

Third semester manual
Joint Master's Programme in
International Humanitarian Action

Chiang Mai University
Location: Chiang Mai,
Thailand

Regional specialisation
Semester 3

version September 2020

Table of content

	Page	
1	Third semester regional training learning outcomes	2
2	Overview of semester offered to NOHA student	3
3	Introduction to the university	4
4	Contact information	4
5	Detailed courses descriptions	5
	5.1 Seminar	5
	5.2 Selected Topic on Development studies: “Migration, Refugees and Humanitarian Issues: Regional Perspectives”	5
	5.3 Social Science Theories	6
	5.4 Development Theories	7
	5.5 Political Ecology	8
	5.6 Regionalization in Development	9
	5.7 Ethnic Politics in Southeast Asia	10
6	Internship	11
7	Academic facilities	14
8	Useful information	14
	- Health insurance	14
	- Accommodation	14
	- Living costs	15
	- Visa	15
	- Driving license	16
9	Academic Staff	16

1. Third semester regional training learning outcomes

In conformity with the learning outcomes set out by the NOHA network, by the end of the regional training, the student:

- Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved.
- Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action grounded in the humanitarian principles and values, translating these in innovative, practical terms to policies, strategies and programme management.
- Takes responsibility for specifying clear ethical standards informed by the humanitarian principles, values and professional codes of conduct.
- Applies innovatively and strategically correct the humanitarian principles and standards to dilemmas in complex and insecure contexts.
- Has highly specialised knowledge and a critical understanding of humanitarian concepts and theories.
- Has innovative expertise on a particular current theme in humanitarian action with an interdisciplinary understanding in terms of its political, legal, anthropological, public health and management aspects."
- Has specialised skills to conceptualise, interpret and critically analyse complex humanitarian crises and interventions on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems.
- Has demonstrated the ability to position one's own research findings in the broader context of humanitarian action.
- Has developed an open attitude towards acquiring new knowledge and understanding about professional and academic developments in humanitarian action."
- Has specialised problem-solving skills to promote the best and safest response in humanitarian emergency contexts in terms of personal and social implications and foreseeable harm by humanitarian interventions.
- Acts firmly and appropriately in insecure situations according to the security rules, taking into account advice from security sources and other stakeholders.
- Has demonstrated a range of coaching and management skills to carefully assess the relevant factors for decision making in terms of operative context, possible effects and risks and the best way for successful implementation of strategic decisions.
- Has demonstrated the ability to act on decisions made.
- Has adopted a reflective practice analysing personal learning goals and ways to achieve them.
- Stimulates the involvement and development of team members and partners to achieve a successful humanitarian project.
- Has highly specialised knowledge of the diversity of actors and stakeholders, their interaction and competition, and a thorough understanding of the importance of coordination between different levels in the humanitarian system.
- Has demonstrated the ability to listen to beneficiaries and stakeholders and taking into account their considerations, communicate humanitarian expertise and research findings in a structured, intelligible way to specialists and non-specialists in a multi-cultural humanitarian setting.
- Has the ability to cultivate relations of sensitive respect in terms of cultural and gender diversity and to cooperate in a quest for mutual benefit or compromise."
- Involves partners and team members in different levels of decision-making and acts responsible and accountable concerning own decisions.
- Actively contributes to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in group projects in an effort to achieve the common goal.
- Has highly specialised knowledge and critical understanding of the impact of various humanitarian action interventions on the needs and rights of crisis-affected people and their interaction with interests of relevant actors in a certain professional regional context.
- Specialised problem-solving skills combining interdisciplinary knowledge and understanding of the range of needs and capabilities of crisis-affected people in a certain regional context toward relevant, evidence-based solutions for effective response.
- Learns from past experiences, identifies opportunities to overcome humanitarian dilemmas and proposes new work methods for increased efficiency, effectiveness and stakeholder accountability in complex and unpredictable humanitarian environments.

2. Overview of semester offered to NOHA student

Semester 3/2021

13 July – 30 December 2021

- 3 modules 20 ECTS
- Internship 10 ECTS

*The 3 modules are the detail followings;

2 Compulsory courses

1. Seminar 6.67 ECTS
2. Selected Topic on Development Studies:
“Migration, Refugees and humanitarian
Issues: Regional Perspectives” 6.67 ECTS

1 Elective course

1. Social Science Theories 6.67 ECTS
2. Development Theories 6.67 ECTS
3. Political Ecology 6.67 ECTS
4. Regionalization in Development 6.67 ECTS
5. Ethnic Politics in Southeast Asia 6.67 ECTS

During their stay at Chiang Mai University, the NOHA students will be able to follow three of the courses including academic activities and field trips.

The two compulsory courses were designed to support the students to understand humanitarian issues in Southeast Asia and to develop their thesis.

Additionally, in October - December, NOHA students will engage in internships organised by the university in partnership with a range of local humanitarian and/or development stakeholders.

Duration of study

Duration	Activity
13 July – 6 October 2021	Study coursework
12 October – 30 December 2021	Internship



3. Introduction to the university

Chiang Mai University (CMU) was established as the first institution of higher education in Northern Thailand, and as the first provincial university in the kingdom. CMU has earned a reputation as a veritable institution maintaining high academic standards. CMU is also an established member of the ASEAN University Network, paving its way forward to be an important Education Hub in the region. Locally CMU is acknowledged as the pre-eminent centre for study the Northern Thailand and nationally recognised as one of the top four universities and one of the nine “National Research Universities”. It is also worth noting that CMU is ranked in the top 100 university’s in Asia at 92 by the by the “QS Asian Universities Ranking 2014”. These results demonstrate CMU’s academic and research strength, a prerequisite for CMU to achieve its development goal of becoming a research-oriented “World Class University.”

Please visit <http://www.cmu.ac.th/en/index.php> for more information.

The Faculty of Social Sciences was one of the first three faculties of Chiang Mai University. Since then, it has expanded substantially in terms of its teaching, research, community services and other academic activities. At present, the faculty has 34 faculty members, approximately half of whom hold a doctorate degree. The faculty offers a wide range of more than 200 undergraduate and graduate courses under various programmes with an annual enrolment of around 1,100 students; more than three-quarters of whom are undergraduates. Undergraduate students are required to complete at least 138 semester hours. In most of the programmes, students are allowed to take courses in other disciplines outside the faculty as electives or minor subjects. Graduate students must complete at least 36-42 semester hours depending on the programmes in which they are enrolled.

Please visit <http://www.soc.cmu.ac.th/en/index.html> for more information.

The Regional Center For Social Science And Sustainable Development (RCSD) of the Faculty of Social Sciences works at the regional level supporting research activities, providing affiliation to international scholars and graduate students interested in development in the GMS and offering international M.A and B.A. programs in Social Science. Our main mandates are to: enhance research capacity and build a body of knowledge on social transformation in GMS countries; offer international graduate programs focusing on social sciences and development studies; and support training and provide research grants to researchers from GMS countries. RCSD has in-house expertise of faculty members as well as graduate students working on the issues of resource management, agrarian, environmental change and conflicts. Our strength lies on our critical social science perspective in understanding how local communities negotiating changes from global, regional and nation levels.

Please visit <http://rcsd.soc.cmu.ac.th/> and join us on facebook: <https://www.facebook.com/rcsd.cmu/>. for more information.

4. Contact information

University contact details	Focal person	Academic coordinator	Student coordinator
Chiang Mai University (Thailand) Regional Center for Social Science and Sustainable Development Faculty of Social Sciences Su Thep, Mueang Chiang Mai District, Chiang Mai 50200, Thailand http://www.soc.cmu.ac.th/en/index.html	Dr Rangsimawiwatwongwana Email: rwiwatwongwana@gmail.com Tel: +66 92 0099007	Dr Arratee Ayuttacorn Email: arratee.a@gmail.com Tel: +66 83 1772454 Dr Chayan Vaddhanaphuti Email : ethnet@loxinfo.co.th	Mrs Rungthiwa Hacker (Ann) Email: rungthiwa.hacker@gmail.com Ms Nattinee Sassadee Tel: +66 53 943507 Email: cras.cmu@gmail.com / cras@chiangmai.ac.th

5. Detailed courses descriptions

5.1 Seminar

Module coordinator: Asst. Prof. Dr Arratee Ayuttacorn
e-mail: arratee.a@gmail.com
office location: Department of social science and development
office hours: 09.00-16.00

Instructors: Asst. Prof. Dr. Malee Sitthikriengkrai, Dr. Chayan Vaddhanaphuti,
Asst. Prof. Dr. Arratee Ayuttacorn

Credits awarded: 6.67 ECTS

Type: Lecture, Discussion, field trips

Course Objectives:

1. This module aims at helping the students to understand humanitarian issues and develop research project for the regional context. The student will have the possibility to further develop the pilot study into a Master thesis project in the fourth semester.
2. It focuses on the application of theories and concepts to analyse the regional research context, and it provides supervision with regard to systematic data collection and analysis.
3. It enables the student to set up and implement an appropriate research design for a pilot study.

Learning outcomes: The student..

1. Has a critical understanding of humanitarian issues in a certain regional context.
2. Has demonstrated the ability to apply theoretical knowledge to new and unfamiliar and complex situations.
3. Has demonstrated the ability to develop a research proposal.

Assessment:

Participation (discussion/fieldtrip)	20%
Fieldwork report (4000 words)	30%
Final paper (5500 words)	50%

5.2 Selected Topic on Development studies: “Migration, Refugees and Humanitarian Issues: Regional Perspectives”

Module coordinator: Asst. Prof. Dr Amporn Jirattikorn
e-mail: ampornfa@gmail.com
office location: Department of social science and development
office hours: 09.00-16.00

Instructors: Asst. Prof. Amporn Jirattikorn, Dr. Shirley Worland,
Dr. Ta-Wei Chu (David)

Credits awarded: 6.67 ECTS

Type: Lecture, Discussion, field trips

Course Description:

This course covers diverse patterns of human movement and offers different perspectives and approaches in studying migration and refugees in mainland Southeast Asia. The course aims to be context-bound focus, drawing on several case studies in northern Thailand, Myanmar, Laos, and Cambodia. It consists of three parts. In part one, we discuss human security approach in order to understand refugees and migration. In part two, we look at

migration issues, focus on the mass movement of labour migration from Myanmar into Thailand. We will also discuss how states have regulated so-called economic migration and issues related with health and education. In part three, we will examine the current refugee crisis with a specific focus on refugees from Myanmar, discuss the various global, regional and national efforts to deal with refugees.

Course Objectives: The course aims to provide students with the following:

- 1) Gain knowledge related to regional humanitarian issues: migration, refugees, and humanitarian missions.
- 2) Understand impact of migration and refugee movement on individuals, community and nation-states.
- 3) Acquire concepts which can be applied for analyzing the regional humanitarian issues.

Course Requirement: Students' final grades for the course will be based upon the following:

1. Attendance and class participation (10% of final grade)
2. Two field trip reports (40% of final grade)
3. Final paper (50% of final grade)

Main Themes

- Introduction: Human security approach towards refugees and migrants
- Responsibility to protect: regional perspective
- Economic migration in northern Thailand
- Transnational migrants and health issues
- Migration and education
- Forced migration: introduction (Thailand-Myanmar)
- Patterns of settlement
- Agency, education and health of refugees
- Refugees: repatriation and the future
- Human trafficking: regional perspectives
- Conclusion: migration, refugees and humanitarianism

5.3 Social Science Theories

Module coordinator:	Dr. Robert A. Farnan e-mail: bobby.farnan@gmail.com office location: Department of social science and development office hours: 09.00-16.00
Instructors:	PhD - Team teaching
Credits awarded:	6.67 ECTS
Type:	Lecture

Format:

The design of the course is a combination of lectures, class participation/presentation, weekly journals, movies, and academic readings.

Description:

This course explores the major theoretical approaches in social science. It emphasizes the philosophical and/or scientific foundations of each approach and considers how social science concepts are constructed. In investigating these theories, the course will also highlight various debates between different disciplines in the social sciences. It focuses on the following topics: Positivism; Functionalism and Structuralism; Marxism; Weber; Modernity and Critical Theory; Postmodernism and Poststructuralism; Structure and Agency; Discourse Theories; Culture and Hegemony; Nation and State; Theories of Practice; Governmentality and Biopolitics; Feminism and Postcolonialism; Neoliberalism and Globalization; Theories of Space.

Objectives: Students will be able to

1. **Explain** how the major theoretical approaches in social science influence society.
2. **Analyze** the philosophical and/or scientific foundations that underlie each approach, as well as how social science concepts are constructed and engendered by various disciplines therein.
3. **Engage** the question of positivism and post-positivism underlying social scientific analysis of politico-economic, historical, ecological and cultural relationships.
4. **Apply** and **practice** a critical social scientific approach to modernity and the contemporary global forces that create social structure and agency, particularly, as it converges around language, identity, politics and social change.

Evaluation:

Weekly Journals (thirteen in total)	70 %
Term paper	30 %

Main Themes

- Introduction to Social Science Theory and Positivism
- Functionalism and Structuralism
- Marxism
- Weber
- Modernity and Critical Theory
- Postmodernism and Poststructuralism
- Structure and Agency
- Discourse Theories
- Culture and Hegemony
- Nation and State
- Theories of Practice
- Governmentality and Biopolitics
- Feminism and Postcolonialism
- Neoliberalism and Globalization
- Theories of Space

5.4 Development Theories

Module coordinator:	Asst. Prof. Dr. Chusak Wittayapak e-mail: chusak.soc@gmail.com office location: Department of social science and development office hours: 09.00-16.00
Instructors:	Prof Emeritus Dr. Anan Ganjanapan Asst Prof Dr Chusak Wittayapak Dr Mukdawan Sakboon
Credits awarded:	6.67 ECTS
Type:	Lecture

General course description:

This course will study and compare the development of, and debates on, the theories and concepts relating to development studies. The focus will be on the fundamental premises and approaches for the analysis of the ecological and social systems with an attempt to integrate both natural science and social science dimensions. The discussion will be made through concrete action programs on development studies with both state and local participation, such as community forestry, watershed management, agroecosystem, agroforestry, and indigenous health systems. In addition, students will learn how development studies deal with both the interconnectedness of societies and regional and local specificities in a globalizing world.

Learning outcomes:

1. Students will be able to comprehend different theoretical approaches about development and are able to apply these theories for the study of related development issues and in the solving of problems related to development.
2. Students will learn how development studies deal with both the interconnectedness of societies and regional and local specificities in a globalizing world.

Teaching & learning methodology:

The course encourages a seminar-like teaching and learning methodology. In each class, students are assigned 2-3 required (and recommended) readings with which they must engage by writing 2-3 pages reflection which summarize and critically develop the key arguments of the readings. There should be at least three critical statements or questions formulated or explored in each journal. Students then bring a hardcopy of the readings for class discussion. In total, there will be 13 journal reflections of the readings.

Main themes

- Development and Social change
- Development Theories and Marxism
- Mainstream and Alternative Development Theories
- Crisis in Development Thinking
- Cultural Dimension in Environment and Development
- Discourses on Power, Development and Globalization
- Post-Development Issues of Complexity and Diversity
- Environment and Development: A Political Ecology Approach
- Social Construction of Nature and Neo-liberalization of Nature
- Space of Development
- Gender debates on development theory and practice
- International Aid as development
- In the Name of Development: Poverty and Drugs Eradication
- Neo-liberalism, regionalization, and the New Politics of Development

Assessment methods and criteria

Assignments:

Weekly Journals (thirteen in total)	60 %
Term paper	40 %

5.5 Political Ecology

Module coordinator: Asst. Prof. Dr. Chusak Wittayapak
 e-mail: chusak.soc@gmail.com
 office location: Department of social science and development
 office hours: 09.00-16.00

Instructors: Asst Prof Dr Chusak Wittayapak

Credits awarded: 6.67 ECTS

Type: Lecture

General course description:

Political ecology is an analysis of natural resource and environmental degradation in the context of political economic configuration. It combines political economy with ecology, especially in terms of competing controls over access to, use, conservation, and ownership of natural resources and the environment. The conflicting roles of the state, market economy, civil institutions, and other social actors in natural resource management are examined with the process of political economic and ecological transformation of developing countries. Property rights over natural resources at various social settings and geographical scales are also the focal point of

investigation. The contested point of views and the discourse on society-environment interactions are also brought into discussion and rebuttal.

Basic requirement:

1. Students must read the reading assignment before coming to the class.
2. Students have to attend at least 80 % of the class meeting to be eligible for final evaluation.

Evaluation:

- Journals – Students are required to write a critical reflection of the readings, about 1-2 pages. Journal should contain a brief summary of the readings, critical points, and student’s opinion. A hard copy of journal is expected to hand in during the class.
- Essays – Students will be given a question as a guideline for each essay. A total of 3 essays are required for the whole course. An essay should not exceed 10 pages, an A4 size.

Main themes

- What and why is political ecology?
- Emergence of political ecology paradigm
- Third World political ecology
- Liberation ecologies: A post-structural political ecology
- Property rights and institutions in natural resources
- Property as a Practice, Property as a Discourse, and Theory of Access
- Common property resources (CPR) and Community-Based Natural Resource Management (CBNRM)
- Human Territoriality and Spatial Power
- Map, Knowledge, and Power
- Environmentality
- Neoliberalization of Environments
- Environmentalism and environmental movement
- Politics of environmental science

5.6 Regionalization in Development

Module coordinator:	Asst. Prof. Dr Amporn Jirattikorn e-mail: ampornfa@gmail.com office location: Department of Social Science and Development, Faculty of Social Sciences office hours: 9.00-16.00
Instructors:	Asst. Prof. Dr Amporn Jirattikorn Dr Ta-Wei Chu (David)
Credits awarded:	6.67 ECTS
Type:	Seminar, Lecture, Field trip

Course Description:

This course covers different perspectives, approaches, and processes in regionalization of the Mekong. Shifting ideas of “the Mekong” will be investigated in order to understand different forces that underlie the making of this region from colonial period to the era of neo-liberalism. Current trend of economic regionalization will be discussed with its ramifications on agrarian transformation, transborder trade, environmental politic, migration, social differentiation, cultural change, and civil society in the countries of the Mekong.

Course Objectives

The course aims to provide students with the following:

- 1) to gain knowledge related to development in Southeast Asia in different dimensions: economy, security, agriculture, and infrastructure
- 2) to gain an understanding on emerging issues related with the region of Southeast Asia

- 3) to acquire concepts and be able to analyze issues related to regional development

Course Requirements and Evaluation

Thirty percents of the grade will be based on classroom participation including class attendance, presentation, and participation in group discussion. Each student is responsible for leading the discussion of one class. All students are expected to write a one-page reaction to one reading for each class. The remaining seventy percent of the grade will come from a final research paper of 20 pages.

Main Themes

- The Making of the “Region”
- Southeast Asian Regionalism and Economic Development
- China and Regionalization of Greater Mekong Sub-Region
- The Spread of Regional Insecurities
- Human Security in Southeast Asia
- Regional Securitisation in Southeast Asia
- Agrarian Transition in Southeast Asia
- Road and Regional Development in Southeast Asia
- Gender Relations under Modernization
- Health and Sexuality
- Transnational Mobility
- Transborder Trade
- Civil Society and Social Movement

5.7 Ethnic Politics in Southeast Asia

Module coordinator:	Asst. Prof. Dr. Prasit Leepreecha e-mail: leesia2009@gmail.com office location: Department of Social Science and Development office hours: 09.00-16.00
Lecturers:	Asst. Prof. Dr Prasit Leepreecha Dr Mukdawan Sakboon
Credits awarded:	6.67 ECTS
Type:	Seminar, Lecture, Field trip

Course Description

- 1) This course aims to introduce the concept of ethnic identity seen from the essentialist and constructionist point of view. It will discuss different ways in which modern nation-states in Southeast Asia have dealt with ethnic minorities in each country.
- 2) It will examine the relationship between state and ethnic minorities in the context of development and modernization (globalization) and how the ethnic minorities have responded to changes initiated by state policy and market.
- 3) Focus will be placed on how ethnic minorities reconstruct their identity through different tactics, i.e. cultural, social, and economic capital as well as dealing with conflicts and tension from state policies and globalization.
- 4) The course aims to broaden the issues of identity politics from ethnic identity to other forms of social identities. It will examine how identity is defined and how societies use these constructions for nation-building, welfare distribution and economic development. The issues of indigenous and other forms of identity-based movements will also be discussed.

Requirements

- 1) Class participation, summary of reading material and discussion (40%) – (1) each student will bring to class a 1-2 page summary of the required reading (choose only one article for a week); (2) each student will take turn to lead class discussion: class discussion should organize by briefly presenting the paper's argument(s), followed by your questions regarding theoretical framework, methodology used in the paper, and other related issues.
- 2) Midterm report (20%) on field trip studies, as assigned by instructors.
- 3) Term paper (40%) on ethnic minorities or identity politics issues using concepts and understanding from the reading material.

Main Themes

- Concepts of Ethnicity
- Theories of Ethnicity and contemporary issue
- Ethnic Classification and contemporary issues
- Ethnic boundary and identity
- Ethnicity, myth and history
- Ethnic Minorities, State and Development
- Ethnicity in the Modern World
- The Politics of Belonging
- Religious Conversion and Ethnicity
- Ethnic Tourism
- Multicultural Society
- Indigenous People

6 Internship

Students could experience their internship working with NGOs in Thailand from the list below:

- **The Asia Indigenous Peoples Pact (AIPP)**

Scope of interest: indigenous peoples' rights/ sustainable resources management/ indigenous movement/human rights

AIPP is a regional organization founded in 1988 by indigenous peoples' movement. AIPP strengthens the solidarity, cooperation and capacities of indigenous peoples in Asia to promote and protect their rights, cultures and identities, and their sustainable resources management systems for their development and self-determination. AIPP promotes traditional knowledge, food security and biodiversity by having full control over their land, territories and resources. The goals of AIPP are : to attain full and effective participation of indigenous women and youth at all levels of decision making; to strengthen solidarity and cooperation with other social movements towards achieving equality, peace, democracy and justice.

For more information please follow this link: <https://aippnet.org/about-us/>

- **Bridging Educational Access to Migrants (BEAM)**

Scope of interest: Education for migrants/ capacity building for migrants

The Beam Education Foundation was founded in 2009 to assist Burmese migrant students seeking higher level college preparation courses and advanced vocational skills training. BEAM aims to improve economic opportunities for migrant workers through capacity building, support social mobilization of migrant workers through educational access. Through cultural exchanges and programs. BEAM attempts to broaden student horizons and promote understanding of the diverse individuals and communities of Mekong region. It also helps Burmese migrants prepare for the time when they can assume leadership roles inside Burma.

For more information please follow this link: <http://beamedu.org/about-us/>

- **Chiang Khong conservation group (Rak Chiang Khong – Niwat Roykaew)**

Scope of interest: local natural resources /conservation and restoration of community life in Mae-khong region / encourage the participation of local people/ Mekong river system

Rak Chiang Khong is environmental groups in Chiang khong district, Chiang rai province. It aims to protect local natural resources, conserve and revitalize local livelihood in Mae khong basin, and promote local participation. Rak Chiang Khong has lodged a protest against reefs blasting in the Mekong river, and called for suspension of the Xaiyaburi dam's construction. Recently, MeKong school is set up by Rak Chieng Khong, villagers and different stakeholders to provide learning space of ecology, culture and environment of Mekong River. Under "Field of Learning" concept, Mekong School provides knowledge on Mekong River history, local cultures and academic researches on Mekong. For more information please follow [this link](#).

- **Child's Dream**

Scope of interest: disadvantaged youth in the Greater Mekong Sub-region countries

Child's dream is established in 2003 as charitable, non-profit organization supported by Swiss Association and Thai Foundation. Its mandate covers basic education, higher education and health. Child's dream geographic scope includes Myanmar, Laos, Cambodia, Thailand. The vision is empowered people responsibly shaping their communities. The mission is improving health and education for sustainable development. Child's dream designs, implements, and partners to support interventions for children and young adults. It addresses current and future needs in Myanmar, Laos, Cambodia and Thailand related to:

- Basic or essential health
- Relevant and quality education
- Responsible leaders and qualified specialists
- Values of peace and justice
- Environmental sustainability

For more information please follow [this link](#).

- **Kachin Women Association of Thailand (KWAT), in Chiang Mai**

Scope of interest: ethnic women, education based advocacy, human rights

The Kachin Women's Association of Thailand (KWAT) was formed in September 1999 in an effort to help alleviate the suffering of Kachin people both in Burma and those who have fled the country as refugees. KWAT delivers a number of programmes across a broad spectrum of areas that affect women and the wider Kachin community. Among its work are efforts to promote female participation in politics and in peace and reconciliation processes, and this includes training and empowerment of Kachin women in Burma and in exile. For more information please follow [this link](#).

- **MAP Foundation**

Scope of interest: migrant workers' right/ advocacy/human rights

Map Foundation is a grassroots Non-Governmental Organization (NGO) that seeks to empower migrant communities from Burma living and working in Thailand. The Mission of MAP strives to ensure that migrant activities can create and access information and services, and eliminate exploitation of workers. It focuses on increasing spaces for migrant participation in advocacy and policy making as well as creates space for migrant women to exercise their rights and fulfil their potential. MAP attempts to promote the rights of migrant workers to form their own associations or unions and eliminate all forms of discrimination.

For more information please follow this link : <http://www.mapfoundationcm.org/eng/map-foundation-thailand/who-we-are.html>

- **Mae Tao Clinic**

Scope of interest: Refugees displaced persons and migrants from Myanmar and health issues

The Mae Tao Clinic (MTC) is a health service provider and training centre, established to contribute and promote accessible quality health care among displaced Burmese and ethnic people along the Thai-Burma border. In addition to the comprehensive services provided at its onsite facilities, MTC also promotes general health through partnerships with other community based organisations. It works together to implement and advocate for social and legal services, as well as access to education for people living along the border.

For more information please follow [this link](#).

- **Shan Women's Action Network (SWAN)**

Scope of interest: child /refugees /trafficking /stateless

Shan Women's Action Network (SWAN) was set up on 28 March 1999 by a group of Shan women active in Thailand, inside Shan State and along the Thai- Burma border seeking to address the needs of Shan women. In fact, before the formation of SWAN, Shan women in various locations had already been active in a number of projects to assist women. This Shan women's network would also be able to coordinate with other women's organizations from Burma, as well as GOs and NGOs working with women locally, nationally and internationally. SWAN commits to work for gender equality and justice for Shan women in the struggle for social and political change in Burma through community-based actions, research and advocacy. For more information please follow [this link](#).

- **Karenni National College (KnNC)**

Scope of interest: child /refugees

KnNC was officially established on 24th June 2011 by merging KnPT and KLMC. KnNC aims at preparing the students to be efficient in various professions and also equipping those who wish to continue their study with proficiency in English. The Karenni Post Ten School (KnPT) was established by Karenni Education Department – KnED in 1995 with the aim of upgrading English language skills of Karenni high school graduates. But its curriculum has been modified in line with the adjusted objectives to satisfy the growing needs of the community due to its increasing student population. KnPT graduates have been serving their community on every corner of it. After 2007, despite large-scale resettlement, there is still a steady need or demand for post ten education because new arrivals are filling in the place of leaving refugees. However, the schools are facing staff shortage because of resettlement impact and discontinuity of financial support of their previous funders because of many constraints. For more information please follow this link: <https://karenninationalcollege.blogspot.com/2011/10/history-vission-mission.html>

- **Humanity and Inclusion** at Maesot, Tak province

Scope of interest: Refugees, displaced persons with disabilities from Myanmar

This organization has been working with displaced Burmese who live in nine refugee camps and surrounding villages since 1984. It aims to promote equal access to assistance and protection for persons with disabilities (PwDs) in Thai Border Camps. The organization provides functional rehabilitation services including disability prevention activities (physiotherapy and prosthetics). It prioritizes the capacity building and increased participation of the disabled refugees in the decision processes and community activities. It also promotes self help groups and mainstreaming disability through rights and inclusive approaches. Moreover, it attempts to promote safe behaviours through mine risk education briefings to most at risk groups in nine camps. For more information, please review from this website: <https://hi.org>, <http://www.ccsdpt.org/handicap-international>

- **Help without Frontiers** at Maesot, Tak province

Scope of interest: Refugees, displaced persons/education/health

Help without Frontiers provides support along the Thai-Myanmar border to displaced people that find themselves in emergency situations from which they are unable to escape without assistance; most of them are children and youth, and it gives them a chance for a better and brighter future. Help without Frontiers focuses on five core areas; Education; Youth Empowerment; Child Protection; Health; and Community Development. It aims to enhance harmony and fight the root causes of poverty and discrimination faced by marginalised populations from Myanmar, empowering them with knowledge and education to transform their lives. For more information, please review from this website: <https://helpwithoutfrontiers.org>

- **Raks Thai Foundation**, at Bangkok

Scope of interest: Health/environment/natural disasters

Raks Thai Foundation(RTF) was established in 1997 as Thai successor to Care International in promoting strong communities and assisting the disadvantaged in society. This organization focuses on health promotion, prevention of HIV/AIDS, education support, promotion of business, community enterprise and occupational development. It also works on natural resources management and the environment, it provides assistance and rehabilitation of victims of natural disasters. Raks Thai projects involve with health promotion, women occupations, children education, environment and climate change, and emergency response. For more information, please review from this website: <https://www.raksthai.org/en/>

- **Asylum Access Thailand (AAT)**, at Bangkok

Scope of interest: Refugees and migrants from Pakistan and Somalia

Asylum Access Thailand (AAT), established in 2007, provides legal counsel and representation to refugees seeking asylum in refugee status determination proceedings conducted by the United Nations High Commissioner for Refugees (UNHCR) in Bangkok. The clients come from over 40 different nationalities. While the majority are from Pakistan and Somalia, it also includes clients from Sri Lanka, China, Cambodia, Vietnam, Afghanistan, Iraq and many other countries. To address the critical need for legal aid in dozens of languages, it trains refugees as legal interpreters.

AAT works in coalition with other Thai and southeast Asian organizations, including the Core Urban Refugee Network (CURN) and the Asia Pacific Refugee Rights Network (APRRN). Through these partnerships, it collectively advocates for changes in Thai law and policy that will create stronger protections for refugees and asylum-seekers throughout the region.

Asylum Access empowers refugees to become their own champions. By giving refugees the tools to advocate for themselves, and by encouraging host governments to expand refugees' rights and opportunities, Asylum Access works toward a world where all refugees, everywhere, can rebuild their lives. Asylum Access makes human rights a reality for refugees using three core strategies: Legal empowerment, policy reform and global systems change. Together, these strategies improve refugees' lives today and build a better world for refugees tomorrow. For more information, please review from this website: <https://asylumaccess.org/program/thailand/>

7 Academic facilities

- ☑ CMU Library: <http://library.cmu.ac.th/cmuf/en>
- ☑ Digital Library: <http://library.cmu.ac.th/digital/>
- ☑ Free internet Wi-Fi in the campus: <https://itsc.cmu.ac.th/>
- ☑ Research centres: <https://rcsd.soc.cmu.ac.th/home/>

In order to facilitate teaching, research and providing useful information for students, Chiang Mai University Library has strengthened its library facilities. The library has collections of approximately 43,000 textbooks, around 13,000 of which are in English. The collections also include more than 300 Thai and international current periodicals. All library holdings are catalogued electronically on a system that is accessible to users in all other libraries on campus and is linked to a variety of remote databases. The University library also provides various resources such as books, audio-visual, electronic databases, e-thesis, e-research, etc. Students could easily access catalogue of book, journals, and newspapers from library website.

The Information Technology Centre of Chiang Mai University provides internet network and free Wi-Fi to all students and staffs. The services are including computer centres, consultant and useful soft wears for students.

8 Useful information

Health Insurance

Even though Thailand does not require international students to buy health insurance before entering the country to study in Thailand. We strongly recommend to all international students to have health insurance for their own safety. Because having health issues away from your home countries can be costly.

The main reason for this suggestion is that the welfare system for health cover in Thailand is for Thai citizen only. Holding a student status in Thailand doesn't not give you any concession prices when it comes to health issues. Non-Thai citizens including international students will pay a higher price than Thai citizens.

Purchasing health insurance in Thailand is available and there are many insurance companies. The insurance will cover for health and accidents but not for dentistry. The health insurance fee is starts from 16,000 – 20,000.Thai Baht. (The insurance fee is depend on your age and history of your health)

Accommodation

All Students at the graduate levels (Thai and non-Thai students) are recommended to rent accommodations outside of the campus. The dormitories inside the campus are limited and rooms are reserved for Bachelor students who live outside of Chiang Mai. Moreover, the rules, regulations and facilities of the university dormitories are not suitable for graduate students.

Accommodations outside campus: There are various kinds of accommodation in Chiang Mai and around the university, students could explore from Chiang Mai real estate agent websites.

Room rates is vary from 4,500-10,000 Thai Baht per month, excluding electricity and water bills. Most accommodation is partly furnished.

Students are welcome to email to our student coordinators for further enquiries.

Living costs

A monthly budget including rent should be about 25,000-30,000 Thai Baht for a comfortable life style in Chiang Mai. However, 20,000-25,000 Thai Baht is also reasonable if students are sensible for their living expenses.

Visa

Before entering to Thailand, students must contact the Royal Thai Embassy or the Thai Consulate in their country for the visa application process and requirements. We will provide documentation to support your visa application which will be forward directly to your address.

Students have to apply for a non-immigration/ Education (student) visa.

Multiple entries: this type of visa is recommended for students who are planning to travel outside Thailand more than 4 times while studying in Chiang Mai. However, you must check with the Thai Embassy whether the multiple entry is available or not.

Single entry: this visa type is the most common one for students because the application fee is lower than the multiple one. However, this visa will last for 90 days after you arrive Thailand. It means students have to apply for visa extension during their staying in Chiang Mai at the Chiang Mai Immigration office.

Do not enter Thailand with tourist visa, tourist visa is not permitted to study in Thailand and this type of visa is not allowed to change to non-immigration, Education (student) visa within Thailand.

While studying in Thailand, students must be aware of the Thai immigration laws and regulations as the followings;

1. Notification of staying over 90 days
2. Notification of residence
3. Re-entry Permit
4. Visa extension
5. Valid passport for the length of staying in Thailand

Thai immigration process and regulations is very bureaucratic. However, we will try to help students to go through the process smoothly. Students are welcome to email to our student coordinators for further enquiries before coming to Thailand or while they are studying with us.

Useful website

<https://forum.thaivisa.com/>

<http://www.mfa.go.th/main/en/services/4908>

Driving Licence

Students who wish to rent a car, a motorbike or a scooter while they are staying in Chiang Mai, we suggest you to do an international driving licence for both car and motorbike/scooter from your home countries. Thai traffic polices are often set up their checking points to check vehicles for their details.

9 Academic Staff

Amporn Jirattikorn

Ph.D (Anthropology)
University of Texas at Austin, USA

Aratee Ayuthkorn

Ph.D. (Social Science)
Chiang Mai University, Thailand

Chusak Wittayapak

Ph.D. (Geography)
University of Victoria, Canada

Mukdawan Sakboon

Ph.D. (Anthropology)
Macquarie University, Australia

Prasit Leepreecha

Ph.D. (Anthropology)
University of Washington, USA

Robert A. Farnan

Ph.D. (War Studies)
University of London, UK

Shirley Worland

Ph.D. (Social Work)
University of Queensland

Ta-Wei Chu

Ph.D. (East Asian Studies)
University of Leeds, UK

Anan Ganjanapan

Ph.D. (Anthropology)
Cornell University, USA

Chayan Vaddhanaphuti

Ph.D. (International Education Development)
Stanford University, USA
Ph.D. Honorary,(Social Anthropology)
Gotenborg University, Sweden

Malee Sitthikricangkrai

Ph.D. (Medical and Health Social Science)
Mahidol University, Thailand

Rangsima Wiwatwongwana

Ph.D. (Social Work)
Sydney University

Santita Ganjanapan

PhD. (Geography)
Oregon State University, USA

Siya Uthai

Ph.D. (Southeast Asia Studies)
Humboldt University of Berlin