Educational Needs and Content Requirements of Young Rohingya Refugees in Cox's Bazar

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– Assessment –

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INTRODUCTION

In 21ˢᵗ century, a life without education and skills is like living with disabilities that cannot be cured. Even so, not everyone's life is stable enough to consist the basics of a minimum quality life. While the world is developing high-tech devices to improve living standards, issues like political and religious disputes are stripping people off the basic living standards. Such a situation has emerged in the borders of Bangladesh by the Rohingya refugees from Myanmar where despite all the support from Bangladeshi government and International Non-governmental Organizations (INGOs), the youth are deprived of basic life skills and proper education. The government of Bangladesh is barely able to provide basic food and shelter needs of the Rohingya refugees, let alone any other basic needs like education, clothing, water supply etc. Formal education for young Rohingya in the refugee camps in Bangladesh ends with year 7 in so-called learning centers as per government instructions. Adolescents are not allowed to get further education in local secondary schools due to their refugee status as they are not official citizens of the country. Most of them do not access any vocational training or take on jobs – because there are no vocational training institutes in the camps. There are some NGOs who provide some training to women, such as tailoring, mask producing, block printing on cloths, etc., but these trainings are only for females, not for males. Most male youths drop out from their schools (learning centers) and are officially not allowed to get any job due to job restrictions for Rohingya refugees in Bangladesh. Although they can work voluntarily within their camps for small payments, these jobs are also very limited considering the large number of youths in the community. The 2020 Joint Response Plan for the Rohingya crisis warns that "an alarming 83 percent of the [Rohingya] adolescents and youth aged 15-24 years old don't have access to any educational or skills development activities". As a result, these youths become frustrated and some of them engage themselves in various wrongdoings such as gang crimes and drugs. Many adults in the Rohingya camps are also concerned that frustrated youths with little to do may turn to crime and radicalization.

Hence, YPSA in collaboration with DW Akademie has taken an initiative to mitigate the severity of the situation by developing targeted information and educational content to support these youths' personal and professional development. The targeted age group is 18-20 as they are the

most vulnerable to engage in illegal activities and not in control by their elders. Therefore, this group of youth could really use the practical knowledge designed according to their choice and needs involving their peers to be able to develop a decent life in future.

AUDIENCE RESEARCH METHODOLOGY

1. Methodology

The study adopted an exploratory approach to achieve the objectives of the research including qualitative parameters. The methodology included data collection through 20 Key Informant Interviews (KIIs) and 4 Focus Group Discussions (FGDs). Data collection started in late November 2021 with FGDs conducted in two days and KIIs over twelve days in December. For the data collection process, three (03) male and three (03) female Rohingya Refugee Researchers were engaged as field researchers who also provided input to the M&E Coordinator (Lead Researcher) during the development of research strategy and tools for FGDs (questionnaires & data collection). For KIIs, two (02) field researchers (1 male, 1 female) along with the lead researcher were involved in the whole process.

2. Sampling Strategy and Sampling Size

The audience research team used the local host/community contacts in the Rohingya refugee camps to select people as key informants and select participants from the same age group as the participants of FGDs. A total sample size of 20 KIIs were distributed across the communities including elders, guardians, leaders, and other influential people. Besides, four (04) FGDs (3 men's group, 1 women's group) consisting of 8 to 10 persons were also conducted. To ensure gender inclusiveness, the total sample size (35) distributed as follows; men 68% and women 32%.

For the selection of key informant persons and participants for KIIs and FGDs, the research team created a list of potential key informants who were knowledgeable and closely linked to research objectives. In creating this list, preference was given to a diverse set of representatives with different backgrounds and from different sectors. This diversity provided a broad range of perspectives. For example, this list included people from different sectors, such as youth, religious leaders, educationists, students, Majhi, Imam, NGO Worker, Teacher, Political Person, Doctor, Social Influential People, Block Leader and community elders etc. This process was supported by the local host/community contacts.

3. Research Tools Development

A one-day brainstorming session was conducted at the YPSA office in which data collection tools (questionnaires for KIIs and FGDs) were developed along with DW Akademie. The tools were further shared with DW Akademie for review and approval. After making necessary changes in tools as suggested by DW Akademie, the questionnaires were tested by engaging the local host/community contacts. Later on, a data collection plan and a list of potential key persons for KIIs and FGDs were finalized. Moreover, before deploying the field researchers in the field, questionnaires were thoroughly discussed, and mock exercises were done to train them on the questionnaire and eliminate redundant and irrelevant questions.

4. Data Collection

The research teams collected data in the field according to the data collection plan. KIIs were carried out in two (02) weeks, similarly, FGDs were conducted in four (04) days in a span of a week.

5. Team Composition

Keeping in view the cultural values of the area and properly capture the perspective of both males and females, two gender-balanced experienced teams were formed. Each team consisted of a male and female field researcher. In addition to this, YPSA project manager (as a Lead Researcher) monitored the activity in the field for oversight and need-based technical input to the field researchers.

6. Informed Consents

Before the interview, each field researcher sought informed verbal consent from the respondents. Before the beginning of the survey, a formal statement in simple language was used to introduce the study, its purpose, and to seek permission from the respondent to administer the tool/questionnaire.

7. Quality Assurance

To ensure the authenticity and quality of the data collected during the survey, the following steps were taken.

i) To reach the agreed sample size and collect quality data on time, due care was taken in the selection process of Field Researchers and experienced and trained individuals were deployed in the field for the purpose so that accurate and precise data may be collected on time.

ii) Each field researcher ensured that before leaving the field that s/he has fully covered the questionnaires and all the responses have been recorded with the appropriate codes.

iii) Data received from the field was checked daily by the Lead Researcher and questionnaires were discussed on daily basis to identify and rectify errors in data collected and present clean data for entry into the software.

8. Data Management

Earnest efforts were made to ensure authenticity and accuracy of the data, safe custody and confidentiality of the field data, and timely submission of all the deliverables was ensured as per plan and agreed to timeline.

9. Field Protocols

Before deploying the teams in the field, protocols were developed for the field researchers that were followed by them in the field. The field researchers were properly oriented on the field protocols. The field protocols focused on ensuring the following:

i) Each of the field researchers was oriented on field-related ethics. They were guided on how to meet the respondents in the field, how to conduct the interview and how to finish the interview. They were also briefed on what should be their tone with the respondents and how they will ensure through different means of triangulation that the information is correct.

ii) Due care was taken while selecting field researchers for the purpose and experienced and trained individuals were deployed in the field for the purpose so that accurate and precise data may be collected on time.

10. Confidentiality

Each respondent was given a unique survey identification number. The names and personal information of the respondent were not revealed to anybody. Confidentiality of the data was made

sure at each stage of data collection and processing even within the data collection teams no one would share or discuss the personal information and details with other team members.

11. Data Computerization

A study-specific data entry interface was developed in MS Excel which was depicted with visual aids (graphs and photos) and proper analysis in the report.

12. Data Analysis and Report Writing

The data analysis was conducted through MS Excel. A descriptive analysis was conducted. In descriptive analysis bar graphs, pie charts, tables, smart charts were used to understand and describe the answers from the participants and their discussions. YPSA project manager as a Lead Researcher performed this entire activity.

13. Research Limitations

The Key Informants and the participants of the FGDs (the two samples) were selected to be very diverse and also knowledgeable about the subject. Yet the samples were rather small (20 KIIs and 4 FGDs with 35 participants) and thus this research does not claim to be representative for all Rohingya refugees in Cox's Bazar and all percentages and calculations used in this report only represent the samples that were looked at.

FOCUS GROUPS DISCUSSIONS (FGDS)

Among the four FGDs conducted, there was diversity in the key findings specifically the difference was noticeable gender wise. The ratio of male and female participants was 68:32 with total 35 participants. Each group contained around 8-9 participants on average.

1. **Main development goals of life**

    The participants were asked questions about what they would like to know in order to develop and achieve their personal goal of life. The answers were diverse. However, the highest amount of participants (11) wanted to become future teachers and wanted to educate themselves in advance level to become better teachers. The second highest (5) topic they wanted to learn was medical treatment procedures/nursing training/pathology to become future doctors, nurses, and work at diagnostic centers. The other answers were construction work, engineering skills, mobile phone mechanisms, tailoring, film direction, cooking, motor mechanisms, handcrafting, religious knowledge (Imam), agriculture (farming), volunteering, school management, media content creation (Youtube) etc. Later, when the participants were asked the reason behind their choices, most replied with the common purpose of helping their community and improve their own living standards. The chart below shows the number of participants in each developmental topic that came up in all four FGDs.
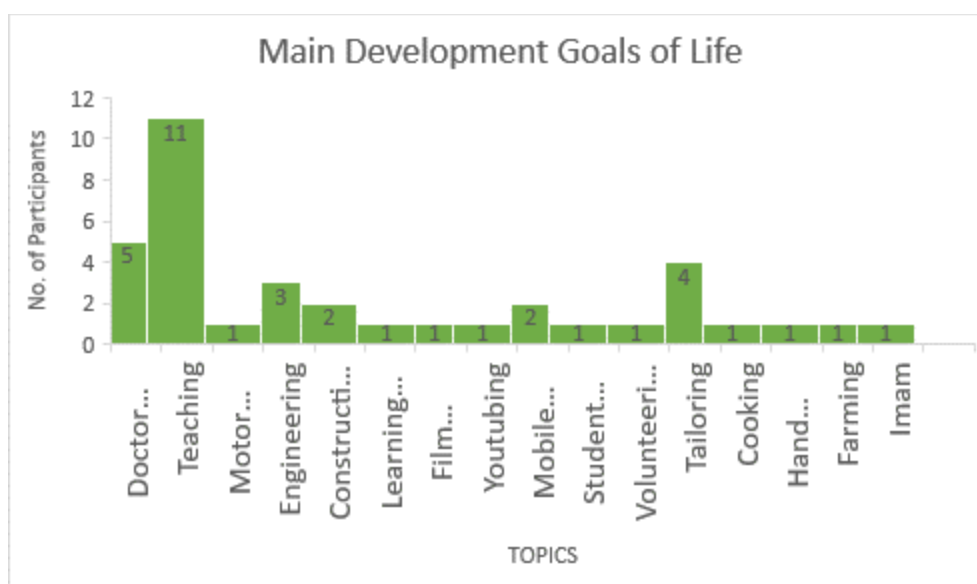
2. Developmental Goals of professional life

In response to the question about what the participants would like to know more about in order to improve their professional lives, the majority wanted higher level of education first. To understand any advance level skills on any topic, they want to build their own capacity via more education than the camp is offering currently. Most of the participants wanted to develop and prepare themselves for becoming better teachers to small children and do more humanitarian work. Other topics came up in the discussion shown in the pie chart below.
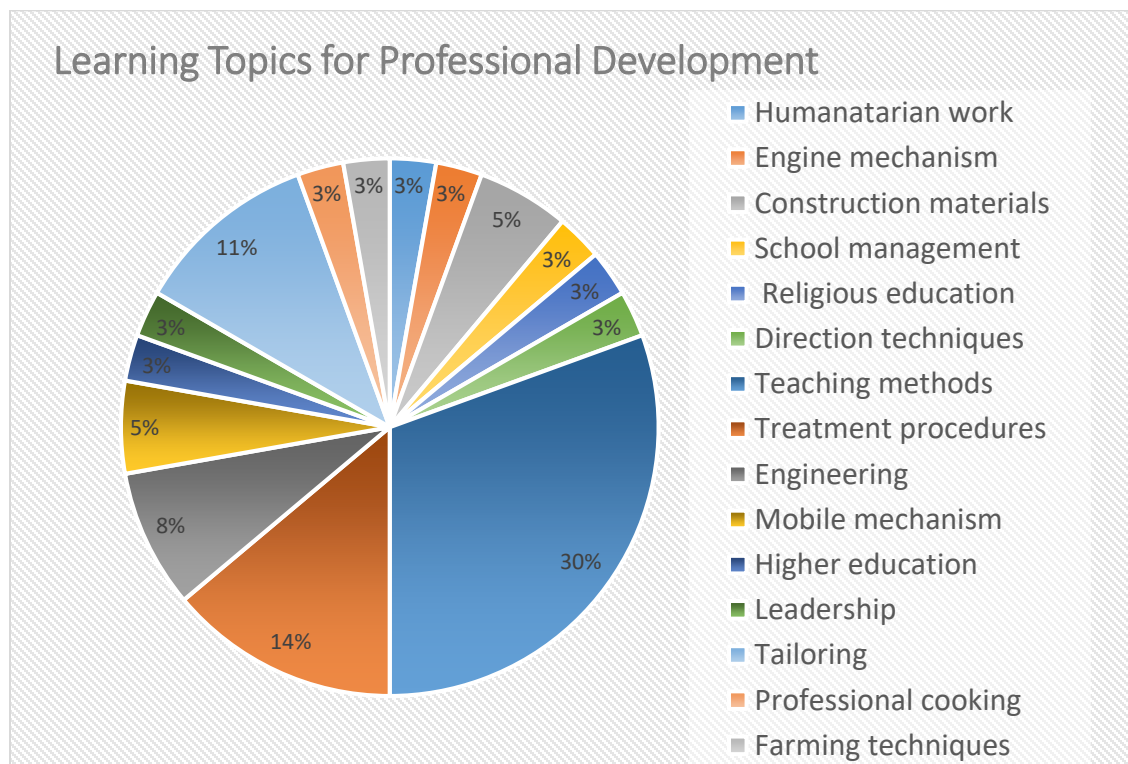
When the participants talked about the reasons behind their choices, they mostly mentioned to become more skilled in order to find better job opportunities and improve as a

community. Some people talked about gaining an honorable position and social standing in their community.

3. Personal Benefits

The participants were asked about the ways they would personally benefit if they had the knowledge and skills they have mentioned previously. All the answers were in favor of creating an income source. Those who talked about becoming doctors and nurses mentioned to get better healthcare for themselves and their family. Some talked about becoming entrepreneurs themselves and achieve personal and professional development. Few participants talked about taking care of old parents and younger siblings of their family. One answer was to achieve mental peace by creating own identity. However, findings of this question as described by majority of the male participants was to refrain themselves from illegal activity. They want to indulge in honest and honorable job practices for themselves to make their living.

4. Community Benefits

While answering the question about how their desired skills would benefit their community, the participants had many diverse answers. The majority expressed interest about building a better community by improving standards with better education. All those wanted to become teachers talked about educating younger generation and inspire others to teach as well. Participants with interest in engineering and mechanisms want to help fix things around their community and redistribute the knowledge. The potential doctors and nurses want to build a better healthcare system for their community and engage themselves in humanitarian work. Some with interest in construction work want to build strong and beautiful houses for the community to live in. Some female participants with tailoring skills want to build small business around their community and make beautiful dresses for people. A woman with cooking skills wants to set up a stall and sell food to those who doesn't have access to food during their day jobs. Another woman wants to grow vegetables and provide her community with fresh ingredients regularly. Other than these,

some participants expressed their concerns about ongoing religious conflicts and social stigmas that are affecting their community negatively. These participants want to become scholars or religious teachers in order to reduce these social issues. In addition, some mentioned about returning to Myanmar with a more peaceful and supportive community.

5. **Access to information and challenges**

The participants were asked about the amount of access to their required skills and the barriers to their access. In response, the majority mentioned about little or no access to proper information about their desired skills. In fact, most of them did not know where or how to approach to get the information they required. Since they lack opportunities to learn, they tend to self-teach a few things by observing others in respective field. While acknowledging the challenges, they mentioned the following points:

- Little or no resources to learn
- No room for improving existing skills
- Less opportunity around camp in respective field
- Financial restriction
- Lack of raw materials
- Lack of ideas for suitable content
- Lack of technical operating knowledge
- Targeting proper audience
- No updated information source
- No idea about increasing effectiveness
- No access to vocational training or education to understand advanced material

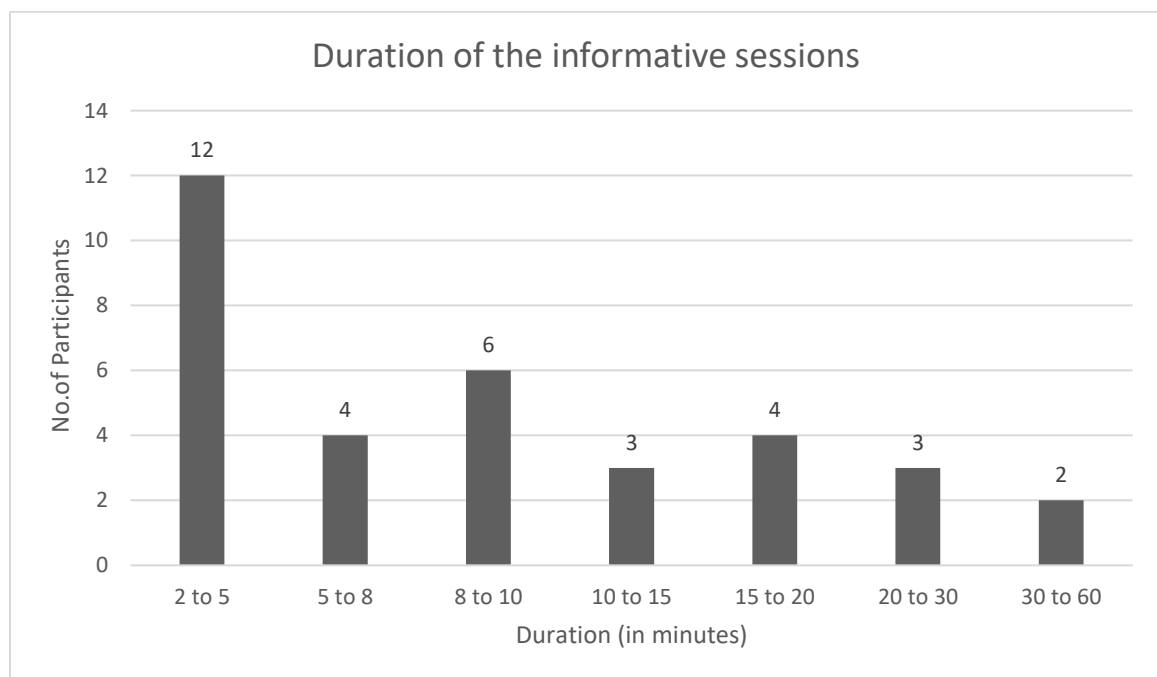6. **Source of information**

The majority of the participants mentioned about experts in respective fields when asked where or to whom they would look for the related information. Some mentioned about the elders of the community along with their parents. A few expressed interest in meeting people with successful careers in relevant field. Others mentioned about community

workers who are working as the management of the camps. Some pointed the direction to internet and social media for their primary source of information.

7. Duration of informative sessions

The participants were asked how much time they would invest if they got their desired educational/training program. The answers varied from two minutes to an hour. The chart below shows the different amount of time they would like to spend on such educative programs in the form of audio or video.

Duration of the informative sessions

No.of Participants (y-axis): 0, 2, 4, 6, 8, 10, 12, 14

Duration (in minutes)	No. of Participants
2 to 5	12
5 to 8	4
8 to 10	6
10 to 15	3
15 to 20	4
20 to 30	3
30 to 60	2

The highest vote went to 2 to 5 minutes as the participants felt that minimum this much time is needed to properly explain something and that they would be able to contain their concentration during this time.

8. Past learning experience

This question was about past learning experience and what methods or person have made it easier for learning experience. The responses to this question were a bit conflicting, as

they did not experience much of smooth learning experience in the past. Some participants mentioned about parents, especially mothers, have pushed them to be in school or learning centers so that they can get some formal education. Few people talked about how they had to learn construction work practically when their houses were ambushed and broken by angry mobs. Some other are grateful to move to Bangladesh as they have learned local Bangla and some English language by practicing with the local people. Some joined the volunteer work inspired by a friend. Some people were inspired by their teachers to observe teaching methods so they could use on younger siblings. Lastly, a few participants mentioned they learned mobile servicing from community elder brothers.

9. Other developmental issues

Finally, they were asked to share issues that are crucial to their development other than the topics already talked about and what information about those issues were missing from the camp. The following topics came up in this regard:

- Formal education
- News from Myanmar
- Higher education information in abroad
- Training materials
- Overcrowded learning centers
- Driving lessons
- Sports (cricket, football) lessons
- Information about gardening
- Process to return to Myanmar
- Overused and cluttered toilet

KEY INFORMANT INTERVIEWS (KIIS)

20 KIIs were conducted including local leaders, volunteers, Rohingya elders, influential comm. youths etc. The diversity in their perspectives is very distinctive and beneficial for the project implementation. The key findings of the KIIs are discussed below.

1. **Role of the personnel**

    This question asked for the respondents' position and role they play in their respective organization. They are listed below as required.

Table: Respondents Position and Role

Code and Name of the Respondents	Position	Organization	Role
101 Mahmudul Karim	Communication Officer	UN Woman	Maintain public relation, liaison, and all sorts of communication with other stakeholders
102 Ratul Islam	Doctor	Malaysian Field Hospital	Providing treatment
103 Mohammad Riaz	Majhi	Camp 1 East, Block D15	Camp leader, maintains liaison between Camp-in-Charge (CiC) and camp members
104 Ibrahim Mostafa	Journalist		Reporting events and news
105 Jahangir Alam Chowdhury	Chairman	Rajapalong Union	Maintaining political balance, problem solving, and area development
106 Suman Chandra Das	Health Officer	Unicef	Ensuring health care
107 Mohammad Momenul Haque	Project Coordinator	MED Global	Coordinating and managing ongoing projects
108 Ikram Hossain Bhuiyan	C4D officer	Bangladesh Betar	Monitoring and implementing awareness radio program in all #4 Rohingya camps

109 S M Jamal Uddin Rana	Project manager	BITA	Managing a specific project
110 Tanjeeba Chowdhury	Education Coordinator	DCA	Monitoring education related requirements and issues
111 Nusrat Jahir	National Program Officer	UN Women	Managing second chance education program in camp
112 Jahida Akter	Rohingya Teacher	Camp 4 Ext. DCA Learning Center	Teaching Rohingya children
113 Yasmine AKter	Rohingya Teacher	Camp 3 YPSA Learning Center	Teaching Rohingya children
114 Iffath Yasmine	Communication Officer	UNHCR	Maintain public relation, liaison, and all sorts of communication with other stakeholders
115 Farid Alam	Rohingya Teacher	Camp 1 East Mukti Learning Center	Teaching Rohingya children
116 Mohammad Omar	Rohingya Teacher	Camp 1 West Mukti Learning Center	Teaching Rohingya children
117 Mohammed Zunayed	Imam	Camp 1 West	Teaching religious relics and values
118 Shahidul Alam	Deputy Project Manager	RelNet – SHED	Managing responsibilities under project manager
119 Kazi Tahmina Sultana Bably	Project Coordinator	Human Trafficking Prevention Project – YPSA	Coordinating and managing ongoing projects
120 Khaleda Akter	Block Leader	Registerd Camp, Kutupalong	Camp leader, addresses and communicates camp issues with the government officer

2. Possession of personal and professional skills

Most of the interviewees emphasized on basic life skills for personal and professional growth while discussing which skills should the young Rohingyas possess. The elderly interviewees discussed about understanding life's value the most so that the youth wouldn't lose focus on living a decent and honest life. Other leaders and members of the community emphasized on getting education on whatever level is available so that the youth won't

drop out and get involved in unfair means. A few of the interviewees mentioned to make them understand the negative consequences of child marriage as it is becoming uncontrollable day by day in their community. The youth have little to do in their spare time as the camp does not offer/allow any activities and hence, some are involving themselves either in illegal activities or in getting married to spend time in a family life.

While discussing about professional skills, most interviewees have mentioned to arrange technical/vocational training on various topics. If the contents are taught in practical method engaging the youth then they will be willing to invest their time in the trainings in order to learn something and find their purpose/means of livelihood for their future. The interviewees have mentioned the following professional skills accordingly.

Professional Skill Topics

- motor mechanism — 22%
- mobile repairing — 16%
- Electric mechanisms — 12%
- Construction work — 18%
- Bamboo structure building — 3%
- Farming tecniques — 14%
- Tailoring — 8%
- Religious education — 5%
- First aid/basic nursing — 2%

3. **Importance and benefits of the learnings**

The interviewees were asked about the importance and benefits of the learnings the youth will get if the project is implemented. In response, the following agendas have come in light:

- ➢ Most elderly interviewees like the chairman and project coordinators have expressed concerns about how the young Rohingyas spend their time. According to them, the targeted age group mostly spends their time gossiping or playing board games by gambling as they are either dropouts or completed their limited education from learning centers. Therefore, the learning program will give them a chance to utilize their valuable time in something meaningful and beneficial for future.
- ➢ Block leaders and camp Majhis have mentioned that the learning program may play a huge role in preventing the youth from turning to drug use or drug dealing.
- ➢ The learning centre teachers think that if the youth get a purpose of life by learning something and are motivated to do something with their lives then they will be able break free from a lot of negative social and religious stigmas.
- ➢ Most of the interviewees agreed that, if the youth is taught something they can use to change their lifestyle, they will improve their social standards which in turn will aid in will growth of whole community.

4. Gender based differences in skills

When the respondents were asked in what way there were differences created between male and female in terms of life skills and work skills, issues and barriers for females were most discussed. Some challenges for males also came up, but discrimination against women were the main response to this question. The following table shows the differences between men and women facing challenges regarding life skills and work skills as given by the interviewees

Female

- Social pressure implicates hesitance to educate women
- Religious blindness limits access to world outside family
- Lack of secuirity doesn't allow to be in public/outside for long
- Suppressed during skill development due to male domination
- Intolerance towards women empowerment/skill development/earning money
- Naturally considered weak and dumb to learn and use any skills

Male

- Not enough background or basic skills to learn new technical skills due to lack of education
- Lack of job opportunities afterwards to use work skills to earn money
- No or little understanding about the value of educatio
- Easy access to drugs and other illegal means to earn more money
- Carelessly dependent on elder family members/ inheritance to take care of them financially

5. Effects on community

This question discussed about the effects of implementing the learning programs on the Rohingya community. Most of the respondents talked about potential positive changes in the community, and they are hopeful for the fruitfulness of the project. The following impacts came up in response to this question:

➢ Professionals directly working for the camp e.g communication officer, C4D officer, program officers think that the youth will establish well in life contributing to financial flow of the community

➢ The learning centre teachers have mentioned that the younger children will be inspired by them to work hard towards their future

➢ The project coordinators, managers, and Imam emphasized on creating awareness about importance of education and other social/religious stigmas to overcome those.

➢ The teachers and education coordiinator shared hopefull opinion that the activities in their social life will be filled with honesty and honor

➢ A journalist mentioned, "this project will help in spreading more education across their community."

➢ The camp Majhi and the program officer thinks that the learning process and disciplines may make positive changes in their behaviour

➢ A project manager said, "over time, the social and living standards of the whole community might improve."

➢ A doctor foreseen that in long term, their community can be enough resourcefull with skilled people to be considered as self sufficient to solve their own problems.

6. Appropriate medium for learning

The most common ways of communication in Rohingya community was discussed in response to this question about which medium is most appropriate for the learning program. Almost all the interviewees mentioned about different social media apps. Only a few talked about physical group classes within dedicated time slot to keep track of the students in different categories and their progress. The most common mediums are discussed below.

Whatsapp

It is the most common app used among young Rohingyas to stay connected and share content. This medium is the fastest and most effective way to reach most of the targeted audience
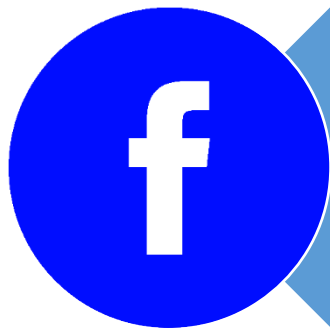
Facebook

This is the second most effective way to reach the targeted audience. Facebook allows easy sharing to a vast audience and the contents are easily accessible.

YouTube

Another popular medium specific for vedio contents. This medium will allow public access to the learning contents and accessible in the learners own convinient time.

7. Involvement of community

While discussing about ways to involve the community people into the production of the contents, the following methods came up:

- ➢ Choosing volunteers from the community to monitor the learning program
- ➢ Making the contents by the already existing experts in respective topics
- ➢ Creating the video presentation by them in their language
- ➢ Creating opportunity for already skilled person within the community
- ➢ Categorizing each sector/topic and managing equipment by involving them

8. Duration of the informative sessions

The interviewees were asked how much time would be appropriate for the content prepared by young Rohingyas for their desired educational/training program. The answers varied from two minutes to fifteen minutes max. The chart below shows the different amount of time they think the youth would like to spend on such educative programs in the form of audio or video.
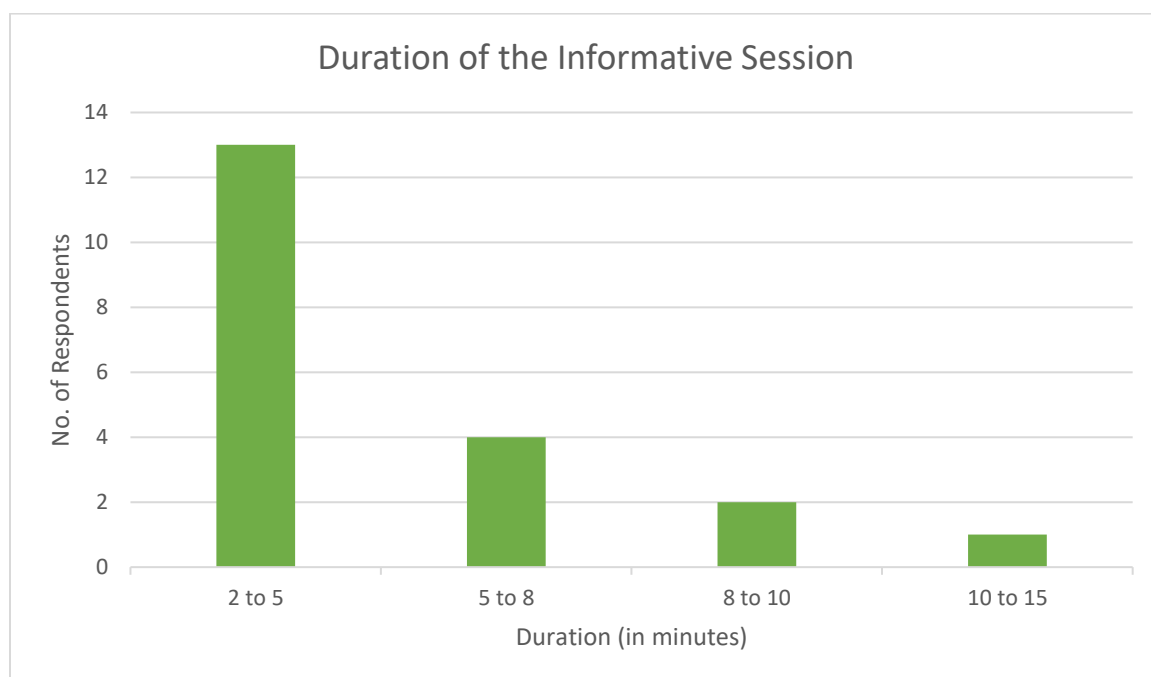
The highest vote went to 2 to 5 minutes as the respondents felt that this is the minimum time needed to properly explain something and that the young Rohingyas would be able to contain their concentration during this time without getting bored easily.

9. Other important issues

As a final question, interviewees were asked to share any other important skills or issues that needs to be addressed through the learning program or in general within the youth community. The following issues were discussed:

- The importance of behavioral changes were discussed deeply by the chairman and block leader about how the youth need to address their anger issues, superiority complex, obsessive nature, disrespecting other gender etc.

- A communication officer, few project coordinators, and a C4D officer pointed out another alarming issue that needs to be addressed is sexual harassment. Since they have nothing to do with their time, they tend to implore their superiority and follow the spoiled seniors who does the same.

- "Many families in the Rohingya community tend to child marriage to ensure social security for females and engage men in family life instead of illegal activities. However, this is affecting the community negatively and can be addressed through some media content."- Nusrat Jahir, National Program Officer, UN Women.

- The learning center teachers think that the youth can be taught about the importance of family planning and not having too many kids just to pass their time besides professional skills. This may help in reducing the rate of child marriages in the communities.

- In addition, "they also need to be informed about the negative consequences and social impacts of domestic violence against women." –Ibrahim Mostafa, Journalist.

- The doctor and other health professional respondents have expressed the importance of awareness about vaccination including COVID-19 and other disease/children's vaccination among the community as it will improve their healthcare condition and break many myths about vaccines.

CONCLUDING REMARKS AND RECOMMENDATIONS

This study shows that there is a huge number of refugee manpower that could be used for something constructive with the proper education and guidance. If some part of this young generation is able to change their lives' course through the learning program implemented, then it will bring huge change in the Rohingya community, which in turn, will be beneficial for all the stakeholders working for this community. The youth will be engaged and helpful towards future projects regarding themselves. In addition, the drug use and illegal activities could be brought under control involving this age group. Moreover, once the process starts, it will grow like a cycle and they will be self-sufficient in teaching and inspiring their next generation.

Therefore, if this initiative is executed effectively, it will be very beneficial for all the local NGOs, INGOs, and Bangladesh government for handling tough situations regarding Rohingya youths in the future. However, there are several parameters that needs to be taken into account before proceeding with the implementation such as:

- ➤ analyzing the target group's understanding level before creating any content to determine the level of expertise to be taught
- ➤ establishing a system to ensure participation
- ➤ establishing an active monitoring system to monitor progress
- ➤ creating small paid opportunities relevant to respective topics to encourage them

While analyzing the need assessment, the most desirable learning topics from the FGDs are teaching methods and basic treatment/nursing procedures. On the other hand, according to the community experts who participated in the KIIs, construction work and motor/automobile mechanism would be most useful skills for the young Rohingyas. Both FGDs and KIIs show that 2-5mintues is the ideal duration for video contents for the learning topics that should be available mostly on their social media. The contents can be made in collaboration with the NGO workers, learning center teachers and the already existing experts in Rohingya community with small payment/job opportunities,
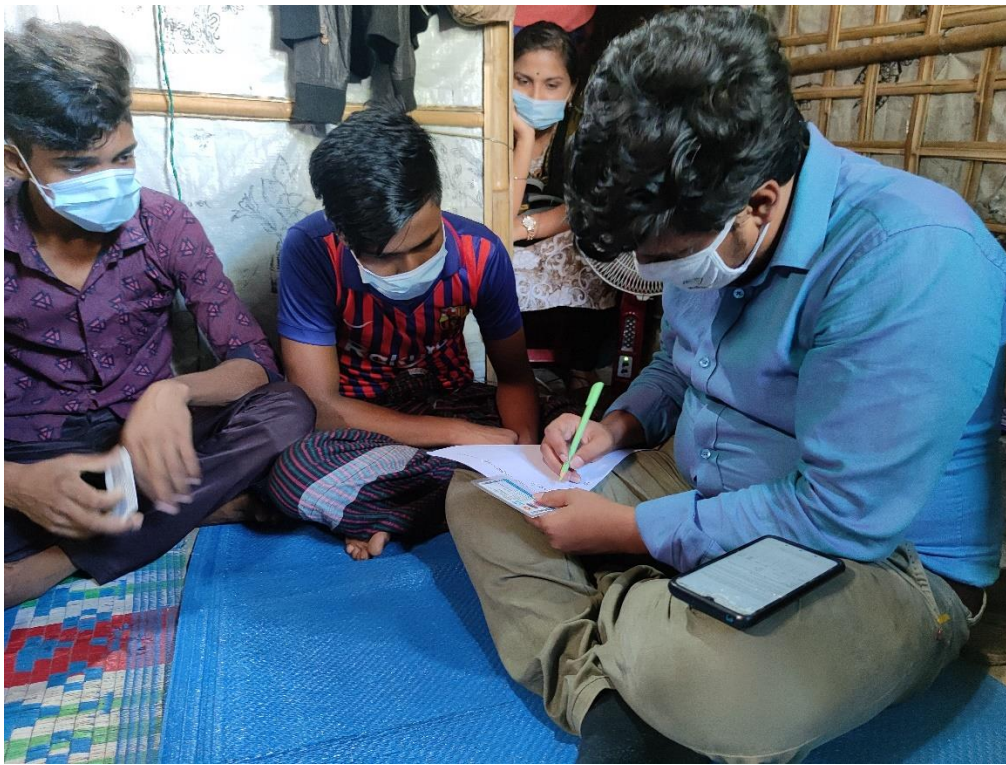
Consequently, this study has opened so many possibilities to utilize the Rohingya youth community for their own betterment. With proper implementation, this project can grow and aid in solving many ongoing issues in the campsite.

FGDs

KIIs

ABOUT DW AKADEMIE

DW Akademie is Deutsche Welle's center for international media development, journalism training and knowledge transfer. Our projects strengthen the human right to freedom of expression and unhindered access to information. DW Akademie empowers people worldwide to make independent decisions based on reliable facts and constructive dialogue.

DW Akademie is a strategic partner of the German Federal Ministry for Economic Cooperation and Development. We also receive funding from the Federal Foreign Office and the European Union and are active in approximately 60 developing countries and emerging economies.

About YPSA

inspired by spirit of International Youth Year some socially conscious youths of Sitakund Upazilla under Chittagong District of Bangladesh began to motivate and organize the youth community to establish a development organization. In this way on **20th May 1985** by active initiation of the socially conscious youth, a social development organization called **YPSA** (**Y**oung **P**ower in **S**ocial **A**ction) began its course of participation in the development process.

Vision

YPSA envisions a society without poverty where everyone's basic needs and rights are ensured.

Mission

YPSA exists to participate with the poor and vulnerable population with all commitment to bring about their own and society's sustainable development.