

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

Chiang Mai University  
Location: Chiang Mai,  
Thailand

*version November 2017*

**Regional specialisation**  
Semester 3

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## 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 3/2017-19

- 3 modules
- Internship

August - December 2018

20 ECTS  
10 ECTS

During their stay at Chiang Mai University, the NOHA students will be able to follow three of the elective courses. Additionally, in November-December NOHA students will be engaged in fieldwork assignments/internships organised by the university in partnership with a range of local humanitarian and/or development stakeholders.

No.	Name	ECTS
1.	Social Science Theories	6.67
2.	Development Theories	6.67
3.	Environmentalism and Public Policy	6.67
4.	Regionalization in Development	6.67
5.	Ethnic Minorities and Identity Politics	6.67
6.	Internship	10.0

*Please note that there may be changes in the modules presented above according to revisions made by the partner university to adjust the curriculum to the future academic calendars.*

## 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)** was created in 1998 with an endowment from the Ford Foundation. It aims to act as a centre for the development of social science in countries located in the Mekong sub-region. The main activities currently undertaken by RCSD include the running of the international master's programme in Social Science and

Sustainable Development, non-degree training programmes, research and the setting of a data base project. Since 2001, the RCSD offers a Ph.D. programme in Social Science. The RCSD programmes have drawn students not only from several Asian countries including Vietnam, Laos, Cambodia, Myanmar, Indonesia, Sri Lanka, China and Japan, but also from western countries such as USA, Canada, Germany and Australia. The centre has also become a focal point for networking and collaboration within international scholars in social science around the world.

Please visit <http://rcsd.soc.cmu.ac.th/> for more information.

#### 4. Contact information

University contact details	Focal person	Academic coordinator	Student coordinator
<p><b>Chiang Mai University (Thailand)</b> Regional Center for Social Science and Sustainable Development Faculty of Social Sciences Su Thep, Mueang Chiang Mai District, Chiang Mai 50200, Thailand</p> <p><a href="http://www.soc.cmu.ac.th/en/index.html">http://www.soc.cmu.ac.th/en/index.html</a></p>	<p><b>Dr Rangsimai Wiwatwongwana</b> Email: <a href="mailto:rwiwatwongwana@gmail.com">rwiwatwongwana@gmail.com</a> Tel: +66 92 0099007</p> <p><b>Dr Chris Joll</b> Email: <a href="mailto:joll@psmail.net">joll@psmail.net</a></p>	<p><b>Ms Arratee Ayuttacorn</b> Email: <a href="mailto:arratee.a@gmail.com">arratee.a@gmail.com</a> Tel: +66 83 1772454</p> <p><b>Dr Chayan Vaddhanaphuti</b> Email : <a href="mailto:ethnet@loxinfo.co.th">ethnet@loxinfo.co.th</a></p>	<p><b>Ms Nattinee Sassadee</b> Tel: +66 53 943507 Email: <a href="mailto:cras.cmu@gmail.com">cras.cmu@gmail.com</a> / <a href="mailto:cras@chiangmai.ac.th">cras@chiangmai.ac.th</a></p>

## 5. Detailed courses descriptions

### 5.1. Social Science Theories

<b>Module coordinator:</b>	Dr Robert Farnan e-mail: bobby.farnan@gmail.com office location: Department of social science and development office hours: 09.00-16.00
<b>Credits awarded:</b>	6.67 ECTS
<b>Type:</b>	Lecture

#### 5.1.1. General course description

This course explores the major theoretical approaches in social science. It emphasises 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 science and natural science. 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 Globalisation; Theories of Space.

#### 5.1.2. 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

#### 5.1.3. Learning outcomes

This course aims to provide students with various facets of the meaning of the word theory and the process of theory building. It also demonstrates how theorists explain and analyze social phenomena.

#### 5.1.4. Teaching & learning methodology

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

#### 5.1.5. Assessment methods and criteria

Weekly Journals 70 %		cont.		
Term paper 30 %		71-74	B	Good
		65-70	C+	Fairly good
Grading Scale:		60-64	C	Fair
Percentage		55-59	D+	Poor
85-100	A	50-54	D	Very poor
75-84	B+	<50	F	Unsatisfactory

## 5.2. Development Theories

<b>Module coordinator:</b>	Dr Mukdawan Sakboon e-mail: mukdawan.s@cmu.ac.th office location: Department of social science and development office hours: 09.00-16.00
<b>Lecturers:</b>	Prof Emeritus Dr. Anan Ganjanapan Asst Prof Dr Chusak Wittayapak Dr Mukdawan Sakboon Dr Robert A. Farnan
<b>Credits awarded:</b>	6.67 ECTS
<b>Type:</b>	Lecture

### 5.2.1. 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.

### 5.2.2. 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

### 5.2.3. 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.

### 5.2.4. 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.

### 5.2.5. Assessment methods and criteria

Assignments:

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

Apart from the 13 weekly journals which account for 60 percent of the evaluation, students are required to submit a term paper (40 percent) on development issues they wish to pursue. After the mid-term reading week, students must formulate and briefly present to the class the question they wish to investigate. As part of this assignment, students have to select at least two development theories to engage with. Ideally this term paper should connect with the weekly journals and help students focus on the concepts that will be of interest for their term paper.

Criteria: Overall grading will be based upon the demonstration that students have completed the assignments on the 13 weekly journals and the term paper; have meaningfully participated in the discussions; and have produced a clear-written essay that exhibits thoughtful analyses, lucid argument, and contextualized theories.

Grading Scale:

Percentage

85-100	A	Excellent	60-64	C	Fair
75-84	B+	Very good	55-59	D+	Poor
71-74	B	Good	50-54	D	Very poor
65-70	C+	Fairly good	<50	F	Unsatisfactory

## 5.3. Environmentalism and Public Policies

<b>Module coordinator/Lecturer:</b>	Dr Santita Ganjanapan e-mail: santita.ganjanapan@gmail.com office location: Department of social science and development office hours: 09.00-16.00
<b>Credits awarded:</b>	6.67 ECTS
<b>Type:</b>	Seminar

### 5.3.1. General course description

A seminar course on ways different social groups conceptualise the environment, and how they use environmental ideas to address environmental problems and mobilise for changes in environmental policies. Classification of environmental ideologies. Neo-Malthusianism and debates on population and environment. Gender and environment. Deep ecology, social ecology, bioregionalism. Religions and environment. Local ecological knowledge. Animal rights. Case studies on contesting discourses in formulation processes of environmental policies at multiple scales.



### 5.3.2. Main themes

- Conceptualisation of relationships between societies and environment
- Classification of environmental ideas
- Development of technocentric environmental ideas
- Development of ecocentric environmental ideas
- Neo-Malthusianism: the Limits to Growth School
- Cornucopia
- Gender and environment
- Deep ecology
- Social ecology and bioregionalism
- Western Religions and environment: Christianity, Judaism and Islam
- Non-Western Religions and environment: Hinduism and Buddhism
- Local ecological knowledge
- Animal rights
- Case study: energy and water conflicts in Mekong Region
- Case Study: forest politics in Thailand

### 5.3.3. Learning outcomes

Students are able to explain environmental discourses addressed by different stakeholders in public forum; and analyze discursive practices leading to formulation and modification of environmental policies.

### 5.3.4. Teaching & learning methodology

Discussion and class presentation from reading materials

### 5.3.5. Assessment methods and criteria

Class presentation and discussion	20%
Presentation of draft term paper	10%
Submission of final term paper for grading	70%

## 5.4. Regionalization in Development

<b>Module coordinator:</b>	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
<b>Lecturers:</b>	Dr Amporn Jirattikorn Dr Ta-Wei Chu
<b>Credits awarded:</b>	6.67 ECTS
<b>Type:</b>	Seminar

### 5.4.1. General 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.

#### 5.4.2. Main themes

- The Making of the “Region”
- China and Regionalization of GMS
- Space of Capital and Politics of Environment in the Region
- On Poverty, Development and Social Conundrum
- Agrarian Transition in GMS
- Road and Regional Development
- Gender Relations under Modernization
- Health and Sexuality
- Ethnicity, State and Market
- Ethno-religious Movements Across Border
- Transnational Mobility
- Transborder Trade
- Transnational Media and Identity Production
- Civil Society and Social Movement

#### 5.4.3. Teaching & learning methodology

Group discussion and presentation from reading materials

#### 5.4.4. Assessment methods and criteria

Thirty percent 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.

### 5.5. Ethnic Minorities and Identity Politics

<b>Module coordinator:</b>	Dr Mukdawan Sakboon e-mail: mukdawan.s@cmu.ac.th office location: Department of social science and development office hours: 09.00-16.00
<b>Lecturers:</b>	Dr Prasit Leepreecha Dr Mukdawan Sakboon
<b>Credits awarded:</b>	6.67 ECTS
<b>Type:</b>	Seminar

#### 5.5.1. General course description

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.

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.

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.

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.

### 5.5.2. Main themes

- Concepts of ethnicity
- Theories of ethnicity and contemporary issue
- Ethnic classification and contemporary issues
- Ethnic boundary and identity
- Ethnicity and identity politics
- Ethnicity from historical perspective
- Ethnic Minorities, State and Development
- Ethnicity in the modern world
- The politics of belonging
- Religious Conversion and Ethnic Identity
- Ethnic Tourism
- Multicultural Society
- Indigenous people

### 5.5.3. Teaching & learning methodology

Group discussion and presentation from reading materials

### 5.5.4. Assessment methods and criteria

Class participation and discussion (20%)

Midterm report (30%) on field trip studies, as assigned by instructors.

Term paper (50%) on ethnic minorities or identity politics issues using concepts and understanding from the reading material.

## 6. Internship

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

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

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](#).

- **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](#).

- **Hug Project**

Scope of interest: Children trafficking, child protection

The Hug Project exist to prevent, protect, and restore children from human trafficking, exploitation, and abuse. It provides extracurricular programs in the hope of establishing deep relationships with local children and their families. This is done in order to help create a safe network for children within the community. The HUG project supports local and international law enforcement in fact finding for cases pertaining to child pornography, sexual abuse, and human trafficking. It seeks to enhance investigation mechanisms for the purpose of aiding victims, and seeing their perpetrators incarcerated. The HUG project seeks to restore children who have been trafficked and abused through weekly one on one counselling, group therapy sessions, and enriching educational experiences. We wish to empower them to have a sense of value and purpose, and use this to impact others in society in a positive manner. We also provide different training to staff working with children in order to best serve and help them to understand the dynamics of children who victims of sexual abuse or trafficking. 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](#).

- **ENLAWTHAI Foundation (EnLAW)**

Scope of interest: environmental law, resource conflict

ENLAWTHAI Foundation(EnLAW) has been founded as a result of consensus reached among NGOs working on the environment, energy, human rights and development. EnLAW was thus founded in 2001 with a mission to monitor and enhance enforcement of positive laws and to advocate change of the existing law to provide better protection for individuals and communities in their exercising their legal environmental rights in accordance to principles regarding social and sustainable development. For more information please follow [this link](#).

- **Thai Lawyers of Human Rights (TLHR)**

Scope of interest: law consultant on human rights issues

Thai Lawyers for Human Rights (TLHR) is a Thai organisation working to raise awareness about human rights violations and provide free legal support to people whose rights have been violated. The collective was formed immediately after coup d'état in Thailand, in May 2014. The organisation runs a 24-hour hotline and uses the information gathered to disseminate public awareness and advice for those summoned or arrested. TLHR also provides free litigation and legal assistance for vulnerable people whose rights have been affected by martial law and who do not have legal representatives. For more information please follow [this link](#).

- **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](#).

## 7. Academic facilities

In order to facilitate teaching, research and academic activities, the Faculty has strengthened its library facilities. The Faculty 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 faculty has a computer centre with four computer rooms and more than 70 terminals for use by students. Its computing facilities are connected to the University's central computing facility and can support research on an extensive scale. All students are eligible to use the computing facilities, which also offer access to the Internet. Beside the Faculty library, the University library also provides various resources such as books, audio-visual, electronic databases, e-thesis, e-research, etc. Students could access catalogue of book, journals, newspapers from library website. <http://library.cmu.ac.th/cmuf/en>

## 8. Practical information

### 8.1. Accommodation

Accommodation inside campus : Uniloft (you can find more information from [www.uniloft.co.th](http://www.uniloft.co.th)) 6,500 Baht/month (160 EUR/month), excluding electricity and water bills.

Students need to pay 2 months in advance plus 5,000 Baht (125 EUR) for insurance.

The room is equipped with TV, refrigerator, hot shower, and air conditioning. Bedsheets, pillows and blankets are not provided.

Accommodation outside campus: There are various kinds of accommodation in Chiang Mai, students could explore from the web. Room rates vary from 3500-5000 Baht/ month (85-125 EUR/month), excluding electricity and water bills. Most accommodation is partly furnished.

We could assist with reservations and communication but students have to take responsibility for their expenses.

### 8.2. Living costs

A monthly budget including rent should be about 20,000-25,000 baht for a comfortable life style in Chiang Mai, 15,000-20,000 baht is also reasonable, it is just students have to be sensible for their living cost.

### 8.3. Visas

Students should contact Thai Embassy in their countries. RCSD will provide documents and information regarding the visa process. If students have any problems, we will give them advice.