HUMAN FACTORS IN THE INFORMATION DISORDER AND FINDING MEASURES TO COUNTER

Experimental study

Methodology note

Prepared by LIRNEasia
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Contact: 9A 1/1, Balcombe Place, Colombo 00800, Sri Lanka. +94 11 267 1160. info@lirneasia.net www.lirneasia.net

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1. Introduction

1.1 Background of the study

Media, both traditional (press, TV, radio) and new (digital including social media) play a key role in democratic process by providing a platform for free expression of ideas/opinions and in holding power to account. The problem of misinformation disseminated through media is as old as the media itself. Codes of ethics, press complaints commissions, provisions under various media licensing regimes, limitations over media ownership/concentration are some of the ways in which content, accountability and plurality of traditional print, TV, radio media was enforced. But the expansion of digital technology has enabled the production and broadcasting of information and opinion by individuals, groups and organizations well beyond the traditional media sources. The speed at which information, as well as misinformation, is created has increased drastically.

The spread of disinformation, whether intentional or not, transcends national borders (i.e. global north and south), and languages, and gains cultural significance as it passes through different communities[1]. To fully grasp the impact of problematic information, it is necessary to understand the social and political contexts of different communities.

Understanding the human factors and how they contribute to the information disorder in context is essential to a meaningful response to the phenomenon. This includes the need to systematically understand the individual and group characteristics of those who are more (or less) susceptible to mis/dis/mal information, and what measures (such as the disseminating results of fact checking, media literacy programs, etc.) are most effective (or not) to which audiences are key parts of countering the phenomena.

1.2 Objectives of the study

The specific objective of the study was to measure the effectiveness of different digital literacy capacity building Initiatives and fact checking methods in countering the information disorder and how these can be further improved to have more impact.

[1]https://misinforeview.hks.harvard.edu/wpcontent/uploads/2022/03/nguyen_diasporic_communities_research_beyond_anglocentrism_20220324.pdf

1.3 Study approach

A repeated measure experimental study design was adopted to test the effectiveness of 5 selected digital literacy capacity building Initiatives and fact checking initiatives implemented by partner organizations. The same participant groups were tested at 3 different points to assess the effectiveness of the intervention they were exposed to.

The study design consisted of 6 groups of r(panels). Respondents in 5 panels were exposed to 5 selected digital literacy capacity building and fact checking initiatives (interventions) implemented by different partner organizations, one initiative per panel, whereas the 6th panel was considered the control panel.

The 5 selected interventions were as follows: (refer section 1.4 for more details on the selected interventions)

1. An in- person digital literacy training programme
2. A training video on media literacy
3. An e-game on media literacy
4. Membership in a news verification WhatsApp group
5. Exposure to a website on an online newspaper-based fact-checking articles

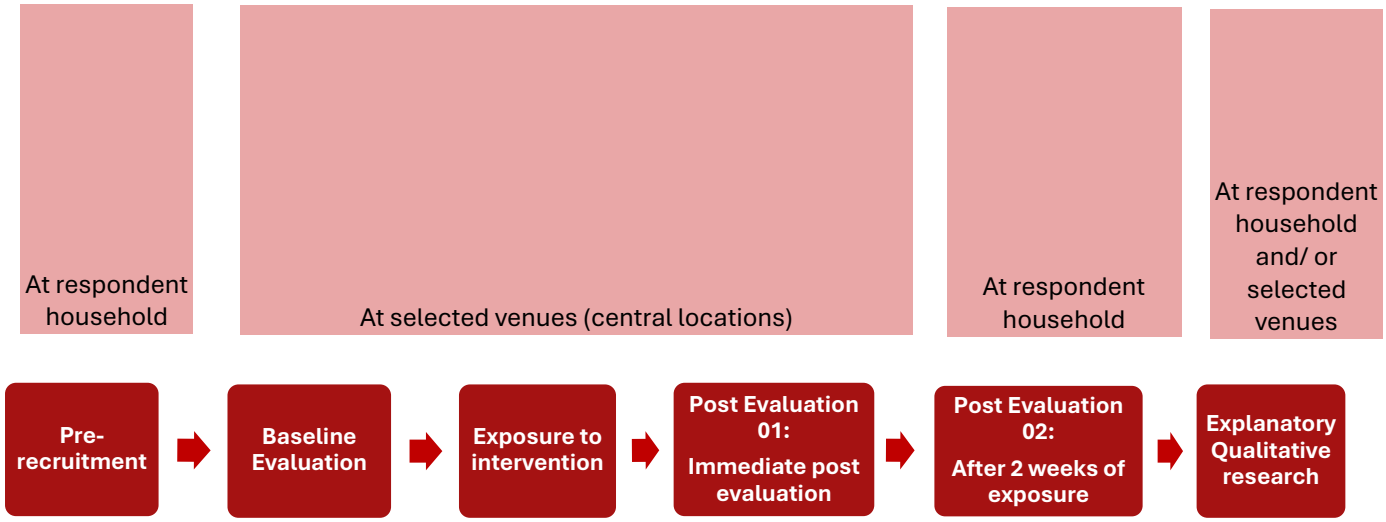
The control group followed all steps of the experimental procedure but was not exposed to any of the interventions. Instead, they were given a few newspaper articles without exposure to any targeted media literacy content, to read, to keep them engaged.
The experimental study consisted of following steps;

1. Pre-recruitment of respondents
2. Baseline evaluation
3. Exposure to intervention
4. Immediate post evaluation (post evaluation 1)
5. Post evaluation after 2 weeks of exposure to the intervention (post evaluation 2)
6. Explanatory Qualitative research

Data was collected through face-to-face interviews conducted using Computer Assisted Personal Interviewing (CAPI) and according to the methodology outlined in this document. The fieldwork was conducted by Survey Research Lanka (pvt.) Limited (SRL), a market research company procured through a competitive process.

The questionnaires were developed by LIRNEasia. SRL was responsible for the fieldwork set-up, including questionnaire scripting, translation, enumerator training, pilot testing, execution of fieldwork, and dataset delivery. LIRNEasia, on the other hand, provided field training in most cases and monitored the fieldwork both remotely and by going on field visits.

Figure 1: Study Design



Throughout the data collection process, SRL and LIRNEasia adopted several quality control mechanisms that helped to provide timely feedback to data collectors, allowing them to improve their work (refer section 6). The subsequent sections of this document provide more information on the research design, coverage, field problems, remedial actions, quality control mechanisms, and other related topics.

1.4 Interventions

Respondents in five panels were exposed to one of the 5 media literacy interventions detailed below.

Intervention 1: In- person digital literacy training programme

A resource person from Sarvodaya Fusion conducted a media literacy program for the respondents of this intervention. The interactive training spanned around 45 minutes, during which the respondents were given the opportunity to actively engage with the resource person. Unlike the other interventions, this was conducted collectively for all the respondents in this group within a particular district.

Intervention 2: A training video on media literacy

A 10-minute video was developed by Verité Research under the supervision of LIRNEasia. Two separate videos were produced in Sinhala and Tamil, each approximately 10 minutes long. Respondents were given a tablet with the video preloaded, along with headphones, and were given 20 minutes to view the video at their own pace.

Intervention 3: An e-game on media literacy

An e-game on media literacy was developed by the Marga Institute in partnership with LIRNEasia, in Sinhala and Tamil languages. It consisted of two separate modules, each designed to take around 15 minutes to play. Respondents could choose which module to play and were allotted 20 minutes to complete it. The game was provided on preloaded tablets with headphones.

Intervention 4: Membership in a news verification WhatsApp group

At the CLT centre, respondents were exposed to an existing WhatsApp group maintained by SLPI (Sri Lanka Press Institute), which shared fact-checked articles. Two separate groups (one Sinhala group and one Tamil group) were maintained by SLPI for the purpose of this study. The tabs which were used for the intervention were added to the groups one month in advance in order to have adequate content for the respondents to go through at the venue when exposed to the intervention. The respondents were given around 20 minutes to browse the group on a tablet and if needed, they were free to access any links given in the WhatsApp group posts. After each respondent has gone through the content, his / her personal number was added to the WhatsApp group, and was asked to remain as members for the next two weeks. Non-social media users (or those who were not using WhatsApp) were connected to the WhatsApp group through a family member (or relative / known person) with their consent.

Intervention 5: Exposure to a website on online newspaper-based fact-checking articles

Respondents were exposed to the website maintained by Factcrescendo, which posts fact-checked articles. They were provided with a tablet with the website preloaded and given around 20 minutes to browse through it. The respondents, if needed, were free to access any links given in the fact-checked articles. Respondents could view the website in their preferred language (Sinhala or Tamil).

Control group

Respondents in the control group were given a few recent newspaper articles without exposure to any targeted media literacy content to read in order to keep them engaged at the venue. The respondents were asked to take about 20 minutes and read the newspaper articles.

2. Sampling

2.1 Study target group

The target group of the study were the 18 – 65 year old individuals in Sri Lanka, who are able to see and read.

2.2 Respondents

Recruitment of respondents was carried out by SRL using a recruitment questionnaire designed by LIRNEasia to filter and fill the predetermined quotas. The quota-matching process was managed through the SurveyToGo platform, which enabled real-time quota control throughout the data collection process.

2.3 Sample size determination

Respondents were purposively selected based on Province-wise quotas provided by the LIRNEasia team, following the preliminary analysis of the nationally representative study. The selection ensured coverage across diverse human characteristics (demographic and socio-economic), levels of digital exposure (internet users and non-users), and other factors which showed significance during the nationally representative study.

The study was conducted in four provinces, and in each province, two districts were selected as follows:
Western province: Colombo and Kalutara
Southern province: Galle and Hambantota
Northern province: Jaffna and Mullaitivu
Eastern province: Batticaloa and Trincomalee
Refer to Annex 1 for a detailed quota breakdown.

3. Overview of the Experimental study procedure

Pre-recruited respondents were brought to a scheduled CLT venue (central location test venue) to conduct the experimental study process. Central Location Tests (CLTs) were conducted across multiple dates in December 2024, specifically on the 7th, 8th, 14th, 15th, 20th, 21st, 22nd, and 23rd.

3.1 Recruitment

Respondents were recruited while being matched to predetermined quotas using the SurveyToGo platform. Random allocation of participants to the different interventions and control groups was also managed through the platform. At the recruitment stage, respondents were informed of the date, location, and time of their respective CLT sessions. The SRL team carried out daily monitoring to ensure that recruitment remained aligned with the predetermined quotas. The SurveyToGo platform was scripted to alert enumerators once a specific quota was filled.

To ensure spatial distribution of respondents and minimize the risk of contamination, no more than ten respondents were selected from a single GN Division, and a minimum distance of 100 meters was maintained between the households of recruited participants. Further, the GNDs selected for the nationally representative survey were excluded from the selection process for the experimental study to avoid recruiting respondents who had already been exposed to the nationally representative survey.

3.2 CLT process – Pre evaluation, exposure to the intervention and post evaluation 1

Once recruited, respondents arrived at the CLT location, where participant screening was conducted by the SRL research team. Following screening, the respondents were randomly assigned to either an intervention group or the control group, and each respondent was issued a colour-coded token and directed to an enumerator, who administered the baseline survey using CAPI devices. Upon completion of the baseline survey (which was to classify a set of 40 cue cards as true, mostly true, mostly false and false), respondents were directed to the respective intervention or control group where they were briefed about the intervention and exposed to it. The respondents in the groups which were exposed to the interventions were told about information disorder and that the intervention they were going to be exposed is to help them identify false information from accurate information. The respondents in the control group were not told about information disorder, but were asked to take their time and read the newspaper articles provided.

After the exposure to the intervention (or the control), respondents returned to the same enumerator to complete the Post-Evaluation 1 survey (which again was to classify a different set of 40 cue cards). Finally, the research team collected the tokens to confirm that respondents had completed the full process and briefed them not to discuss the content of the cue cards, as they included a mix of true, mostly true, mostly false, and false information.

For operational ease, CLTs were classified into two categories based on the nature of the intervention. Group 1 consisted of the in-person digital literacy training intervention conducted as a standalone CLT in each district, while the remaining four interventions and the control group were conducted in separate CLTs.

3.3 Post evaluation 2

The post-evaluation 2 survey was conducted with a minimum lag of two weeks of the respondent being exposed to the intervention. Enumerators revisited the respondents who participated in the CLT sessions and administered the questionnaire. Accordingly, the time lag between the exposure to the intervention and the Post-Evaluation 2 interviews ranged from 14 to 20 days.

After completing the survey (which consisted of classifying another different set of 40 cue cards, and some questions on media habits, cognitive biases, and demographics), respondents were given a debriefing on the 120 cue cards they had been exposed to at different stages of the study and were shown which news items were true, mostly true, mostly false and false. The purpose of this debriefing was to prevent the perpetuation or reinforcement of any false information that may have been presented during the survey.

3.4 Explanatory Qualitative study

Explanatory qualitative interviews were conducted four months after the completion of the quantitative experimental study. Based on the preliminary analysis of the quantitative data, experimental study respondents who performed both well and poorly were selected from across all intervention groups and interviewed. Refer to Section 7 for a detailed description of the qualitative study methodology.

4. Research instruments

4.1 Questionnaires

Separate structured questionnaires were developed by LIRNEasia in English for the recruitment, Baseline, Post-Evaluation 1, and Post-Evaluation 2 surveys. The questionnaires were translated into Sinhala and Tamil by SRL, and the translations were extensively checked by the LIRNEasia research team.

The scripting of the questionnaires was done by SRL and tested for logic and consistency by the SRL research team. The bilingual tools and script with login details were also shared with LIRNEasia for comments and feedback . Modifications to the script were made based on comments from LIRNEasia as well as SRL's internal testing prior to finalising the script.

4.2 Cue cards to test a person's ability to identify misinformation

A set of 40 cue cards was included in each phase of the survey, namely Baseline, Post-Evaluation 1, and Post-Evaluation 2. The cards used in each survey were different but covered similar news topics and had similar composition. They contained information across three thematic areas: climate change, political and economy, and political–ethno-religious issues and included a mix of true, mostly true, mostly false, and false news items. Two separate sets of cue cards were developed in Sinhala and Tamil by Watchdog/Appendix, under the supervision of LIRNEasia.

4.3 Scoring of cue cards

In order to assess the ability of respondents to correctly identify information as true, mostly true, mostly false and false, the following scoring method was utilised. Each cue card was given a maximum score of 3 and a minimum score of 0.

		Correct classification of the cue card			
		True	Mostly true	Mostly false	False
Classification by respondent	True	3	2	1	0
	Mostly true	2	3	2	1
	Mostly false	1	2	3	2
	False	0	1	1	3

4.4 Pilot Testing

A pilot CLT was conducted with 30 respondents who were assigned to four interventions and one control group. The pilot was conducted to train enumerators on the functioning of the CLT process and to make necessary adjustments to ensure the smooth functioning of the experimental study.

5. Consent

During the recruitment process the respondent was informed of the following:

1. The objectives of the research
2. That his/her participation was voluntary
3. That he/she could choose to end the interview at any point

Once informed of these, written or verbal consent was obtained from the respondent to (1) proceed with the study; (2) record the interviews of the study; (3) be photographed, and (4) be contacted again for further research. Respondents who refused to be recorded and photographed could still be interviewed if they agreed to participate.

5.1 Photography

In every CLT, high-resolution digital photographs were captured while the study was taking place. Proper consent from the relevant community members was obtained before taking photographs. Photographs were captured during recruitment and Post-Evaluation 2 surveys as well.

6. Quality control

6.1 Recruitment stage

1. Telephonic back-checking was conducted on all recruitments to ensure that each respondent matched the assigned quota variables and to confirm their participation in the CLT.
2. GPS checks were conducted to verify that no respondents were selected from GNDs selected for the nationally representative survey, no more than 10 participants were selected from a single GND, and that a minimum distance of 100 meters was maintained between respondents' households. At the time of recruitment, the respondent was not informed about the type of interventions they would be exposed to in order to facilitate the random allocation of respondents to interventions and to avoid possible contaminations.

6.2 Baseline, exposure to intervention, and Post evaluation 1 (CLT stage)

1. Recruitment accuracy was ensured by verifying the respondents' National Identification Card (NIC) number and the telephone number, and by matching respondent characteristics to the predetermined quotas.

2. At all stages of the CLT, measures were taken to ensure that respondents in different intervention groups were not mixed and had minimal interaction with one another.
   - The screening process and the interviewing process (for the baseline and post evaluation 1) were separated from the area where the respondents were exposed to the interventions. Further, intervention groups were setup at a considerable distance from each other or in separate rooms to prevent participants from observing the activities of other groups. This ensured that the respondents in one intervention group did not get exposed to what the respondents in other intervention groups were exposed to.
   - Enumerators who conducted the baseline and post evaluation 1 surveys were grouped based on the intervention (i.e.; for a particular CLT date, one enumerator handled respondents of only one intervention group)
   - A designated person was stationed at each area where the respondents were exposed to the intervention in order to ensure that the respondent was properly briefed on what the intervention was about, and to ensure that the respondents did not interact with any other respondents, either within or outside the intervention group.
   - All intervention-related activities were colour-coded and the respondent was issued a token with the same colour as the group he/she belonged to for ease of identification of the intervention.
   - To ensure consistency in exposure to interventions, the game, video, WhatsApp group, and website exposure were each limited to 20 minutes.

3. Both the baseline and post evaluation 1 surveys were conducted by the same enumerator in order to ensure no mismatches in data and to facilitate smooth process between CLT activities. This approach was necessary as both the baseline and post-evaluation 1 surveys were programmed within the same script, ensuring continuity of data capture. Steps were taken to identify possible contamination among participants by observing participants throughout the process by the Research team members. In cases where possible contamination was identified, steps were taken to either not include these respondents to the CLT, by screening them out or flagging for quality control to remove from the dataset.

6.3 Post evaluation stage

1. A unique identifier (a unique number) was used in all stages of the survey (recruitment, baseline and post evaluation 1, and post evaluation 2), in order to ensure correct match of data collected at different stages.
2. Length-of-interview verifications and telephonic back checks were conducted for 100% of the surveys, and 16 surveys were rejected based on these checks.
3. Voice checks were conducted for all surveys to ensure that the enumerators had administered the questionnaires accurately, and 14 surveys were rejected.
4. GPS checks were conducted to verify that the recruitment and Post-Evaluation 2 surveys were conducted at the same location.

7. Explanatory Qualitative Research

7.1 Objective

The objective of the explanatory qualitative phase was to gather feedback from the experimental study participants through Focus Group Discussions (FGDs) and In-depth Interviews (IDIs) on the interventions they had experienced. . These discussions aimed to explore participants' perceptions of the interventions' effectiveness and their perceived impact as outlined in Section 1.4: Interventions. Additionally, key informant interviews (KIIs) were conducted with domain experts to gain a deeper insights into the broader information ecosystem.

7.2 Target population

The FGDs and IDIs focused on experimental study respondents in the Northern and Western provinces, Sri Lanka.

The KIIs targeted domain experts, including climate and environment specialists, social activists, and journalists working in the relevant fields.

7.3 Sample

Following the preliminary analysis of the quantitative experimental study, respondents who either performed well or poorly were identified and selected, covering the different

interventions. The study included 6 FGDs and 13 IDIs, interviewing 31 research participants. 13 experts were selected to conducted KIIs. (refer to Annex 2 for a detailed breakdown)

7.4 Study timeline

The IDIs and FGDs were conducted three to four months (from April 2025 to May 2025) after the completion of the experimental study fThe KIIs were conducted from September to October 2025.

7.5 Research instruments

All research instruments, including discussion guides, recruitment screeners, and consent forms were developed by LIRNEasia and localized into relevant languages: Sinhala and Tamil. FGD and IDI Instruments included modules to assess impact of the interventions exposed to.

7.6 Data collection

All FGDs and IDIs were moderated in a face-to-face setting in local languages by LIRNEasia moderators. The moderators were trained on the research protocols and research ethics. Semi-structured discussion guides served as the primary data collection tools, with a single guide used for both IDIs and FGDs. Interviews lasted between 60 to 90 minutes.
The majority of KIIs (10) were conducted virtually by the LIRNEasia moderators, and verbal consent was obtained from participants prior to the interviews. Semi-structured discussion guides were used as the primary data collection tool, comprising different modules tailored to the domain of the expert, such as climate change, journalism, and activism.

All interviews were audio-recorded with consent, and pseudonyms or respondent IDs were used to maintain confidentiality.

7.7 Ethical considerations

All data collection adhered to strict confidentiality protocols. Personally identifiable information was stored separately from data files, and all identifying information will be destroyed upon project completion. Direct quotes from the KIIs will be used only with prior consent from the interviewee.

7.8 Data processing and analysis

All FGDs, IDIs, and KIIs were transcribed verbatim in the local langue and translated to English as needed. LIRNEasia research team applied inductive thematic analysis using a codebook developed by the team. Preliminary themes were discussed mid-way through data collection to guide refinement of the analytical framework.

7.9 Quality control measures

To ensure the integrity, reliability, and ethical standards of the study, a comprehensive set of quality control measures was implemented across all phases of the research.

a. Research instrument design: All instruments (discussion guides, recruitment screeners, consent forms) were developed and discussed collectively by the LIRNEasia research team.
b. Recruitment and screening: Respondents were recruited according to the strict eligibility criteria, including experimental study performances and the intervention exposed to. Quotas were maintained to ensure adequate representation across districts and interventions.
c. Moderator and field staff training : All moderators and field staff were trained in discussion facilitation, ethical conduct and privacy protocols. Moderators were required to demonstrate proficiency before deployment into the field.
d. Informed consent and ethical compliance: Informed consent was obtained verbally prior to participation. Participants were informed of their rights, study objectives, confidentiality terms, and the option to withdraw at any time. Recordings were taken only with participants consent.
e. Supervision: Field teams were supervised by senior field staff, who ensured protocol adherence and addressed any issues as they arose. LIRNEasia received weekly progress updates from SRL.
f. Transcription and data management: Transcripts were reviewed for completeness and accuracy. Files containing respondent information were stored and accessible only to authorized personnel.
g. Analytical rigor: Triangulation was employed to validate findings across data sources (FGDs, IDIs, KIIs).

Annex 1 – Achieved Sample

Province	District	Panel 1: In-person training	Panel 2: Video	Panel 3: Game	Panel 4: WhatsApp group	Panel 5: Website	Panel 6: Control group	Total
Western province	Colombo	33	41	36	37	35	36	218
	Kalutara	35	35	37	36	35	37	215
	Total Western province	68	76	73	73	70	73	433
Southern province	Galle	27	30	30	31	25	36	179
	Hambantota	28	24	29	30	34	24	169
	Total Southern province	55	54	59	61	59	60	348
Northern province	Jaffna	29	30	33	33	33	28	186
	Mullaitivu	27	38	33	30	32	27	187
	Total Northern province	56	68	66	63	65	55	373
Eastern province	Batticaloa	24	34	31	35	30	31	185
	Trincomalee	33	26	36	33	33	29	190
	Total Eastern province	57	60	67	68	63	60	375
Total sample								1,529

Urbanity	Panel 1: In-person training	Panel 2: Video	Panel 3: Game	Panel 4: WhatsApp group	Panel 5: Website	Panel 6: Control group	Total
Urban	56	84	83	101	87	96	507
Rural	180	171	177	163	169	152	1012
Estate	0	3	5	1	1	0	10

Total sample	236	258	265	265	257	248	1529

Age group	**Panel 1: In-person training**	**Panel 2: Video**	**Panel 3: Game**	**Panel 4: WhatsApp group**	**Panel 5: Website**	**Panel 6: Control group**	**Total**
18 - 30	73	84	85	87	79	82	490
31 - 45	80	94	95	88	83	75	515
46 - 65	83	80	85	90	95	91	524
Total sample	236	258	265	265	257	248	1529

Gender	**Panel 1: In-person training**	**Panel 2: Video**	**Panel 3: Game**	**Panel 4: WhatsApp group**	**Panel 5: Website**	**Panel 6: Control group**	**Total**
Male	104	106	108	133	112	111	674
Female	132	152	157	132	145	137	855
Total sample	236	258	265	265	257	248	1529

SEC	**Panel 1: In-person training**	**Panel 2: Video**	**Panel 3: Game**	**Panel 4: WhatsApp group**	**Panel 5: Website**	**Panel 6: Control group**	**Total**
SEC A	39	54	46	43	44	37	263
SEC B	51	60	56	60	54	55	336
SEC C	56	62	67	72	71	62	390
SEC D	47	41	54	50	45	50	287
SEC E	43	41	42	40	43	44	253
Total sample	236	258	265	265	257	248	1529

Ethnicity	Panel 1: In-person training	Panel 2: Video	Panel 3: Game	Panel 4: WhatsApp group	Panel 5: Website	Panel 6: Control group	Total
Sinhala	118	118	138	126	118	126	744
Tamil	89	107	102	97	96	87	578
Sri Lankan Moor/Muslim	29	33	25	42	43	35	207
Total sample	236	258	265	265	257	248	1529

Annex 2 – Qualitative study sample

Activity	Language	District	Urbanity	Age	Gender	SEC	EDU_Quota	Marital Status	Ethnicity	Religion	Mobile Phone Usage	Social Media Usage
WhatsApp Group	Tamil	Jaffna	Rural	33	Female	SEC D	Secondary	Married	Tamil	Hinduism	Yes	Yes
WhatsApp Group	Tamil	Jaffna	Urban	31	Male	SEC D	Secondary	Married	Tamil	Hinduism	Yes	Yes
Web link	Tamil	Jaffna	Rural	23	Female	SEC C	Secondary	Never married	Tamil	Hinduism	Yes	Yes
Web link	Sinhala	Kalutara	Rural	37	Male	SEC A	Secondary	Never married	Sinhala	Buddhism	Yes	Yes
Web link	Sinhala	Colombo	Urban	18	Male	SEC C	Secondary	Never married	Sinhala	Buddhism	Yes	Yes
Web link	Sinhala	Kalutara	Rural	44	Male	SEC C	Secondary	Married	Sinhala	Buddhism	Yes	No
Web link	Sinhala	Colombo	Urban	38	Female	SEC A	Secondary	Married	Sinhala	Buddhism	Yes	Yes
Web link	Tamil	Jaffna	Rural	20	Male	SEC A	Primary	Never married	Tamil	Roman Catholicism	Yes	No
Web link	Sinhala	Colombo	Urban	18	Male	SEC C	Secondary	Never married	Sinhala	Buddhism	Yes	No
Web link	Sinhala	Colombo	Rural	35	Male	SEC B	Tertiary	Never married	Sinhala	Buddhism	Yes	Yes
Video	Sinhala	Colombo	Urban	26	Female	SEC E	Secondary	Married	Sinhala	Buddhism	Yes	Yes

Video	Tamil	Jaffna	Rural	25	Female	SEC B	Secondary	Never married	Tamil	Hinduism	Yes	Yes
Video	Tamil	Jaffna	Urban	44	Female	SEC C	Secondary	Married	Tamil	Hinduism	Yes	No
Video	Sinhala	Colombo	Urban	36	Female	SEC B	Secondary	Married	Sinhala	Buddhism	Yes	Yes
In person Training	Sinhala	Colombo	Rural	65	Female	SEC D	Primary	Married	Sinhala	Buddhism	Yes	No
In person Training	Sinhala	Jaffna	Rural	38	Female	SEC C	Secondary	Married	Sinhala	Buddhism	Yes	Yes
In person Training	Tamil	Jaffna	Rural	30	Male	SEC B	Tertiary	Never married	Tamil	Hinduism	Yes	Yes
In person Training	Tamil	Jaffna	Rural	26	Male	SEC E	Secondary	Married	Tamil	Hinduism	Yes	Yes
In person Training	Sinhala	Kalutara	Urban	28	Female	SEC A	Secondary	Married	Sinhala	Roman Catholicism	Yes	Yes
In person Training	Tamil	Jaffna	Rural	20	Female	SEC C	Secondary	Never married	Tamil	Hinduism	Yes	Yes
In person Training	Sinhala	Colombo	Rural	25	Male	SEC A	Tertiary	Married	Sinhala	Buddhism	Yes	Yes
In person Training	Sinhala	Colombo	Rural	31	Female	SEC C	Secondary	Married	Sinhala	Buddhism	Yes	No
In person Training	Tamil	Jaffna	Rural	26	Female	SEC D	Tertiary	Never married	Tamil	Hinduism	Yes	Yes
In person Training	Tamil	Jaffna	Rural	32	Male	SEC A	Tertiary	Never married	Tamil	Roman Catholicism	Yes	No
In person Training	Sinhala	Colombo	Urban	36	Female	SEC C	Secondary	Married	Sinhala	Buddhism	Yes	Yes
Control Group - News Paper	Tamil	Jaffna	Rural	28	Male	SEC C	Secondary	Married	Tamil	Hinduism	Yes	Yes
Control Group - News Paper	Tamil	Jaffna	Rural	25	Female	SEC C	Secondary	Never married	Tamil	Hinduism	Yes	No
Control Group - News Paper	Sinhala	Colombo	Urban	33	Male	SEC B	Secondary	Never married	Sinhala	Buddhism	Yes	Yes
Control Group - News Paper	Sinhala	Colombo	Urban	39	Male	SEC B	Primary	Married	Sinhala	Buddhism	Yes	Yes
Control Group - News Paper	Tamil	Jaffna	Rural	29	Male	SEC B	Secondary	Never married	Tamil	Hinduism	Yes	Yes
Control Group - News Paper	Sinhala	Colombo	Urban	21	Female	SEC B	Secondary	Never married	Sinhala	Roman Catholicism	Yes	Yes