Government organizations efforts on promoting social cohesion and well-being.**

| **Weighted Average (Rank 1=10 weights, rank 2=9 weights etc)** | **Weighted Average** |
| --- | --- |
| National Youth Services Council of Sri Lanka | 7.14 |
| Ministry of Sports and Youth Affairs | 6.73 |
| Ministry of Education | 6.85 |
| Ministry of Health | 6.09 |
| Sri Lanka Police | 5.77 |
| Three forces | 5.64 |
| Department of Official Language | 5.46 |
| Office for National Unity and Reconciliation (ONUR) | 5.14 |
| Office of Missing Persons (OMP) | 3.94 |
| Office for Reparations | 3.74 |

NYSC, Ministry of sports and youth affairs, Ministry of education and Ministry of Health are main government organizations YPs rated for promoting social cohesion and well-being.

*Question:* *Has the end of the war in Sri Lanka brought an end to the ethnic conflict in the country? Which of the statements reflects your opinion?*

**Table 42: Whether the End of the war in Sri Lanka brought an end to the ethnic conflict**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Yes, it has brought an end | 6 | 5% |
| No, but it has reduced the conflict | 60 | 55% |
| No, it has not changed anything | 19 | 17% |
| No, it has worsened the conflict | 3 | 3% |
| Don’t know / can’t say / others | 8 | 7% |
| Not mentioned | 14 | 13% |
| **Total** | **110** | **100%** |

Half of the youth's (55%) perceived that the war's end has not brought an end but reduced the conflict.

*Question: What do you think as a youth about the peace and reconciliation process after the war?*

**Table 43: Youth perception about the peace and reconciliation process after the war**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| It is solved / addressed | 26 | 24% |
| No, it is not solved / addressed | 58 | 53% |
| Don’t know / can’t say / others | 13 | 12% |
| Not mentioned | 13 | 12% |
| **Total** | **110** | **100%** |

Half of the YPs (53%) think the peace and reconciliation process has not solved or addressed concerns after the war.

*Question:* *Do you think there will be challenges in the future of Sri Lanka as a nation, recovering from a long lasting ethic conflict?*

**Table 44: Having challenges in the future of Sri Lanka**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Yes possible | 55 | 50% |
| No, not possible | 6 | 5% |
| Depending on the conditions | 32 | 29% |
| Don’t know/can’t say/others | 3 | 3% |
| Not mentioned | 14 | 13% |
| **Total** | **110** | **100%** |

Half of the YPs perceived that there is a possible challenge for a long-lasting peace.

*Question:* *If you are thinking there will be future challenges, what will be the cause/s for those challenges? (Multiple options can be selected)*

**Table 45: Cause/s for future challenges to recover from a long lasting ethic conflict**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Political parties | 90 | 82% |
| Foreign influence | 72 | 65% |
| Ethnicity | 57 | 52% |
| Religion | 46 | 42% |
| Socio-economic issues | 41 | 37% |
| Language | 37 | 34% |
| Other issues | 28 | 25% |
| **Total** | **110** | **100%** |

Political parties and foreign influences are the main two challenges perceived by the YPs for recovering from a long-lasting ethnic conflict.

*Question:* *Have you visited / interacted with any of the following government organizations in the past 3 years? (Multiple options can be selected)*

**Table 46: Have visited / interacted with any of the following government organizations in the past 3 years**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Divisional Secretary Office | 91 | 83% |
| National Youth Services Council of Sri Lanka (NYSC) | 81 | 74% |
| Municipal council / Urban council or Pradeshiya Sabha | 71 | 65% |
| Sri Lanka Police and three forces | 63 | 57% |
| District Secretary office | 59 | 54% |
| Ministry of Sports and Youth Affairs | 55 | 50% |
| Provincial Council related Offices (different departments etc.) | 37 | 34% |
| Central Government office (Ministries, departments, institutes etc.) | 27 | 25% |
| Ministry of Health | 17 | 15% |
| Ministry of Education | 14 | 13% |
| Office for National Unity and Reconciliation (ONUR) | 6 | 5% |
| Department of official language | 4 | 4% |
| Office of Missing Persons (OMR) | 4 | 4% |
| **Total** | **110** | **100%** |

The majority have visited or interacted with government organizations.

When asked about their experience visiting those organizations, the following was inferred.

*Question: Have you faced any challenges when using your mother tongue during interactions with the government institutes in those visits?*







When analyzing the satisfaction level of the services received from Government institutions, only 6% are fully satisfied. While 60% are somewhat satisfied and the mean score is 3.4. Hence, it is inferred the services need to be improved.

*Question: How much trust do you have in following institutions when they interact with youth?*

Chart 4: How much trust YPs have with the NGOs, Government or Private sector institutions.

Around one-fourth (20-26%) of YPs rated that they have a “low level of trust” or “no trust at all’ with the NGO, Government, or Private sector institutions.

**Summary of State and non-state actor’s roles and responsibilities to promote social cohesion and well-being.**

Less than half of the YPs are aware of OMP, LLRC, NPR, ONUR or OMP. As YPs this is not a satisfactory level hence, their awareness and knowledge needs to be improved.

NYSC, Ministry of sports and youth affairs, Ministry of education and Ministry of Health are main government organizations YPs rated for promoting social cohesion and well-being.

Half of the youth's perceived that the war's end has not brought an end but reduced the conflict. Half of the YPs (53%) think the peace and reconciliation process has not solved or addressed concerns after the war. Half of the YPs perceived that there is a possible challenge for a long-lasting peace. With these perception and attitude levels it may need extensive initiatives to address those.

When analyze the satisfaction level of the services received from Government institutions, only 6% are fully satisfied. Hence, it is inferred services need to be improved. In addition to that around one-fourth (20-26%) of YPs rated that they have a “low level of trust” or “no trust at all” with the NGO, Government, or Private sector institutions. Therefore, trust is an issue with government, private and NGO sectors.

**4.6 YPs and Volunteerism**

*Question: Have you heard of the concept / term called volunteerism?*

**Table 47: YPs who herd the concept/term volunteerism**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Yes | 93 | 85% |
| No | 5 | 5% |
| Not mentioned | 12 | 11% |
| **Total** | **110** | **100%** |

The majority of the YPs are aware of the concept/term volunteerism.

*Question:* *Have you ever been involved in such volunteer activities?*

**Table 48: YPs involved in the volunteer activities**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Yes | 89 | 81% |
| No | 7 | 6% |
| Not mentioned | 14 | 13% |
| **Total** | **110** | **100%** |

The majority of YPs have been involved in volunteer activities.

*Question: What type of volunteer activities were you involved in? (Multiple options can be selected)*

**Table 49: Volunteer activities YPs were involved**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Youth skills development and training etc. | 71 | 80% |
| Strengthening environmental protection | 70 | 79% |
| Cultural events (Sinhala, Hindu New year events, Vesak dansal, Christmas events etc.) | 70 | 79% |
| Extending health services (e.g. blood donations) | 63 | 71% |
| Advocacy and awareness raising (eg: Organizing Seminars, lectures on risk of Drugs) | 58 | 65% |
| Education related events (eg: Organizing seminar for Grade 5 students) | 57 | 64% |
| Responding to emergencies (flood, earth slips etc.) | 54 | 61% |
| Maintaining infrastructure facilities and resources (roads, common facilities etc.) | 53 | 60% |
| Helping marginalized groups (Persons with disabilities, youth, women, members of minority groups, indigenous people, internally displaced persons etc) | 49 | 55% |
| International day events (eg: Children's, Parents, HIV/AIDS) | 48 | 54% |
| Other voluntary activities | 53 | 60% |
| **Total** | **89** | **100%** |

The majority of the YPs who were volunteering participated in activities like Youth skills development and training, strengthening environmental protection and cultural events etc. (Sinhala, Hindu New year events, Vesak dansal, Christmas events, etc.).

*Question:* *What were the major challenges you faced with volunteering activities? (Multiple options can be selected)*

**Table 50: Major challenges faced when volunteering.**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Financial barrier | 80 | 90% |
| Time barriers | 66 | 74% |
| Involvement with non-supportive outsiders | 47 | 53% |
| Location distance barrier | 43 | 48% |
| Physical barrier | 35 | 39% |
| Barrier to access of information | 27 | 30% |
| Choice of Preferred Activity Barrier | 18 | 20% |
| Other challenges | 35 | 39% |
| **Total** | **89** | **100%** |

Financial and time barriers are major challenges in volunteerism for YPs.

*Question:* *What motivates people like you to get involved with Voluntary activities? (Multiple options can be selected)*

**Table 51: Motivation to participate in voluntary activities.**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Volunteerism increase the interactions and connection with community and people | 78 | 88% |
| Voluntary action can enhance solidarity or power with others through mutual assistance | 75 | 84% |
| One of the way to give something back to society | 58 | 65% |
| Trust- trust can be built among volunteers | 57 | 64% |
| Cohesion-Voluntary actions can help to build social cohesion between groups that have been ... | 52 | 58% |
| Best for immediate solution for emergencies | 52 | 58% |
| Social recognition is there for volunteers | 50 | 56% |
| Contribute from my knowledge without extra cost | 35 | 39% |
| It is a part of our culture, religion etc | 33 | 37% |
| Other motives | 22 | 25% |
| **Total** | **89** | **100%** |

Increasing the interactions and enhancing solidarity are the main motives for volunteerism.

*Question:* *From your point of view, what are the advantages of volunteering? (Multiple options can be selected)*

**Table 52: Advantages of volunteering**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Boost your self-confidence | 82 | 92% |
| Improve networking and meet new friends | 72 | 81% |
| Feels needed by society | 65 | 73% |
| Having good experience to tell | 59 | 66% |
| Boosts future professional experiences | 56 | 63% |
| Academic purposes | 55 | 62% |
| Others | 21 | 24% |
| **Total** | **89** | **100%** |

Boosting self-confidence, improving social networking, feeling needed by society are the main advantages of volunteerism.

*Question:* *Did you volunteer for any activities to support COVID-19 affected people / institutes?*

Figure 5: Volunteer activities to support COVID-19 affected

Three quarters (74%) of YPs supported Covid 19 affected people.

*Question: To which groups did you support? (Multiple options can be selected)*

**Table 53: Groups YPs supported.**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Quarantine houses in the neighborhood | 69 | 79% |
| Poverty affected / loss of jobs / low income families | 67 | 77% |
| Youth | 57 | 66% |
| Kids / children | 48 | 55% |
| Animals | 47 | 54% |
| Elders or elder homes | 37 | 43% |
| Disable persons | 34 | 39% |
| Women | 30 | 34% |
| Health personnel / institutes | 27 | 31% |
| Vulnerable groups | 26 | 30% |
| Other groups | 13 | 15% |
| **Total** | **87** | **100%** |

Helping neighborhood and marginalized groups are the main support YPs have given.

*Question: Are you a member of any voluntary organization?*

Base - 87

Figure 6: Having membership in a voluntary organization

Three-quarters of YPs are a member of at least one voluntary organization.

*Question*: *What voluntary organization do you have / had memberships or office bearer’s positions? (Multiple options can be selected)*

**Table 54: Membership or office bearer in a voluntary organization.**

|  | No. of YPs | Percentage |
| --- | --- | --- |
| Lions club | 7 | 6% |
| Scouts and Girls guide associations | 17 | 15% |
| Sri Lanka Red Cross Society | 8 | 7% |
| Sarvodaya | 16 | 15% |
| Rotary Club | 4 | 4% |
| Community based societies (Rural Development Society, WRDS, and Community Centers etc.) | 43 | 39% |
| Other voluntary organizations | 65 | 59% |
| **Total** | **87** | **100%** |

YPs are members of a variety of voluntary organizations.

**Summary of YPs and Volunteerism**

The majority of the YPs are aware (85%) and practice (81%) volunteerism. Financial and time barriers are significant challenges in volunteerism.

Boosting self-confidence, improving the social network, feeling needed by society, increasing the interactions and enhancing solidarity are the main advantages and motives for volunteerism.

Three quarters (74%) of YPs supported Covid 19 affected people and during that period helping neighborhood and marginalized groups are the main support they have given.

Three-quarters of YPs (74%) have at least one voluntary organization membership.

**5. Recommendations and Conclusion**

Based on findings from the perception survey, following recommendations for the project is suggested, but it is limited to scope of the survey findings and specific objectives. UNDP, WHO, UNV and NYSC need to look at other aspects and identify the best way forward with expert knowledge and experiences in similar projects considering local, national and international context.

**Women representation**

Women's representation in Youth Parliament is 10% and it is better than National Parliament and Provincial Councils institutes’ women’s representation (5%), but it is less than Local authorities (29%). If this project can build awareness and knowledge and promote the importance and benefit of women’s representation among youth parliament voters (aged 18-29 yrs), their awareness and knowledge is build by this project. They are the future voters for National Parliament, Provincial councils and Local authorities. Project initiatives and effort at this young age is better than doing such intervention at their middle or older age. It is an investment and need medium or long run to get the outcome and impacts. Quick wins may not be practical. Therefore, this project can target youth leaders first and through these 40 women or 360 YPs, their experiences can be transferred to YP voters ( around 100,000 youth club members). This can be momentum for future voters’ perception and attitudinal changes on women candidates. It is better to have current 40 women’s success stories as YPs and share it with YP voters through different communication strategies and later improve voters’ education with NYSC on these aspects. This can be implemented targeting the seventh YP election.

**Building or improving communication Language skills among Youth Leaders through social and leadership interactions**

Sinhala mother tongue YPs Tamil and English language skills are lower than Tamil mother tongue YPs. Without language for communication, there will be challenges to achieving social cohesion. Either Tamil or Sinhala YPs should understand each other’s language or go for English as a communication medium. A Multi-language skill development component can be introduced but it is a difficult path. But if English is the communication medium it will be easy to attract all YPs since this has value for their career life. This initiative can be arranged as more extended time period with a social interactions strategy (eg with sports, drama, volunteer events) than a class room setup. Since YPs are already interested in sports, social activities, volunteerism, etc as in their profiles, this type of initiative can address language gap and opportunities for interaction with different ethnicities and religions. NYSC has a good setup, facilities and experience in this type of training and capacity building and this can be extended later to other youth leaders (eg school parliament) or youth club members etc. Due to Covid 19 challenges, an online facility is also possible to start the concept. With subject experts' involvement such initiatives can be identified.

**Indian Tamil Youth Representation**

Compared with ethnic-religious representations, Indian Tamil youth representation is lower. Even other ethnic members’ interaction and trust are comparatively lower with them, so future social cohesion-oriented interventions need to be identified with experts’ involvement. This can be considered while designing the earlier mentioned communication and social interactions initiative.

**YPs aspirational leaders characteristics for promoting peace and social cohesion etc**

Mahathma Ganghi and Nelson Mandela have aspired them more than other leaders. Therefore, experts in these areas can carefully analyze the peace and social cohesion qualities of these leaders and make suitable initiatives to promote among YPs. Special initiatives can be created to build awareness and knowledge on the peace and social cohesion front. Through NYSC these can be implemented not only to YPs but also to other youth leader platforms.

**Promoting Personal and Social Well-being.**

The majority (75%-90%) of the Sri Lankan YPs rated that from 22 statements (eg Physical fitness / having opportunity for exercise, Special attention for women for specific requirement during menstruation etc.) included in the survey on state and non-state institutions facilitations are somewhat important or very important on youth physical, physiological and sociological well-being. Therefore, project can look at these 22 areas and coordinate and facilitate state and non-state actors for such initiatives. To achieve health and well-being requirements, YPs perceived affordability, availability, accessibility as challenges. Therefore, need to design suitable interventions with youth health and social experts’ involvement.

**Exploring opportunity with student parliament major political parties as a vehicle to promote peace and social cohesion among their Youth members**

Half of the YPs (50%) claimed that they are in party politics and 37% were in the student parliament and 3% are LA elected members. Hence, rather than limiting invites to YPs better to approach student parliament leaders and even major political parties youth front to promote peace and social cohesion. Approaching major political parties may be controversial sugegstion, but experts can evaluate different ideas and alternatives. YPs claimed that one of the major challenges for peace is narrow political gain expected by parties; therefore, we have to accept and work with that.

**Exploring opportunity with YPs as a vehicle in universities, higher education institutes and training institutes for promoting peace and social cohesion concepts**

One-fourth of YPs (27%) are studying or engaged in an internship. More than half of the YPs (55%) are mainly involved in economic activities. If we can use these YPs as vehicle to promote peace and social cohesion concepts to their communities it will be an excellent way to achieve replications. At the initial stage, few such YPs or institutes can target, and these can be expanded based on lessons learned.

**Awareness and knowledge building on State and non-state actors’ roles and responsibilities to promote social cohesion and well-being.**

Less than half of the YPs are aware of OMP, LLRC, NPR, ONUR or OMP. As YPs their awareness and knowledge of State and non-state actors' roles and responsibilities to promote social cohesion and well-being needs to be improved. It is better to have exposure visits to these institutes or if it is difficult to share video clips, etc. To build awareness and knowledge, case studies of benefited families etc. can be prepared in their mother tongue.

**YPs perception on war ending, reconciliation process and long lasting peace**

Half of the youth's (55%) perceived that the war's end has not brought an end but reduced the conflict. Half of the YPs (53%) think the peace and reconciliation process has not solved or addressed concerns after the war. Half of the YPs perceived that there is a possible challenge for a long-lasting peace. With these perception and attitude levels it may need extensive initiatives to address those. These has to be elaborated more by using qualitative techniques with expert involvement.

**Addressing Low trust with Government, Private sector institutions or NGO**

Around one-fourth (20-26%) of YPs rated that they have a “low level of trust” or “no trust at all” with the NGO, Government, or Private sector institutions. Therefore, trust is an issue with government, private and NGO sectors. This may be beyond direct project scope but at least this has to be communicated with three sectors.

**Volunteerism as a platform for peace and social cohesion**

The majority of the YPs are aware (85%) and practice (81%) volunteerism. Boosting self-confidence, improving the social network, feeling needed by society are the main advantages of volunteerism. Three-quarters of YPs (74%) have at least one voluntary organization membership. Hence volunteerism can be ideal for promoting peace and social cohesion among YPs as well as youth leaders and other youth.

**Providing IT facility to YPs**

During UNV follow up calls it was found that few YPs didn’t have a SMART phone or email facility and IT literacy was limited. As a youth leader in today’s society it is a necessity. This may be applicable for YPs living in marginalized or economically disadvantaged geographies. They are equally important and if project can look at possibility of giving the TABS or SMART phone with data for internet facility etc. for project purposes. This will help YPs to perform better during their tenure and this project initiatives can also be implemented with Covid 19 challenges to some extent.

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Annex 2: NYSC introduction letter to YPs



Annex 3: Sample Survey Questionnaire

**Sri Lankan Youth Leaders Perception Survey**

**Questionnaire**

Introduction

Dear Youth Parliamentarian,

You are invited to participate in the Youth Perception Survey which will take approximately 30 minutes of your time to complete the questionnaire. All 360 Youth Parliamentarians have been requested to complete the survey for statistical purposes.

Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have any queries regarding the survey please kindly forward them to [ypi@unvlk.org](mailto:ypi@unvlk.org). Or else if you have any technical queries in accessing the survey please forward them to [helpdesk@unvlk.org](mailto:helpdesk@unvlk.org) or 0766641197.

Thank you for your participation.

Please start with the survey now by clicking on the Continue button below.

**Section 1: Demographics**

1. How old are you? (Number of years)

| Less than 15 | 1 |
| --- | --- |
| 15-17 | 2 |
| 18-20 | 3 |
| 21-24 | 4 |
| 25-29 | 5 |
| More than 30 | 6 |

1. What is your gender?

| Male | 1 |
| --- | --- |
| Female | 2 |
| Others | 3 |
| Prefer not to answer | 4 |

1. Do you have brothers or sisters in your family? (More than one answer can be selected)

| Yes brother/s | 1 |
| --- | --- |
| Yes sister/s | 2 |
| No brother/sister | 3 |
| Other answers | 4 |

1. What is the highest educational qualification that you have achieved so far?

| No formal education | 1 |
| --- | --- |
| Primary (Grade 1-5) | 2 |
| Secondary school (Grade 6-9) | 3 |
| O/L (10 – 11 grades) | 4 |
| A/L (Grade 12-13) | 5 |
| Certificate / Diploma level | 6 |
| Vocational qualifications-NVQ etc. | 7 |
| Undergraduate – Bachelor’s Degree | 8 |
| Graduate – Master’s Degree | 9 |
| Postgraduate – Doctorate | 10 |
| Professional qualifications (Accountant, Lawyer etc.) | 11 |
| Other qualifications | 12 |

1. What is the main activity you are currently engaged in?

| Student | 1 | Go to 1.6 |
| --- | --- | --- |
| Internship/ apprenticeship | 2 | Go to 1.6 |
| Employee - Government or semi government | 3 | Go to 1.7 |
| Employee - Formal Private sector | 4 |  |
| Employee - Informal private sector | 5 |  |
| Employee - Cooperative sector | 6 |  |
| Own economic activity ( self-employed/own business) - with no employees | 7 |  |
| Family Business | 8 |  |
| Entrepreneur | 9 |  |
| Unemployed | 10 |  |
| Homemaker | 11 |  |
| Others | 12 |  |
| Not Relevant | 13 |  |

1. Which institute are you currently studying/attending? (Multiple options can be selected)

| School | 1 |
| --- | --- |
| Vocational / Technical institution | 2 |
| University - Internal degree | 3 |
| University - External degree | 4 |
| Other educational institution | 5 |
| Other training/professional institute | 6 |
| Not Relevant | 7 |

1. What is your marital status?

| Single | 1 | Go to 1.8 |
| --- | --- | --- |
| Married | 2 | Go to 1.8 |
| Widowed/ Divorced/ Separated/ Others | 3 | Go to 1.8 |

1. Do you have children?

| Yes | 1 |
| --- | --- |
| No | 2 |

1. What is your ethnicity?

| Sinhalese | 1 |
| --- | --- |
| Sri Lankan Tamil | 2 |
| Indian Tamil | 3 |
| Sri Lankan Moor | 4 |
| Malay | 5 |
| Burgher | 6 |
| Indigenous community | 7 |
| Other | 8 |
| Prefer not to answer | 9 |

1. What is your religion?

| Buddhist | 1 |
| --- | --- |
| Hindu | 2 |
| Islam | 3 |
| Roman Catholic / Other Christian | 4 |
| Others | 5 |
| None | 6 |
| Prefer not to answer | 7 |

1. What is your mother tongue?

| Sinhala | 1 |
| --- | --- |
| Tamil | 2 |
| English | 3 |
| Others | 4 |

1. Please indicate your Language proficiency – Sinhala

| Sinhala language | Not at all familiar | Not so familiar | Somewhat familiar | Very familiar | Extremely familiar |
| --- | --- | --- | --- | --- | --- |
| 1. Reading | 1 | 2 | 3 | 4 | 5 |
| 1. Writing | 1 | 2 | 3 | 4 | 5 |
| 1. Speaking | 1 | 2 | 3 | 4 | 5 |

1. Please indicate your Language proficiency – Tamil

| Tamil language | Not at all familiar | Not so familiar | Somewhat familiar | Very familiar | Extremely familiar |
| --- | --- | --- | --- | --- | --- |
| 1. Reading | 1 | 2 | 3 | 4 | 5 |
| 1. Writing | 1 | 2 | 3 | 4 | 5 |
| 1. Speaking | 1 | 2 | 3 | 4 | 5 |

1. Please indicate your Language proficiency -– English

| English language | Not at all familiar | Not so familiar | Somewhat familiar | Very familiar | Extremely familiar |
| --- | --- | --- | --- | --- | --- |
| 1. Reading | 1 | 2 | 3 | 4 | 5 |
| 1. Writing | 1 | 2 | 3 | 4 | 5 |
| 1. Speaking | 1 | 2 | 3 | 4 | 5 |

1. In which medium do/did you do your studies? Please consider the main medium.

|  | School level (Upto O/L) | School level A/L | Certificate Diploma/ Vocational / Technical etc | Undergraduate / Postgraduate |
| --- | --- | --- | --- | --- |
| 1. Sinhala medium | 1 | 2 | 3 | 4 |
| 1. Tamil medium | 1 | 2 | 3 | 4 |
| 1. English medium | 1 | 2 | 3 | 4 |
| Not Relevant | 1 | 2 | 3 | 4 |

1. Have you been a member or hold a life-time membership of any of these organizations or movements and/or actively participated in any of these activities? (Multiple options can be selected)

| School society | 1 |
| --- | --- |
| Sports club/s | 2 |
| Youth club/Regional/District/national level boards of Youth club | 3 |
| Student Parliament | 4 |
| University level society | 5 |
| Religious society | 6 |
| Trade union | 7 |
| Farmers/Industry/business society | 8 |
| Health Promoting society | 9 |
| Political party | 10 |
| Ethnic representative society | 11 |
| Volunteer Involving Organizations | 12 |
| Community or social welfare society | 13 |
| Any other society | 14 |
| Not in any society | 15 |
| Not Relevant | 16 |

1. What are the leadership roles you held in your school, career or during your engagement with a training institute, workplace or society? (Please select all leadership positions that you have held from the list below, multiple options can be selected)

| Class monitor | 1 |
| --- | --- |
| Subject leader in the class | 2 |
| Junior prefect | 3 |
| Senior prefect | 4 |
| Head prefect | 5 |
| House captain | 6 |
| School societies leadership role | 7 |
| University Student Union leader | 8 |
| Trade union/business /farmers/industrial society leader | 9 |
| Community based organization leader | 10 |
| Local Authority Elected Member | 11 |
| Other leadership roles | 12 |
| Not Relevant | 13 |

1. Have you taken part in any Sporting activities listed below? (Multiple options can be selected)

| Individual sports (e.g. 100 meter running ) | 1 |
| --- | --- |
| Dual sports (play with one partner / member - e.g. Badminton) | 2 |
| Team Sports (play with more than 2 members - eg: volleyball) | 3 |
| Not involved | 4 |

1. Have you participated in any performing arts activities or extra-curricular activities listed below (Multiple options can be selected)

| Choir | 1 |
| --- | --- |
| Dance troupe | 2 |
| Art Circle | 3 |
| Orchestra | 4 |
| Debating | 5 |
| Drama | 6 |
| Creative writing | 7 |
| Other | 8 |
| Not involved in aesthetic groups | 9 |

1. In your perception what is the best answer that represents your family socio-economic class in the below categories?

| Upper class | 1 |
| --- | --- |
| Upper Middle class | 2 |
| Lower Middle class | 3 |
| Lower class | 4 |
| Don’t know/Can’t say/Others | 5 |

**Section 2: Perception and Attitude about Leadership**

1. Who is your most admired/aspirational leader? Please write his/her name. (The leader can be local, national or international, could be from the past or present)

| 1 |  |
| --- | --- |

1. If you have a personal /private matter, who would you talk about it with? (Multiple options can be selected)

| Mother | 1 |
| --- | --- |
| Father | 2 |
| Brother / sister | 3 |
| Friends | 4 |
| Spouse / partner | 5 |
| A close relative | 6 |
| School / training institute/university teacher | 7 |
| From a leader | 8 |
| Others / depends | 9 |

1. Have you engaged in any of the following social activities over the last 3 years (during and before COVID-19) on an issue you want to make a change? (Multiple options can be selected)

| Discuss with people in my area about a community problem | 1 | Go to 2.4 |
| --- | --- | --- |
| Attend a public meeting on awareness and knowledge building | 2 |
| Made content in social media on an issue | 3 |
| Wrote newspaper article, given news item to radio or TV | 4 |
| Participated in an information or awareness campaign | 5 |
| Involved in sports, religious group, music, drama and arts with youth or different community members | 6 |
| Participated in community campaigns/rallies/lobby etc. | 7 |
| Wrote / discussed / met Grama Niladari, DS office, GA office, provincial council, any departments or ministries or any government institutes officers on community issues | 8 |
| Wrote / discussed / met MC / UC / Pradeshiya Saba elected member, Provincial council member or member of parliament on community level, local, provincial or national issue | 9 |
| Other engagement similar to the above areas | 10 |
| Other initiatives | 11 |
| None of these initiatives are applicable to me | 12 | Go to section 3 |

1. Were you involved in above mentioned social activities as a main leader or with other leaders or just a member? (Multiple options can be selected)

| As the main leader | 1 |
| --- | --- |
| Lead with other leaders | 2 |
| Only as a member | 3 |
| Not applicable | 4 |

**Section 3: Youth Leaders’ Perception on Personal and Communal well-being**

1. As a Sri Lankan youth parliamentarian, what is your opinion that the Sri Lankan state and non-state institutions should jointly facilitate and/or ensure availability to achieve the personal and social well-being of youth in Sri Lanka?

|  | Not important at all | Somewhat not important | Neither not important or important | Somewhat important | Very  important | Don’t know / can’t say / Others |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Balance food / Healthy food / Good nutrition | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Physical fitness / having opportunity for exercise | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Basic healthier facility / requirement (eg shelter, clothes, mobile phone, medicine, hospitals, hygiene facility etc) | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Living in a favorable physical, social, legal, peaceful and healthier environment | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Stress free school, higher and other education as relevant | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Relevant, updated career oriented education and training opportunities | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Financial independency / Fair salary | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Accessible and effective online education due to COVID-19 challenges | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Good neighbors / community / society | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Recognition, respect and receiving responsibility from parents, family, friends, workplace and community | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Opportunities to engage with society, social organizations, different political views or participation | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Loving, caring, happy, secure and healthier family, society, school and work environment | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Opportunity for leisure and relaxing time | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Controlling Non Communicable diseases and Chronic illness etc. | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Religious or spiritual development | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Love, care, safety, security | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Non politicized society / job opportunity / access to facility / opportunity etc. | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Free and fair society e.g. without any age, gender, ethnicity, religious or any other difference / discrimination | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Society without any form of gender discrimination and sexual harassment etc | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Society without violence / bribery / corruption / favoritism etc. | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Special attention for women for specific requirement (e.g. during menstruation) | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Social acceptance of sexual education | 1 | 2 | 3 | 4 | 5 | 6 |

1. In addition to above mentioned areas, in your opinion are there any other important areas to be considered for improving Personal and Communal well-being among Sri Lankan youth?

|  |  |
| --- | --- |

1. In your perception what are the challenges young people face when they decide their personal health and wellbeing decisions like when they are purchasing / using / practicing something healthy (e.g. health food habits, physical exercise)? (Multiple options can be selected)

| Health and well-being requirements are costly so affordability is a problem | 1 |
| --- | --- |
| Health and well-being accessibility is generally very low | 2 |
| Health and well-being availability is not in local areas | 3 |
| Health and well-being require more time and efforts to get ready/prepare or practice | 4 |
| Health and well-being decisions influenced by TV, Radio or newspaper advertisements etc. | 5 |
| Health and well-being decisions are influenced by peers | 6 |
| Health and well-being things are Family decision so not an individual choice | 7 |

**Section 4: Youth roles and responsibilities in promoting peace and social cohesion**

1. How often do you engage with fellow youth from the main ethnic groups?

|  | Often | Sometimes | Rarely | Never | Other answers |
| --- | --- | --- | --- | --- | --- |
| 1. With Sinhalese | 1 | 2 | 3 | 4 | 5 |
| 1. With Sri Lankan Tamils | 1 | 2 | 3 | 4 | 5 |
| 1. With Indian Tamils | 1 | 2 | 3 | 4 | 5 |
| 1. With Sri Lankan Moors | 1 | 2 | 3 | 4 | 5 |

1. How often do you engage with fellow youth from the main religious groups?

|  | Often | Sometimes | Rarely | Never | Other answers |
| --- | --- | --- | --- | --- | --- |
| 1. With Buddhist | 1 | 2 | 3 | 4 | 5 |
| 1. With Christian / Catholic | 1 | 2 | 3 | 4 | 5 |
| 1. With Hindu | 1 | 2 | 3 | 4 | 5 |
| 1. With Islam | 1 | 2 | 3 | 4 | 5 |

1. What are the opportunities you had to engage with youth from other communities? (Multiple options can be selected)

| School organized events | 1 |
| --- | --- |
| Training institute organized events | 2 |
| University organized events | 3 |
| Workplace organized events | 4 |
| Ethnic or religious festivals interactions (New year, Vesak, Christmas, Ramadan, Deepawali etc) | 5 |
| Events organized by community leaders | 6 |
| Events organized by government institutes | 7 |
| Events organized by non-government organizations | 8 |
| Arts / sports / music competitions and events | 9 |
| Other opportunities | 10 |
| No such opportunities | 11 |

1. How do you rate your trust in the youth of the following ethnic groups?

|  | Never trust | Somewhat trust | Neither trust or no distrust | Somewhat distrust | Fully trust | Don’t know / can't say / others |
| --- | --- | --- | --- | --- | --- | --- |
| 1. With Sinhalese | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. With Sri Lankan Tamils | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. With Indian Tamils | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. With Sri Lankan Moors | 1 | 2 | 3 | 4 | 5 | 6 |

1. How would you rate your trust in the youths of the following religious group?

|  | Never trust | Somewhat trust | Neither trust or no distrust | Somewhat distrust | Fully trust | Don’t know / can't say / others |
| --- | --- | --- | --- | --- | --- | --- |
| 1. With Buddhist | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. With Christian/Catholic | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. With Hindu | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. With Islam | 1 | 2 | 3 | 4 | 5 | 6 |

1. In your perception, what are the challenges you experience when interacting with youth from other communities? (Multiple options can be selected)

| Language barrier | 1 |
| --- | --- |
| Unfamiliar cultural norms | 2 |
| My community leaders perceptions about other communities | 3 |
| Past experience | 4 |
| Political gains expected campaigns | 5 |
| Others | 6 |

1. In your perception, what are the benefits of having to engage with youth from other communities? (Multiple options can be selected)

| Peaceful society | 1 |
| --- | --- |
| Social harmony | 2 |
| Trust among different social groups | 3 |
| More economic development opportunities | 4 |
| No conflict, wars etc. | 5 |
| Others | 6 |

1. Which statement best describes your closest friend group?

| All from my ethnic-religious group | 1 |
| --- | --- |
| Mostly from my ethnic-religious group | 2 |
| Mixed ethnic-religious group | 3 |
| Mostly other ethnic-religious group | 4 |
| All other ethnic-religious group | 5 |
| Don’t know / can’t say / others | 6 |

1. In your perception to what extent are you open to your peer’s ideas, views, and suggestions on different things?

| Always open | 1 |
| --- | --- |
| Open to some extent | 2 |
| Not open to some extent | 3 |
| Not open at all | 4 |
| Other answers | 5 |

1. Do you have any experience in interacting with peers from different genders? (Multiple options can be selected)

| In school | 1 |
| --- | --- |
| Training institute | 2 |
| University | 3 |
| Work place | 4 |
| Social interactions | 5 |

1. To what extent do you agree or disagree with the following statements on youth roles and responsibilities on promoting peace and social cohesion with Sri Lankan multicultural society?

|  | Strongly  disagree | Disagree | Neither agree nor disagree | Agree | Strongly  agree | Other answers |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Youth should understand the ways and customs of other ethnic-religious groups | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Youth should participate rituals / festivals of religions, ethnicities or other communities that are not their own | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Youth should travel, stay over at at a home of someone from a different ethnic, religion or community that are not their own | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Youth should stay in hostel/boarding place etc. with someone from a different ethnic, religion or community that are not their own | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Youth should always take suitable opportunities when they come to them to build relationships with communities that are not their own | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Learning languages of other communities and facilitate peace and social cohesion | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. During social tension times social media has to be used by youth with extra precautions | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Youth should not support extremist ethnic or religious views / ideas | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Youth should accept and encourage cross culture interactions in their families rather than opposing | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Youth should share their own good experiences on other ethnic and religious friends to their own family and community | 1 | 2 | 3 | 4 | 5 | 6 |

**Section 5: State and non-state actor’s roles and responsibilities to promote social cohesion and well-being**

1. Are you aware of the following Government institutions / Commissions? (Multiple options can be selected)

| The Lessons Learnt and Reconciliation Commission (LLRC) | 1 |
| --- | --- |
| Office for National Unity and Reconciliation (ONUR) | 2 |
| National Policy on Reconciliation (NPR) | 3 |
| Office of Missing Persons (OMP) | 4 |
| Office for Reparations | 5 |
| None of the above | 6 |

1. According to your knowledge please rank the following government organizations in their effort on promoting social cohesion and well-being? Rank from highest to lowest.

| National Youth Services Council of Sri Lanka | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not Relevant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ministry of Sports and Youth Affairs |  |  |  |  |  |  |  |  |  |  |  |
| Ministry of Education |  |  |  |  |  |  |  |  |  |  |  |
| Ministry of Health |  |  |  |  |  |  |  |  |  |  |  |
| Sri Lanka Police |  |  |  |  |  |  |  |  |  |  |  |
| Three forces |  |  |  |  |  |  |  |  |  |  |  |
| Department of Official Language |  |  |  |  |  |  |  |  |  |  |  |
| Office for National Unity and Reconciliation (ONUR) |  |  |  |  |  |  |  |  |  |  |  |
| Office of Missing Persons (OMP) |  |  |  |  |  |  |  |  |  |  |  |
| Office for Reparations |  |  |  |  |  |  |  |  |  |  |  |

1. Have you visited / interacted with any of the following government organizations in the past 3 years? (Multiple options can be selected)

| Municipal council / Urban council or Pradeshiya Sabha | 1 |
| --- | --- |
| Divisional Secretary Office | 2 |
| District Secretary office | 3 |
| Provincial Council related Offices (different departments etc.) | 4 |
| Central Government office (Ministries, departments, institutes etc.) | 5 |
| Ministry of Health | 6 |
| Ministry of Education | 7 |
| Department of official language | 8 |
| National Youth Services Council of Sri Lanka (NYSC) | 9 |
| Ministry of Sports and Youth Affairs | 10 |
| Office for National Unity and Reconciliation (ONUR) | 11 |
| Office of Missing Persons (OMR) | 12 |
| Sri Lanka Police and three forces | 13 |

* 1. Have you faced any challenges when using your mother tongue during interactions with the government institutes in those visits?

| Yes | 1 |
| --- | --- |
| No | 2 |
| Not visited / interacted | 3 |

* 1. How satisfied were you with the level of services given by the above mentioned government organizations?

| Totally dissatisfied | 1 |
| --- | --- |
| Somewhat dissatisfied | 2 |
| Neither nor dissatisfied or satisfied | 3 |
| Somewhat satisfied | 4 |
| Fully satisfied | 5 |
| Not visited /interacted | 6 |

* 1. Has the end of the war in Sri Lanka brought an end to the ethnic conflict in the country? Which of the statements reflects your opinion?

| Yes, it has a brought an end | 1 |
| --- | --- |
| No, but it has reduced the conflict | 2 |
| No, it has not changed anything | 3 |
| No, it has worsened the conflict | 4 |
| Don’t know / can’t say / others | 5 |

* 1. What do you think as a youth about the peace and reconciliation process after the war?

| It is solved / addressed | 1 |
| --- | --- |
| No, it is not solved / addressed | 2 |
| Don’t know / can’t say / others | 3 |

* 1. Do you think there will be challenges in the future of Sri Lanka as a nation, recovering from a long lasting ethic conflict?

| Yes possible | 1 |
| --- | --- |
| No, not possible | 2 |
| Depending on the conditions | 3 |
| Don’t know/can’t say/others | 4 |

* 1. If you are thinking there will be future challenges, what will be the cause/s for those challenges? (Multiple options can be selected)

| Political parties | 1 |
| --- | --- |
| Ethnicity | 2 |
| Religion | 3 |
| Language | 4 |
| Foreign influence | 5 |
| Socio-economic issues | 6 |
| Other issues | 7 |

* 1. How much trust do you have in following institutions when they interact with youth?

|  | High level  of trust | Moderate level of  trust | Low level  of trust | No  trust at all | Don’t  Know/Can’t say/others |
| --- | --- | --- | --- | --- | --- |
| 1. Private sector firms | 1 | 2 | 3 | 4 | 5 |
| 1. Government sector organizations | 1 | 2 | 3 | 4 | 5 |
| 1. Non-government sector institutes | 1 | 2 | 3 | 4 | 5 |

**Section 6: Youth Leaders’ perceptions on Volunteerism**

1. Have you heard of the concept / term called volunteerism?

| Yes | 1 |
| --- | --- |
| No | 2 |

Volunteerism can be defined simply as a person who does something, especially helping other people, willingly and without being forced or paid to do it.

1. Have you ever been involved in such volunteer activities?

| Yes | 1 | Go to Q 6.3 |
| --- | --- | --- |
| No | 2 | Survey ends |
| Not Relevant | 3 | Survey ends |

1. What type of volunteer activities were you involved in? (Multiple options can be selected)

| Strengthening environmental protection | 1 |
| --- | --- |
| Responding to emergencies (flood, earth slips etc.) | 2 |
| Maintaining infrastructure facilities and resources (roads, common facilities etc.) | 3 |
| Helping marginalized groups (Persons with disabilities, youth, women, members of minority groups, indigenous people, internally displaced persons etc) | 4 |
| Education related events (eg: Organizing seminar for Grade 5 students) | 5 |
| Youth skills development and training etc. | 6 |
| Advocacy and awareness raising (eg: Organizing Seminars, lectures on risk of Drugs) | 7 |
| Extending health services (e.g. blood donations) | 8 |
| Cultural events (Sinhala, Hindu New year events, Vesak dansal, Christmas events etc.) | 9 |
| International day events (eg: Children's, Parents, HIV/AIDS) | 10 |
| Other voluntary activities | 11 |

1. What were the major challenges you faced with volunteering activities? (Multiple options can be selected)

| Time barriers | 1 |
| --- | --- |
| Location distance barrier | 2 |
| Physical barrier | 3 |
| Financial barrier | 4 |
| Choice of Preferred Activity Barrier | 5 |
| Barrier to access of information | 6 |
| Involvement with non supportive outsiders | 7 |
| Other challenges | 8 |

1. What motivates people like you to get involved with Voluntary activities? (Multiple options can be selected)

| Voluntary action can enhance solidarity or “power with others” through mutual assistance | 1 |
| --- | --- |
| Volunteerism increase the interactions and connection with community and people | 2 |
| Cohesion-Voluntary actions can help to build social cohesion between groups that have been divided and encourage the formation of networks of people with shared causes. | 3 |
| Best for immediate solution for emergencies | 4 |
| Trust- trust can be built among volunteers | 5 |
| Social recognition is there for volunteers | 6 |
| Contribute from my knowledge without extra cost | 7 |
| One of the way to give something back to society | 8 |
| It is a part of our culture, religion etc | 9 |
| Other motives | 10 |
| Not applicable | 11 |

1. From your point of view, what are the advantages of volunteering? (Multiple options can be selected)

| Boost your self-confidence | 1 |
| --- | --- |
| Improve networking and meet new friends | 2 |
| Academic purposes | 3 |
| Feels needed by society | 4 |
| Boosts future professional experiences | 5 |
| Having good experience to tell | 6 |
| Others | 7 |
| Not applicable | 8 |

1. Did you volunteer for any activities to support COVID-19 affected people / institutes?

| Yes | 1 | Go to 6.8 |
| --- | --- | --- |
| No | 2 | Skip to 6.9 |

1. To which groups did you support? (Multiple options can be selected)

| Quarantine houses in the neighborhood | 1 |
| --- | --- |
| Poverty affected / loss of jobs / low income families | 2 |
| Kids / children | 3 |
| Youth | 4 |
| Women | 5 |
| Elders or elder homes | 6 |
| Disable persons | 7 |
| Animals | 8 |
| Health personnel / institutes | 9 |
| Vulnerable groups | 10 |
| Other groups | 11 |
| Not applicable | 12 |

1. Are you a member of any voluntary organization?

| Yes | 1 | Go to 6.10 |
| --- | --- | --- |
| No | 2 | Survey ends |

1. What voluntary organization do you have / had memberships or office bearer’s positions? (Multiple options can be selected)

| Lions club | 1 |
| --- | --- |
| Scouts and Girls guide associations | 2 |
| Sri Lanka Red Cross Society | 3 |
| Sarvodaya | 4 |
| Rotary Club | 5 |
| Community based societies (Rural Development Society, WRDS, Community Centers etc.) | 6 |
| Other voluntary organizations | 7 |
| Not applicable | 8 |

Thanks for your participation