



RTSD-ICNC TOOLKIT 2016

TRAINING ON NON-VIOLENT ACTIONS AND CIVIL DISOBEDIENCE IN ENVIRONMENTAL PROTECTION AND PRESERVATION IN THAILAND

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Research Team for Social Development (RTSD) is originally the networking with a number of partners in the field of social development including project consultant and project evaluation. RTSD team has experienced to conduct the training and capacity building activities at local, national, and regional levels. We have experience on designing the training including activities, materials, and logistic matters, with specific purposes for different target audiences who are Thais or other nationalities. The team also has skill to apply the knowledge on social welfare management, peace studies, sociology, anthropology, human rights and community rights etc. to create training and practical activities as appropriated. Regarding time commitment, RTSD team has been working as freelancers and external consultants for years and therefore, all of us are familiar with time management and working independently without close supervision.

Editorial team

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Training objectives

The ultimate goal of this training is to indicate target audiences how to design environmental protection and preservation projects at community levels by using civil obedience and non-violent actions as working strategies. To participate in the training, target audiences will obtain basic concepts and best practices of non-violent actions and civil disobedience movement from all over the world, particularly, in Southeast Asia. The project will also provide target audiences situational analysis on current environmental circumstance in Thailand where is the main implementation area. With understanding on civil disobedience and non-violent actions concept, present situation of environmental issues in the country as well as the best practices from other arenas, target audiences are supposed to be able to design community projects focusing on environmental protection and preservation by adopting the concept of civil disobedience and non-violent actions into project implementation and activities. Besides the abstract knowledge, target audiences will also receive civil disobedience and non-violent actions toolkit. The toolkit will be adapted from relevant online and offline publications.

Non-violent discipline (NVD)

Do No Harm: Important Strategy for NVD

The challenge of translating the ideas of DO NO HARM into action was taken up by a number of the NGOs collaborating through Local Capacity for Peace Project or LCPP who agreed to pilot the implementation of these ideas in the field.

These agencies agreed to apply the DNH Framework in their ongoing programmes in twelve conflict settings over a three year period in order to determine whether it is practical and usable and, if so, whether the approach makes any difference to programme outcomes. Conflicts are never simple. DO NO HARM does not, and cannot, make things simpler. Rather, DO NO HARM helps us get a handle on the complexity of the conflict environments where we work. It helps us see how decisions we make affect intergroup relationships. It helps us think of different ways of doing things to have better effects.

The aim is to help workers deal with the real complexities of providing assistance or giving training in conflicts with less frustration and more clarity and, it is hoped, with better outcomes for the societies where support is provided." According to the lessons of these three years for use by other aid workers in other conflict zones, we found some fundamental lessons about DO NO HARM:

It is possible and useful to apply DO NO HARM in conflict-prone, active conflict and post-conflict situations. And, doing so:

- Prompts us to identify conflict-exacerbating impacts of aid much sooner than is typical without the analysis;
- Heightens our awareness of intergroup relations in project sites and enables us to play a conscious role in helping people come together;
- Reveals the interconnections among programming decisions (about where to work, with whom, how to set the criteria for aid recipients, who to hire locally, how to relate to local authorities, etc.);
- Provides a common reference point for considering the impacts of our assistance on conflict that brings a new cohesiveness to staff interactions and to our work with local counterparts; and, the MOST IMPORTANT SINGLE FINDING:
- Enables us to identify programming options when things are going badly. In fact, many people involved in the PILOT IMPLEMENTATION PROJECTS say that for some time they have been aware of the negative impacts of some of their programmes, but that they thought these were inevitable and

unavoidable. DO NO HARM is useful precisely because it gives us a tool to find better ways--programming options--to provide assistance.

Six steps framework to practice DO NO HARM



Step 1: Understanding the Context of Conflict

Step one involves identifying which conflicts are dangerous in terms of their destructiveness or violence. Every society has groups with different interests and identities that contend with other groups. However, many--even most--of these differences do not erupt into violence and, therefore, are not relevant for DO NO HARM analysis. DO NO HARM is useful for understanding the impacts of projects and programmes on the socio/political schisms that cause, or have the potential to cause, destruction or violence between groups.

Take the time to help people distinguish between the conflict and the factors which are driving the conflict which will be examined in **Step 2**.

Step 2: Analyzing DIVIDERS and TENSIONS

Once the important schisms in society have been identified, the next step is to analyze what divides the groups. Some DIVIDERS or sources of TENSION between groups may be rooted in deep seated, historical injustice (root causes) while others may be recent, short-lived or manipulated by subgroup leaders (proximate causes). They may arise from many sources including economic relations, geography, demography, politics or religion. Some may be entirely internal to a society; others may be promoted by outside powers. Understanding what divides people is critical to understanding. The broader the list of tensions and connectors, the richer and more productive the further analysis will be.

Key Questions:

Tensions

What are the differences between the groups which cause friction?

- ☐ ☐ Ethnicity
- ☐ ☐ Differing lifestyles/ occupations?
- ☐ ☐ Religion?
- ☐ ☐ Political Affiliation?
- ☐ ☐ Different class/status groups?

What actions are individuals or groups taking which lead to tension or violence? Inside the community? From outside the community? What attitudes exist which worsen relations between the groups or lead to violence? How do the perceived interests of the groups differ?

What do the groups compete over?

- ☐ ☐ Resources
- ☐ ☐ Economic Benefits?
- ☐ ☐ Political Power?

What Institutions exist which are promoting the conflict or increasing the likelihood of violence? Inside the community? Outside the community? Who stands to gain from continued tension? Other sources of tension?

Connectors

What activities or institutions do the groups share in common? (Past/Present?)

- ☐ ☐ Economic Activities
- ☐ ☐ Cultural/Religious traditions

What areas of shared interests exist between the two groups? (Past/Present?)

- ☐ ☐ Economic interests/trade
- ☐ ☐ Social services such as schooling, health care, etc.

What actions are being undertaken inside the community to lessen tensions?

What role do different groups in the community play in reducing tensions or restraining violence?

- ☐ ☐ Different age-groups
- ☐ ☐ Women
- ☐ ☐ Religious leaders

What attitudes exist which tend to reduce violence or promote reconciliation? How did the community resolve disputes in the past?

What factors exist which restrain violence in the communities? Present/Past?

- ☐ ☐ Traditions
- ☐ ☐ Cultural Values

Other factors which restrain violence or encourage cooperation?

Step 3: Analyzing CONNECTORS and LOCAL CAPACITIES FOR PEACE

The third step is analysis of how people, although they are divided by conflict, remain also connected across sub-group lines. The LCPP found that in every society in conflict, people who are divided by some things remain connected by others. Markets, infrastructure, common experiences, historical events, symbols, shared attitudes, formal and informal associations; all of these continue to provide continuity with non-war life and with former colleagues and co-workers now alienated through conflict.

Key Questions:

- Who are we as an agency/NGO? Who is funding the program?
- Why this program/Who was involved in program design?
- Where are we implementing/How are these sites chosen?
- What does the assistance consist of?
- Who are the beneficiaries/How are they selected/What is their role in implementation?
- Who are our staff/partners/How were they chosen?
- How do we implement the program?

It is necessary to help people see the whole of their aid program rather than just a simple program description, because people will need the details of program design, implementation and process to conduct the analysis in Step 4.

Step 4: Analyzing the Project

Step four of the DO NO HARM Framework involves a thorough review of all aspects of the project. Where and why is assistance or training offered, who are the staff (external and internal), how were they hired, who are the intended recipients of the project, by what criteria are they included, what is provided, who decides?

Key Questions:

- How do our program design and set-up affect the TENSIONS and connectors identified?
- Does our program create any *new* TENSIONS between the groups in conflict?
- What opportunities exist to use the program to strengthen connectors or weaken tens TENSIONS?

This is the analytic stage of approach. Go down the list of TENSIONS. Encourage people to identify ways in

which the program can affect these TENSIONS. Remember to consider all the details of the program implementation and design. Look at both *actual* effects and *potential* effects. Remember that in some cases it will be the process by which program decisions are made (targeting, implementation) which present opportunities or problems. In other cases it will be the resulting decisions.

Note the actual and potential effects the program is having on the connectors and tensions between the groups. These are factors which could be re-examined in follow-up sessions and irregular reports and monitoring.

Step 5: Analyzing the Project's Impact on DIVIDERS and CONNECTORS

Step five is analysis of the interactions of each aspect of the project with the existing DIVIDERS/TENSIONS and CONNECTORS/LCPs. We ask: Who gains and who loses (or who does not gain) from our project and information? Do these groups overlap with the DIVISIONS we identified as potentially or actually destructive? Are we supporting military activities or civilian structures? Are we missing or ignoring opportunities to reinforce CONNECTORS? Are we inadvertently undermining or weakening LCPs? Each aspect of programming should be reviewed for its actual and potential impacts on DIVIDERS/TENSIONS and CONNECTORS/LCPs.

The analysis in **Step 4** might have identified certain opportunities by which the aid could serve to lessen tensions or strengthen connectors. How can we redesign the program or the implementation plan so that the program's objectives are met, while at the same time using the aid to lessen tensions or strengthen connectors between groups in conflict?

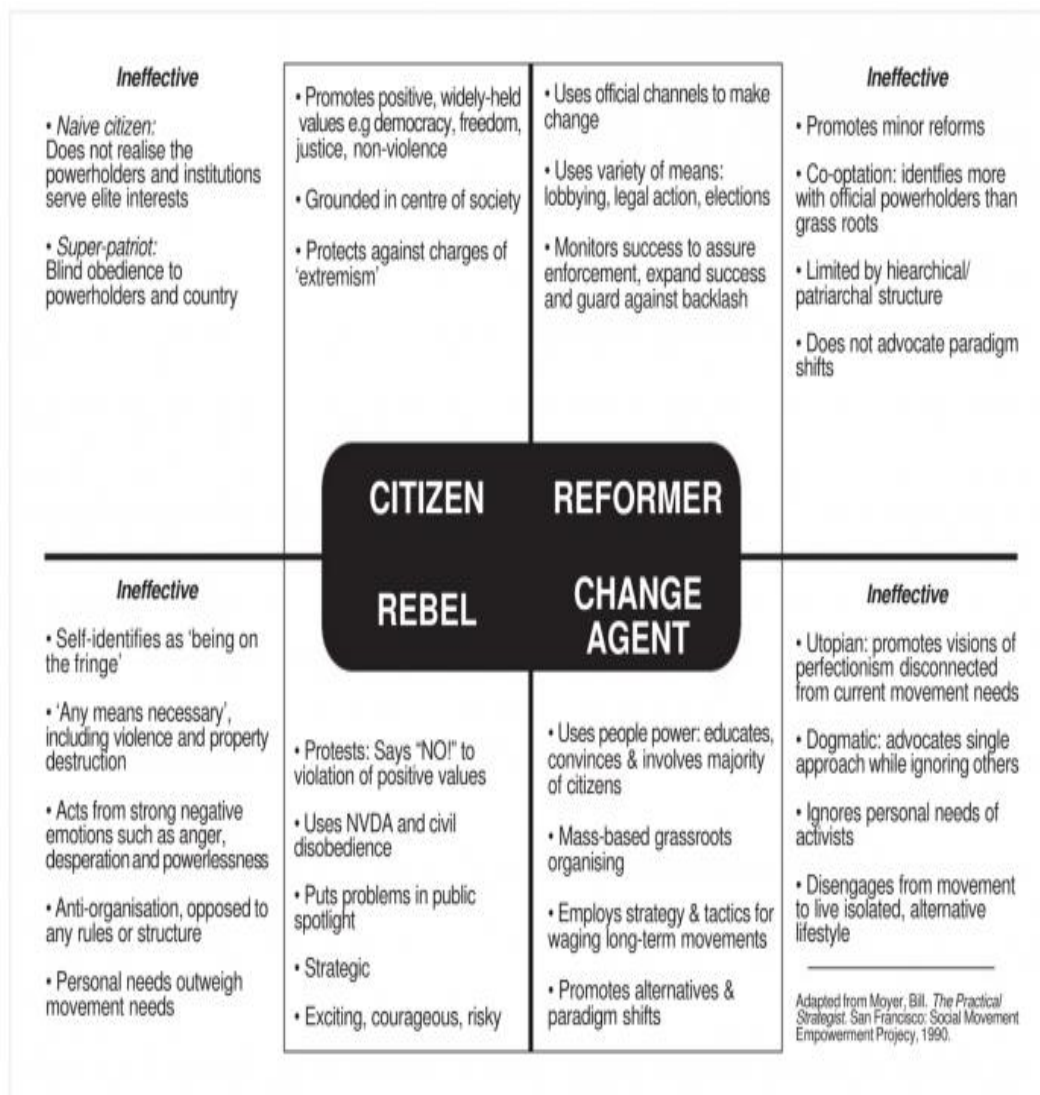
Sometimes people will feel that options are limited by our headquarters or by donor policies. When this happens, bring this to the attention of the country office staff to discuss what policies might need changing.

Step 6: Considering (and Choosing) Programming Options

Finally, if our analysis of 1) the context of conflict; 2) DIVIDERS and TENSIONS; 3) CONNECTORS and LOCAL CAPACITIES FOR PEACE; and 4) our project shows that our training or teaching exacerbates intergroup DIVIDERS, then we must think about how to provide the same project in a way that eliminates its negative, conflict-worsening impacts. If we find that we have overlooked local peace capacities or CONNECTORS, then we should redesign our programming not to miss this opportunity to support peace or constructive change. Once we have selected a better programming option (more will be said about this in all sections below), it is important to re-check the impacts of our new approach on the DIVIDERS and CONNECTORS.

The role of activists

There are 4 roles of activism presented in the social movement. Each of these roles has its own relevance, which can shift through the different stages of a movement. But all roles need to be present and work efficiently for the movement to succeed. In addition, each of the roles can be filled in an effective or ineffective way. This simulation exercise about the four (main) roles of social change activists (**Helpers**, **Change Agents**, **Rebels**, and **Advocates**) can help build appreciation of the different roles, gaining empathy for all roles and different approaches to change.



Trifecta

In “The Trifecta of Civil Resistance: Unity, Planning, and Nonviolent Discipline,” Hardy Merriman describes three key dynamics of civil resistance: the importance of unity, strategic planning, and nonviolent discipline, and how movements can leverage their agency and build skills to overcome structural conditions and challenges in their society. “The Trifecta of Civil Resistance” looks at how successful movements exhibit unity, planning, and nonviolent discipline.

The trifecta of civil resistance: unity, planning, and discipline

Three attributes can make the difference between success and failure for nonviolent movements around the world: **unity, planning, and nonviolent discipline**.

What makes nonviolent civil resistance movements effective? If we accept the axiom that in politics “power is never given, it is always taken”, the conclusion necessarily is that historic nonviolent movements were successful because, somehow, they wielded power that was greater than that of their opponents. This conclusion conflicts with, and opens up a direct line of questioning about, the widely-held assumption that power ultimately originates from control of material resources and capacity for violence. If this assumption were entirely correct, nonviolent movements would categorically fail against better-armed and -resourced opponents. What history reveals, however, is a timeline of many successful nonviolent struggles, extending back for more than a century, with protagonists and causes as diverse as humanity itself. To list some examples:

- Strikes, boycotts, civil disobedience and external sanctions beginning in the 1980s played a major role in ending apartheid in South Africa in the early 1990s;
- In the following decade, Serbs (2000), Georgians (2003), and Ukrainians (2004) ended autocratic rule by mobilizing to prevent or resist fraudulent election results;
- In 2005, Lebanese ended the occupation of their country by Syrian troops through massive nonviolent demonstrations;
- In 2006, Nepalese engaged in mass disobedience and forced the restoration of civilian rule;
- From 2007-2009, in the midst of violent insurgency and in the face of a military ruler, Pakistani lawyers, civil society groups, and ordinary citizens successfully pushed for the restoration of an independent judiciary and a repeal of state of emergency laws.

If people do not obey, rulers cannot rule

When people do not obey, then presidents, mayors, CEOs, generals, and other “power holders” can no longer rule with unchecked power. Nonviolent tactics, such as strikes, boycotts, mass demonstrations, civil disobedience, the establishment of parallel institutions, and literally hundreds of other creative actions, were the instruments used to do this. They were not used necessarily for moral reasons, but rather for pragmatic ones. Some who adopted civil resistance had seen similar strategies work in other countries or in their own histories, and recognized that this type of resistance had the best prospects of success of the options available to them.

To return then to the opening question of this article-what makes nonviolent movements effective? we can start to find answers by looking at strategic choices and best practices gleaned from historic movements. There are a variety of agency-based factors and skills that can influence a movement’s outcome, but (for the sake of simplicity) if we distill those down to a few essentials, three attributes of successful nonviolent movements emerge: unity, planning, and nonviolent discipline.

Unity, planning and discipline

At first glance the importance of such attributes may seem self-evident. Yet the profundity of these attributes and their overarching implications sometimes are missed when one views movements at a predominantly tactical and granular level. Each merits elaboration.

Unity is important because nonviolent movements draw their strength from the participation of people in diverse sectors of society. Put simply: numbers matter. The more people a movement has supporting it, the greater its legitimacy, power, and tactical repertoire.

Successful movements therefore continually reach out to new groups in their societies, e.g. men and women; youth, adults, and elders; urban and rural populations; minorities; members of religious institutions; farmers, laborers, business people, and professionals; wealthy, middle class, and lower economic strata; police, soldiers, and members of the judiciary, as well as other groups. Successful movements also continually reach out to their opponent’s supporters, understanding that one of the strengths of sustained civil resistance in the service of a unifying vision is the ability to induce loyalty shifts and defections among its opponent’s ranks. For example, the South African anti- apartheid movement’s ongoing civic disruption combined with its call for national reconciliation was able to garner widespread support and create unity for the cause of change, even among some white supporters who had previously supported the apartheid state.

Participants in nonviolent movements must also make complex decisions about the course their movements should take. **Strategic planning** is of central importance in doing this. Regardless of the merit of one's cause or the morally indefensible acts of one's opponent, oppression is usually not overcome solely through spontaneous and improvised acts of resistance, even if such acts are well-executed. Instead, movements gain traction when they plan how civil resistance can be systematically organized and adopted by people in society to achieve targeted and focused goals.

Deciding what tactics to use and how they should be sequenced; developing galvanizing propositions for change based on the aspirations and grievances of the people who the movement aims to represent; planning what individuals and groups to target with tactics and what short-, medium-, and long-term objectives to pursue; and building lines of communication so that coalitions can be negotiated and built are just some of the issues around which nonviolent movements must creatively strategize. Doing so requires a holistic analysis of the situation in which the nonviolent struggle takes place. As part of their planning process, effective movements formally or informally gather information, listen to people at the grassroots, and analyze themselves, their adversaries, and uncommitted third parties constantly through the course of a conflict.

Finally, a strategy is only effective if it is executed in a disciplined way which is, for us, **nonviolent discipline**. The largest risk for a failure of discipline in a nonviolent movement is that some members may become violent. Therefore, nonviolent discipline-the ability of people to remain nonviolent, even in the face of provocations-is often continually instilled in participants. There are practical reasons for this. Violent incidents by members of a movement can dramatically reduce its legitimacy while giving the movement's opponent an excuse to use repression. Furthermore, a movement that is consistently nonviolent has a far greater chance of appealing to a broad range of potential allies-including even an adversary's supporters-through the course of its struggle.

A full exploration of these attributes could fill books, and the subject of nonviolent resistance merits and is continually receiving further systematic study. Each movement that emerges adds a body of knowledge to the collective understanding of this phenomenon, yet there is still much about the art and science of this form of political and social action that remains to be mapped and developed. But these three attributes-unity, planning, and discipline-are timeless, and as such provide a general framework through which members and supporters of movements, as well as those who report and study them, can quickly assess a movement's state. Is it unified? Does it have a plan? Is it disciplined? The actions of those who embody these principles in nonviolent action have already blazed a path towards a more peaceful and just world. The future will be shaped by those who continue to do so.

Leadership

When we talk about leadership in the context of civil resistance, we refer to the ability to lead the process through which available resources within and outside a movement are effectively integrated and maximized for the achievement of its goals. This responsibility may be entrusted to one person or a small group, and enables him/her/them to enlist the aid and support of others (in particular active participants of a movement) in the accomplishment of tasks towards their common, long-term goal.

More specifically, leadership of a movement is able to:

- Represent the movement, articulate its ideas and its vision
- Make decisions at the strategic and tactical level, give new strategic impulses
- Represent the movement and negotiate on its behalf (with external institutions such as opponents and international institutions, or to build coalitions within the opposition)
- Can also have an inspiring role: elicit sustained participation

There are different styles/types of leadership structures - going from a vertical to a more horizontal decision making process. However, there is no single model of leadership that seems best for nonviolent movements: different models have worked for different movements over time. As we know, unity is crucial. In regards to leadership, research has shown that successful movements have been able to unify the leadership of the opposition as well as reach out to the leadership of the opponent, facilitating defections.

The question of leadership also leads us to the more practical questions related to the functioning and decision making process within a movement. How will your movement operate as a group? And how will you make crucial decisions that are necessary to the life and purpose your movement?

The movement needs to choose a process that will best work for them and embody its values all while allowing effective decision-making - avoiding paralysis.

Tell us the characteristics of leadership in your opinion:

Spectrum of allies



You can use of this tool:

- To understand who your allies and opponents are.
- To help in realizing that tactics need to be planned in relation to how much they do or don't attract key allies and move people towards being active allies.
- To encourage more optimistic mobilization efforts through a realization that it is not necessary to win over the opposition to our point of view.
- To invite people into the fascinating complexity of strategizing.

We are introducing it here as a tool to look at how to increase the number of your (active) supporters and allies. Laying out the landscape of actors is essential in this initial phase to get a sense of who could potentially be moved to action or closer to your movement, and will also be helpful in the more operational, strategic planning phase of your movement or campaign.

Movement stages

Movements are neither a short-term, nor spontaneous phenomenon. In order to better understand a movements 'life' over time and to help in the vital planning process, scholars and practitioners have elaborated frameworks that outline the different stages that successful movements go through (sometimes over the course of many years, even decades).

In this toolkit, we would like to introduce **Six Stages Campaign Planning Framework** (Martin Luther King, Jr.) for assisting the group to think ahead about what they'll need to be ready for as their campaign builds. In this case, the group begins by framing their issue, then goes into the following stages:

1. Gather information

Learn all you can about the problems you see in your community through the media, social and civic organizations, and by talking to the people involved.

2. Do education and leadership development

Armed with your new knowledge, it is your duty to help those around you, such as your neighbors, relatives, friends and co-workers, better understand the problems facing society. Build a team of people devoted to finding solutions. Be sure to include those who will be directly affected by your work.

3. Negotiate with target

Accept that you will face many obstacles and challenges as you and your team try to change society. Agree to encourage and inspire one another along the journey.

4. Increase motivation and commitment for the struggle ahead

Talk with both sides. Go to the people in your community who are in trouble and who are deeply hurt by society's ills. Also go to those people who are contributing to the breakdown of a peaceful society. Use humor, intelligence and grace to lead to solutions that benefit the greater good.

5. Direct action

This step is often used when negotiation fails to produce results, or when people need to draw broader attention to a problem. It can include tactics such as peaceful demonstrations, letter-writing and petition campaign.

6. Create new relationship with opponent which reflects the new power reality.

Keep all actions and negotiations peaceful and constructive. Agree to disagree with some people and with some groups as you work to improve society. Show all involved the benefits of changing, not what they will give up by changing.

If You Think you're Lost, Don't worry!!!!

The course of the river is winding, and sometimes it divides and goes in unexpected directions. Maybe you feel lost; maybe someone wants you to feel lost. Notice that powerholders generally continue the policy you are campaigning against, even while they secretly are laying plans to announce new policies and to prepare the public to accept them. They deliberately hide their defeat from the public, understandably. When you give in to discouragement, you are accepting their definition of the situation. You don't need to — a strategic framework enables you to define the situation.

Need-assessment

Check list of needs assessment

What is a needs assessment survey?

- ☐ It has a pre-set list of questions to be answered
- ☐ It has a pre-determined sample
- ☐ It is conducted by interview, phone, or written response
- ☐ Its results are tabulated, summarized, distributed, discussed, and used

Why should you do a needs assessment survey?

- ☐ To learn more about what your group or community needs are
- ☐ To get a more honest and objective description of needs than people might tell you publicly
- ☐ To become aware of possible needs you never knew about
- ☐ To document your needs
- ☐ To make sure your future actions are in line with expressed community needs
- ☐ To garner greater support
- ☐ To involve more people in the subsequent action

When should you do a needs assessment survey?

- ☐ When your group is just starting out
- ☐ When there is doubt as to what the most important needs are
- ☐ When group members disagree on this point themselves
- ☐ When you need to convince outside funders or supporters that you are addressing the most important community problems
- ☐ When you want to ensure community support

When should you not do a needs assessment survey?

- ☐ When there is absolutely no doubt as to what needs to be done
- ☐ When it is urgent to act right now
- ☐ When an assessment has been done recently
- ☐ When you feel the community would see an assessment as redundant or wasteful

How do you carry out a needs assessment survey?

- ☐ Identify reasons for choosing to do this survey
- ☐ Identify goals for the survey
- ☐ Make sure you are ready to conduct the survey
- ☐ Decide how much time you have to do the survey
- ☐ Decide how many people you are going to question
- ☐ Decide who will be asked
- ☐ Decide what questions will be asked
- ☐ Decide who will ask the questions
- ☐ Create a draft of the survey
- ☐ Try out the survey on a test group
- ☐ Revise the survey
- ☐ Administer the survey
- ☐ Tabulate the results
- ☐ Interpret the results
- ☐ Plan future actions
- ☐ Implement the actions
- ☐ Repeat the assessment

Conducting Needs Assessment Surveys

You want to do something. You've got a bunch of people together. And you're just about ready to go out and act. Then someone comes along and says, "Wait a minute. Have you done a needs assessment survey?" Should you ignore that person, or tell him (politely) to get lost? Or should you listen to what that person has to say, and maybe even follow his advice? This section will help you become clearer on what a needs assessment survey is, and on whether and when you want to do one and then, if you do, what to do next.

What Is A Needs Assessment Survey?

Very briefly, it's a way of asking group or community members what they see as the most important needs of that group or community. The results of the survey then guide future action. Generally, the needs that are rated most important are the ones that get addressed.

Depending on your resources (time, money, and people) a needs assessment survey may take many different forms. It can be as informal as asking around with people you know in your community. Or, it could take the form of a professionally-written survey that is mailed to hundreds of people. In general, however, true needs assessment surveys have some common characteristics:

- They have a pre-set list of questions to be answered
- They have a pre-determined sample of the number and types of people to answer these questions chosen in advance
- They are done by personal interview, phone, or by written response (e.g., a mail-in survey)
- The results of the survey are tabulated, summarized, distributed, discussed, and (last, but not least) used

In most needs assessment surveys, a need means something that specifically relates to a particular group or community. A survey usually asks about needs that concern your particular community or group. This could include hundreds of possibilities, ranging from trash on the streets to vandalism, or from stores moving out of downtown to ethnic or racial conflict.

Why Should You Do A Needs Assessment Survey?

- To learn more about what your group or community needs are. A good survey can supplement your own sharp-eyed observations and experiences. It can give you detailed information from a larger and more representative group of people than you could get from observation alone.
- To get a more honest and objective description of needs than people might tell you publicly.
- To become aware of possible needs that you never saw as particularly important or that you never even knew existed.

- To document your needs, as is required in many applications for funding, and as is almost always helpful in advocating or lobbying for your cause.
- To make sure any actions you eventually take or join in are in line with needs that are expressed by the community.
- To get more group and community support for the actions you will soon undertake. That's because if people have stated a need for a particular course of action, they are more likely to support it. And, for the same reason....
- To get more people actually involved in the subsequent action itself.

You may agree with some or all of these reasons. But you may still have concerns or objections. That's perfectly fine. Let's get them out on the table and deal with them as honestly as we can.

OBJECTIONS AND CONCERNS

- I already know what the needs in the community are.
 - A lot of the time, the needs are not quite so clear. You (and everyone else) have opinions and biases, but does everyone feel the same way? Wouldn't it be worth checking what other people think, just to clarify whether others share your point of view? You might or might not revise your opinions a little, but it's worth it to find out.
- We're busy people. We want to get going.
 - If you do a need assessment, you will feel more comfortable knowing that what you want to do meets a real community need. Otherwise, you might be wasting your time.
- We don't have the time to do a survey.
 - Look at it this way: If you care about effective action, do you have the time not to find out about community needs?
- We don't know how to do it.
 - In any case, others can help you. You can get professional advice (from a local university, for example). And you can test out the survey on a sample group, to work out the kinks (which are almost always present, even in surveys designed by experts).

When Should You Do A Needs Assessment Survey?

Some good times to do a survey include:

- When your group is just starting out
- When there is doubt as to what the most important needs are
- When your group members disagree on this point among themselves
- When you need to convince outside funders or supporters that you are addressing the most important community problems (Sometimes, these assessments are required.)
- When the community asks you to do it
- When you want to be sure that you will have community support for whatever you choose to do.

And are there times when you shouldn't? A needs assessment is not necessary before every action, and especially:

- When there is absolutely no doubt what the most important needs in the group or community are
- When it is urgent to act right now, without delay
- When a recent assessment has already been done, and it is clear that the needs have not changed
- When you feel the community would see an assessment as redundant or wasteful, and that it would be harmful to your cause

How Do You Carry Out A Needs Assessment Survey?

Here's an important point to consider: Most effective community actions start with thought that takes place not in the community, but inside the thinker's head. Needs assessment surveys are no exception. So if you choose to do a survey here are some internal steps you should take, and decisions you should make, before any information is collected at all:

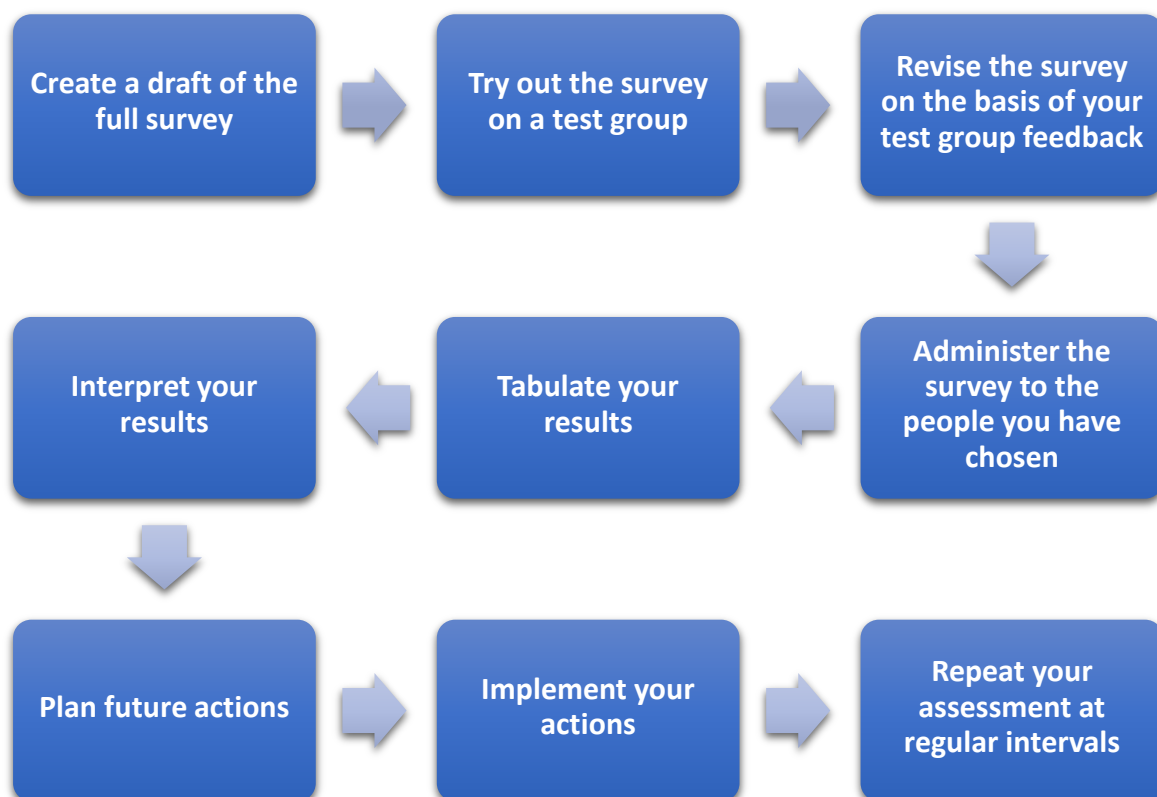
Helpful hint: An assessment can be conducted by one person, acting alone, but generally speaking, a needs assessment survey will be more effective and more useful if it is designed and carried out by a group. This is especially true when no one has special experience in this field. In most needs assessment cases, many heads will usually be better than one. So start by assembling a small group of interested people to help you answer the questions below, make decisions, and carry out the job.

Ask yourself:

- What are our reasons for choosing to do this survey?
- What are our goals in doing this survey?
- Are we ready to conduct this survey?

Decide:

- How much time you have to do the survey, from start to finish?
- How many people are going to be asked?
- What kinds of people will be asked?
- What questions will be asked?
- Who will ask the questions?



Steps to Conduct a Community Needs Assessment

Appoint a task force/committee

- To oversee the project and determine the timeline, the focus of the assessment, the tools and how the outcomes will be reported.

Identify the stakeholders

- The task force/committee will identify the stakeholders who will be part of the assessment. These stakeholders can come from the following:
 - Local elected officials
 - Paid municipal staff
 - Community volunteers
 - Community members
 - Educational organizations
 - Social/cultural/recreational organizations
 - Business groups
 - Environmental groups
 - Senior groups
 - Churches/Synagogues
 - Other

Deciding the focus

- Once the stakeholders have been identified the next decision will be deciding upon the focus of your Community Needs Assessment. Is it going to be a general assessment versus specific (e.g. general would be any concerns of the citizenship - specific would be individual topics such as crime, safety, housing, etc.)?

Develop the questionnaire/survey

- Next, you will need to develop the questionnaire/survey and decide what forum will be used to capture the information (i.e. public meetings, focus groups, questionnaires, telephone surveys, mass mailings, and/or interviewing key community representatives).

Research Proposal Structure for Peace Studies¹

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The Master of Arts Program in Peace Studies and Diplomacy requires students to submit a thesis or an independent study (IS) as a graduation project. Principally, like comparative programs in Peace Studies, such requirement is a higher academic exercise that enables to the student to demonstrate the ability to identify a problem, determine an academic objective to address the problem and carry out a method to attain such objective. It is also for demonstrating the ability for systematic writing and communicating in a professional and scholarly report (University for Peace, 2013).

Tip: scope of study

The difference between the thesis and independent study is the scope of study. For thesis, the students will be provided more time to review the literature and to develop the theoretical framework and research design; therefore, the scope of study for theses is relatively larger than independent study. The students should consult with their advisors if the research project they propose to do is either thesis or independent study. With too large scope of study, the students may not complete the independent study project on time. Consequently, the time of graduation will be delayed.

Tip: evaluation

The evaluation criteria of research project are varied based on program structure; however, the thrust and the main arguments of research project is one of prominent criteria for all students. The students need to make readers; especially, their research project advisors, to understand and relatively agree with their research project arguments. The coherent and sensible research projects will probably obtain high-score.

Before conducting research project, the research proposal is required to indicate students and advisors the scope and detail of it. Like evaluation indicators, research proposal items are varied based on what is needed for the students to attain after graduation. Basically, in social sciences and Peace Studies, the research proposal items are divided into mandatory items and optional items as explained below;

¹ The learning material written for the Master of Arts Program in Peace Studies and Diplomacy, Siam University, 2013

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Mandatory items

1) Title:

Title part should cover all key issues that the research project wants to get after the completion of the project. Unlike newspaper article, the title of academic research project should be narrative sentences informing readers what they will see in the project report. The title of research proposal and completed research project may be different in case students figure out something that is different from what they expect while preparing the research proposal. Therefore, the title of research proposal can be tentative.

Tip: Students may think about the title after they have done all parts of research proposal. By doing that, they can gain some basic idea on the research project they will conduct and it can become a title; while, thinking about the title as the first step may limit or mislead students on writing other parts of research proposal.

Sample:

- The Consequences of the Conflict between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC): Uncovering the effects on Karen women
- Exploring Possibilities for University for Peace (UPEACE) in China
- Ethiopia and Eritrea: The Quest for Peace and Normalization
- Assessing the viability of legalizing abortion as a safety-net for women enduring unwanted pregnancy
- The Earth Charter Global Learning Opportunity- An evaluation of an Online Course in Digital Storytelling and Community Leadership
- The Concept and Perception of Peace Education in Gilgit Baltistan Pakistan: A Comparative Case Study
- The relationship between religion and transgender's human rights: case studies of transgender groups in Malaysia (Islam), and the Philippines (Christianity)

2) Introduction, background, and rationale:

This part should provide brief detail on the general situation bringing readers to understand what happens previously or recently before going to the problem statement of the project. Generally, in research proposal, the length of the introduction part should be from 2 to 4 paragraphs or not longer than one A4-size page.

Sample 1:

The information age, the global village, the digital divide. All expressions we have heard and perhaps reiterated to describe our times. The information age is, of course, a time, while the global village is an idea that implies that we share a set of values, with the digital divide acting as an obstacle to this way of being. It is these three concepts that provide the context for this research. Situated in a world saturated with information, challenged with the task of sharing knowledge trans-continently, and attempting to avail communication technologies to

reap the benefits of this age, we are presented with the promise of advancing our human development by harnessing these three notions and channeling them in the direction of our common good.

(From " The Earth Charter Global Learning Opportunity- An evaluation of an Online Course in Digital Storytelling and Community Leadership")

Sample 2:

Last summer before coming to the University for Peace (UPEACE), I worked and lived in Xi'an China as an English language and American classroom pedagogy professor at Xi'an Teachers College. This experience exposed me to a variety of issues and realities facing Chinese higher education as well as a range of successful pedagogical techniques that Chinese educators use in Chinese classrooms. It also instilled in me a love for the Chinese people and country. While I was in Beijing, I had the privilege of having lunch with Maurice Strong, the president of the UPEACE Council. We had a conversation about UPEACE and China and I left the country determined to write about Chinese higher education for my UPEACE thesis. After several more exchanges with professors and administrators at UPEACE last fall, I decided to add a practical dimension to my approach and think strategically about a potential role UPEACE could play in China. Consequently, I focused my topic to Exploring Possibilities for UPEACE in China.

(From " Exploring Possibilities for University for Peace (UPEACE) in China")

3) Problem statement:

The problem statement will lead readers to understand why the research project should be conducted. Although it is entitled "problem statement", it is not always relevant to the problem, it can be whatever students decide it is interesting to learn more about to improve the body of knowledge of themselves and others. For the independent study, due to limited time of study, it is recommended to have one problem statement; while thesis project can have two problem statements. However, more problem statements mean more time the students have to take for studying.

Sample:

Paragraph form

Two problems are identified. First, the absence of peace between Ethiopia and Eritrea; and secondly, the alienation of the public and particularly the local people living in the disputed territories by the Ethiopian government in the negotiation of the Algiers peace agreement. Among other things, the current impasse and protracted conflict between Ethiopia and Eritrea is the consequence of the complete reliance of the peace process at governmental level.

(From " Ethiopia and Eritrea: The Quest for Peace and Normalization")

Bullet form

1. Legalizing abortion can give women more options as regards their unwanted pregnancy.

2. The social programs of the state are not adequate and proper to provide support for women with unwanted pregnancy.

(From " Assessing the viability of legalizing abortion as a safety-net for women enduring unwanted pregnancy")

4) Objective (s):

In research project, students have to inform readers what the objectives of their research project. The objectives can help advisors and readers to evaluate whether the research project can attain all the objectives mentioned. Generally, the objectives should be closely related to problem statement.

Sample:

Paragraph form

This research seeks to uncover the impact of the armed conflict between the SPDC and the KNLA on Karen women, and simultaneously focuses attention on the voice of Karen women who have been largely affected by the conflict. The purpose of this study is to contribute to an analysis of the armed conflict in Burma based on the two dimensions: (1) the relationship between the conflict and its effect on Karen women, and (2) emphasize Karen women's perspectives on the armed conflict and its resolution. This research also seeks to demonstrate the importance of women's participation in conflict resolution and peace building, and to identify gaps between international agreements such as UNSC Resolution 1325 and the situation on the ground.

(From " The Consequences of the Conflict between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC): Uncovering the effects on Karen women")

Bullet form

The study will look into the following:

1. Compare the practices of the institution offering the abortion legalization
 - a. Safe and medical supervision
 - b. Unsafe and underground practice
2. Assess the available support program of the government for women with unwanted pregnancy

(From " Assessing the viability of legalizing abortion as a safety-net for women enduring unwanted pregnancy")

5) Research question (s):

Regarding to the problem statement, students need to think about what they would like to know and give answers in the research project. Therefore, the research question should be related to the problem statement, objectives and assumption that will be described in the next part.

Sample 1:

In consideration of the context above, this research explores how the ongoing armed conflict between the SPDC and KNLA affects Karen women. Specifically, this research addresses the following questions:

1. Based on the narratives of the Karen women, what are the effects of the armed conflict on their lives - as individuals and as members of the Karen ethnic group?
2. How do the Karen women interpret the armed conflict between the SPDC and the KNLA?
3. What are their insights regarding the resolution of the conflict, and how do they think they can contribute to peace building in their country?

(From " The Consequences of the Conflict between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC): Uncovering the effects on Karen women")

Sample 2:

In line with the research problems and objectives set out, the research questions of this study are,

- Why was it not possible to bring an end to the Ethiopian and Eritrean border conflict after the border was delimited in 2002?
- What do the local people think about the forgoing peace process, the resolution of the conflict and future normalizations of relations?
- What is the way out from the currently prevailing impasse?

(From " Ethiopia and Eritrea: The Quest for Peace and Normalization")

6) Assumption (s):

Regarding to the problem statement and research question, students should have the expectation on how the problem can be solved or deescalated if the parties following what recommended in the research project. The assumption is a kind of guessing what the situation will be, based on academic background of students; therefore, the research finding may be either different or similar to the assumption. Students do not need to shape the project finding consistent with the assumption but they have to prepare the appropriate answer why the research finding does not match with the assumption.

Sample:Paragraph form

The researcher raises three main assumptions according to the research questions mentioned above. The first assumption claims that "women and girls are exposed to horrible violence and trauma as a direct result of the armed conflict." This assumption is supported by the following assertions made by Bouta et al (2005), namely: (1) "women are particularly at risk through rape in conflict situation;" (2) "women are more vulnerable in conflicts as they form the majority of refugees and internally displaced persons;" and (3) "women can be stigmatized for

bearing HIV-positive children, who may have been fathered by 'the enemy' as the aftermath of rape in the conflict situation".

(From " *The Consequences of the Conflict between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC): Uncovering the effects on Karen women*")

Bullet form

1. Changing and rearranging sex education might decrease the number of unwanted pregnancies.
2. Involved organizations might develop the social welfare system and social workers' qualification to support and empower unwanted pregnant women.
3. Society might increasingly accept abortion to be one option of unwanted pregnancy.

(From " *Assessing the viability of legalizing abortion as a safety-net for women enduring unwanted pregnancy*")

7) Literature review:

In research proposal, students should also provide several paragraphs informing readers what other scholars had done in the issues relevant to their research project. In research project report, the literature review can be even more than 10 pages; however, students need to summarize the main idea they get from all books they reviewed and put it the research proposal. Therefore, the direct quotation may not be wanted for the research proposal. Students need to learn further how to make a correct quotation and reference to avoid plagiarism. The students can divide the literature review part into several sessions based on the scope of their research project, principally; two sessions needed for the literature review, 1) theories or concepts and 2) historical background

Tip: The literature review should be done at least twice, while drafting the research proposal and while conducting the research project because there may be some changes or differences after more review.

8) Theoretical framework, conceptual framework:

After reviewing the books, students should know how to map concepts and theories they receive and interpret it as short paragraphs or diagram. The Theoretical framework is strongly required for academic research project. With well analysis on theoretical framework, students can effectively conduct the research project. While studying, students may receive a number of theories and they have to pick up one or two theories for the research project they will do. The theoretical framework can either support or prove the assumption.

9) Methodology:

Several items should be provided in the research methodology, such as, a broad description of any particular theoretical framework to be used in the analysis (theoretical framework can be part of research methodology), a brief statement describing how the study population will be selected for the study and the reason for the

approach to selection, and; a pilot study in which the research instruments are trialed and evaluated and an analysis is carried out of the trial data. Students can add more detail in the research methodology while conducting the research (University of Sydney, 2013).

Sample 1:

This research paper relied on the use of the qualitative approach. The research questions are found to be effectively addressed by the qualitative approach. Focusing on the Ethiopian and Eritrean peace process, this paper attempts to find out why the conflict remained unresolved, and uncovers the views of the local residents of the two disputed territories of Badme and Zalambessa regarding the forgoing peace process and future resolution of the conflict. First and for most, the concern of the qualitative approach on textual and documentary analysis makes fit to this research. Secondly, the focus of the qualitative approach with meanings and the way people understand things (Denscombe, 2007:174-175; Ritchie and Lewis, 2003:3), makes it the most appropriate methodology to this research.

(From " Ethiopia and Eritrea: The Quest for Peace and Normalization")

Sample 2:

The process of organizing, general sense making, coding, drawing themes, and, finally, interpreting and making meaning out of the collected data (Cresswell, 2003) was followed in this research. The details about the nature, purpose, time and methods involved in the study were provided to the participants before the data collection and participation was entirely voluntary. In addition, the participants enjoyed the right to see the interview transcripts for any clarification or adjustments to the views they expressed in the interview. For confidentiality, pseudonyms for each research participant, and their respective school related data, have been used.

(From " The Concept and Perception of Peace Education in Gilgit Baltistan Pakistan: A Comparative Case Study")

10) Significance of research:

All research projects should have own significance; otherwise, they do not need to be conducted. Students then should provide appropriate reason why the research project they will conduct is important. Significance of research is important for students who want to submit the research project for grant as well.

Sample:

Only few researches and/or studies have been done in other regions, such as Europe and Scandinavian countries but not many in ASEAN. Also, a number of academic articles related to transgender mainly focused on HIV and STIs issues more than their human rights and social discrimination against them. In addition, the issue of religion is quite sensitive and there is not many articles talking about that found in ASEAN. Without the

academic research and/or articles, policy or human rights advocacy for transgender people cannot be practiced.

(From "The relationship between religion and transgender's human rights: case studies of transgender groups in Malaysia (Islam), and the Philippines (Christianity)"

11) Timeline:

The timeline indicates when the research project should be completed. It can also assist students and advisors to anticipate if it is possible to conduct the research project as declared in the timeline. For easier reading, the timeline is usually in the table form and it should be in line with the program structure.

Sample 1: long term project

Year	Stage	Location	Output
1 st Year	Literature review	Australia - Thailand	Data gathering Secondary data analysis
2 nd Year	Conduct research and interview Field visit		Data gathering Primary data analysis
3 rd Year	Write research finding, conclusion and recommendation Revise research results Submit report and publish results		Writing results Verifying academically Publishing, reporting

Sample 2: short term project

Month	Stage	Location	Output
1 st – 5 th month	Literature review Conduct research and interview Field visit	The Philippines	Data gathering Data analysis
6 st – 10 th month	Conduct research and interview Field visit	Malaysia	Data gathering Data analysis
11 st – 12 th month	Write research conclusion and recommendation Revise research results Submit report and publish results	Malaysia	Writing results Verifying academically Publishing, reporting

12) References, bibliography:

In the reference part, students need to include every academic and reliable resource they use for preparing the research proposal, such as books, academic articles, newspaper articles, conference papers and annual reports, in online and offline platform. All references provided in the literature review part need to be also provided in the reference part; furthermore, students can include other materials that they did not mention in the literature review too.

Sample 1: Book

Barney, Darin (2004) *The Network Society*. Polity

Bennett, Tony (1982) *Theories of the Media, Theories of Society*. In *Culture, Society and the Media*, edited by Michael Gurevitch et al. London: Methuen

Buckingham, David (2003) *Media Education, Literacy, Learning and Contemporary Culture*. Polity

Buckingham, David (2001, March) *Media Education - A Global Strategy for Development*. Policy Paper prepared for UNESCO

Castells, Manuel. (2002) *The Power of Identity*. Blackwell

(From " *The Earth Charter Global Learning Opportunity- An evaluation of an Online Course in Digital Storytelling and Community Leadership*")

Sample 2: Online resources

United Nations (June, 2008) *General Assembly - Resolution 1820 (2008)*, Retrieved on 26th June 2010 from http://www.ifuw.org/advocacy/docs/UN_SC_Resolution1820.pdf

United Nations (2010) *The Millennium Development Goals Report*, Retrieved on 7th July 2010 from <http://mdgs.un.org/unsd/mdg/Resources/Static/Data/2010%20Stat%20Annex.pdf>

UN Treaties Collection (2009) *Databases: Multi-lateral Treaties Deposited with the Secretary-General*. Retrieved on 26th Sep 2010 from <http://treaties.un.org/Pages/ParticipationStatus.aspx>

(From " *The Consequences of the Conflict between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC): Uncovering the effects on Karen women*")

Sample 3: Journal

Velupe, Pamela (2011, December 17). Nations pursue applied science. *Los Angeles Times*, p. C2.

Brown, Doug (2008). Engineering regulates regional financial systems. *Journal of Commercial Growth*, 8, 611-638.

(From "How to Create a Reference List for Your APA Style Paper" www.lousywriter.com/writingstyles/apa-reference-list.php)

Optional items

1) Abstract:

Principally, the abstract should be written down after the project is completed because it will inform key research findings; however, some programs require students to include the abstract in the research proposal. The abstract of research proposal will briefly provide research objectives, scope of study, methodology and timeframe.

Sample 1:

In the geographically remote culture and context of Gilgit Baltistan Pakistan, this study explores the perceptions and practices of peace education by two secondary school head teachers (one in a relatively urban area and another in a rural area), as well as three additional teachers from each school. A qualitative, interview-based research approach is employed. The concept of peace education is related by the interviewed teachers to the inculcation and development of positive thinking and positive attitude among students. This positivity is seen as instrumental for the holistic development of the children, and ultimately, for the cultivation of a peaceful society. *(From " The Concept and Perception of Peace Education in Gilgit Baltistan Pakistan: A Comparative Case Study")*

Sample 2:

This study focuses on the longstanding armed conflict in Burma between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC), and its effects on Karen women. Using feminist standpoint theory, this study explores the conflict from the point of view of Karen women, particularly in terms of possible solutions to the armed conflict and prospects for peace building in Burma. The results of this study are based on field research involving interviews with marginalized Karen women and a focus group discussion held in the Burma-Thai border area. The narratives of the respondents depict their experiences with and insights into the armed conflict in their country. By re-telling their stories and uncovering their thoughts, this study hopes to demonstrate the value of context/location-based approaches to peace building.

(From " The Consequences of the Conflict between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC): Uncovering the effects on Karen women")

2) Definitions of key terms:

Since the research project focuses on some specific issue which is full of technical terms. Students need to provide the definition of terms in order to make readers who do not have knowledge background on such issue correctly understand what they want to inform. The definition of terms can be in either general meaning or special meaning defined by students.

Sample:

- **Peace:** the word peace in this essay is understood in its negative sense as absence of war. In the Ethiopian and Eritrean particular context, peace is understood as the settlement of the protracted conflict through a mutual consensus and end of the persistent feeling of enmity and small-scale wars by using third parties.
- **Peace process:** refers to the mediation efforts conducted to end the Ethiopian and Eritrean conflict. Special focus is made on the Algiers agreement and developments afterwards for the Algiers agreement, accepted by both parties, aimed at bringing an end to the conflict.
- **Sustainable/ Lasting Peace:** is understood as referring to an all-inclusive and long-term peace achieved with the participation and consensus of all the stakeholders in the conflict.
- **Normalization** is defined as the resumption of the economic, political and cultural interactions between the two states.

(From " Ethiopia and Eritrea: The Quest for Peace and Normalization")

3) Abbreviations, acronyms:

If the research project focuses on international relations, inter-state conflict or international organizations, students should provide abbreviations to make readers understand which abbreviation stands for what organization or issue.

Sample:

KNLA – Karen National Liberation Army

SPDC – State Peace and Development Council

SLORC – State Law and Order Restoration Council

NGO – Non-Governmental Organization

KUN – Karen National Union

UN – United Nations

UNSC – United Nations Security Council

(From " The Consequences of the Conflict between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC): Uncovering the effects on Karen women")

4) Limitation:

Students should include what limitation, difficulty or problem they may face during conducting the research project and it may cause the incomprehension or incompleteness of the research project eventually.

Sample:

As for the research constraints, this research had several limitations:

- The target respondents are non-representative and they only describe themselves within their context, and thus the findings are not meant to generalize the experience of entire Karen women. The researcher accessed ten Karen women¹² for the interviews and focus group discussion and two key resource persons from different local NGOs who support Karen women.
- The field research was conducted for 19 days, from August 7th to 19th. The number of the research targets (six Karen women and local NGOs' staff) is attributed to the feasibility of the field research, which is based on time constraint and budget of the field research.
- Burma is one of the most restricted countries in the world. Therefore, the researcher conducted the research in the border area between Burma and Thailand, namely, Mae Sot and Tha Song Yang in Thailand.

(From "The Consequences of the Conflict between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC): Uncovering the effects on Karen women")

5) Ethics:

The research project designing the human being as a sample or target of study, students have to explain how the research project they will conduct "will not" make harmful impacts on target groups. A few paragraphs are required for this part.

Sample:

This research project is considered as a research in human subjects that also requires the consent or agreement of target persons and relevant people to conduct the research project although it is not related to sensitive issues. Also, the researcher needs to concern on confidentiality of information. Before audio recording, taking photos and interviewing, the permission from target persons and relevant people is required.

(From "The Relationship between religion and transgender's human rights: case studies of transgender groups in Malaysia (Islam), and the Philippines (Christianity)")

6) Budget:

For students who want to submit the research proposal for grant, they need to provide the anticipated budget as well. However, the detail of budget allocation will be varied in different donors. Generally; the donors will provide grantees the sponsorship or grantee application forms including the budget allocation. Please check more information before submission.

7) Appendices:

The research proposal should not be longer than 5 – 7 pages, if students want to provide some additional documents, such as photos or diagrams, to make readers, advisors and donors have the better understanding on the research proposal, it should be attached as appendices which are usually placed after the reference part.

References:

- Begum A. (2012). **The Concept and Perception of Peace Education in Gilgit Baltistan Pakistan: A Comparative Case Study.** *Peace and Conflict Review*. Volume 7, Issue 1.
- Gallagher P. **How to Create a Reference List for Your APA Style Paper.** Retrieved on 8th June 2013 from <http://www.lousywriter.com/writingstyles/apa-reference-list.php>
- Gedamu K.M. (2008). **Ethiopia and Eritrea: The Quest for Peace and Normalization.** Thesis Submitted for the Degree of Master of Philosophy in Peace and Conflict Transformation MPCT 2006-2008, Faculty of Social Sciences, University of Tromsø, Norway
- Kalyanamitra W. (2010). **Assessing the viability of legalizing abortion as a safety-net for women enduring unwanted pregnancy.** Research report is submitted in partial fulfillment of the requirements for the degree of Master of Arts, Asian Leaders Program, Department of Peace and Conflict Studies, University for Peace, Costa Rica
- Kalyanamitra W. (2012). **The relationship between religion and transgender's human rights: case studies of transgender groups in Malaysia (Islam), and the Philippines (Christianity).** Research proposal submitted to API Fellowship Program, Thailand
- Mantawi K.E. (2008). **The Earth Charter Global Learning Opportunity- An evaluation of an Online Course in Digital Storytelling and Community Leadership.** Research report is submitted in partial fulfillment of the requirements for the degree of Master of Arts, Department of Media, Peace and Conflict Studies, University for Peace, Costa Rica
- Martin N.C. (2006). **Exploring Possibilities for University for Peace (UPEACE) in China.** Research report is submitted in partial fulfillment of the requirements for the degree of Master of Arts, Department of Peace Education, University for Peace, Costa Rica
- Shikano M. (2010). **The Consequences of the Conflict between the Karen National Liberation Army (KNLA) and the State Peace and Development Council (SPDC): Uncovering the effects on Karen women.** Research report is submitted in partial fulfillment of the requirements for the degree of Master of Arts, Asian Leaders Program, Department of Peace and Conflict Studies, University for Peace, Costa Rica
- University for Peace. (2013). **International Peace Studies: Courses and Professors 2012 – 2013.** Retrieved on 30th May 2013 from <http://bit.ly/14n4F1A>
- University of Sydney. (2013). **How to Write a Research-Higher-Degree Proposal.** Retrieved on 15th May 2013 from <http://bit.ly/15J76uv>

Sustainable Development: Definition, concepts and relations between economic, social and environmental aspects

1. Definition and concept of sustainable development
 2. Three pillars relation - Economic social environmental sustainable
 3. The origin of sustainable development: How it leads the world?
 - a. Info graphic of the origin of sustainable development
 - b. The 20 years since the Rio Summit
 4. The Concept of Sustainable Development
-

There are a few objectives why do we have to learn the sustainable development framework. What will be the value added of the non-violent actions and civil disobedience in environmental protection and preservation movement in Thailand:

- To understand the concept of sustainable development
- To understand the 3 pillars relation of economic, social and environmental aspects in sustainable development framework
- To use sustainable development framework with future environmental issues and to find solutions under this framework.

1. Definition and concept of sustainable development

The most popular and classic definition may be linked to the 1987's report published by the World Commission on Environment and Development called "Our Common Future" or "Brundtland report" which mentioned, *development that meets the needs of the present without compromising the ability of future generations to meet their own needs*. The rest of the content can be mentioned on annex I.

But what does this mean? What are the needs of the present? Take ten minutes and jot down five to ten needs that you have in your own life.

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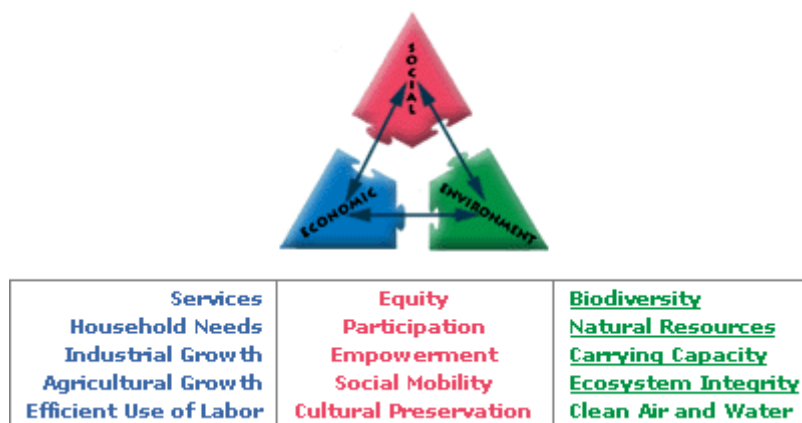
.....

As you can see, everyone has different needs. When it goes to a community level, the differences are even more and more. In this case, how can we justify which needs should be focused?

The Long and the Short of It

People concerned about sustainable development suggest that meeting the needs of the future depends on how well we balance social, economic, and environmental objectives--or needs--when making decisions today. Some of these needs are itemized around the puzzle diagram.

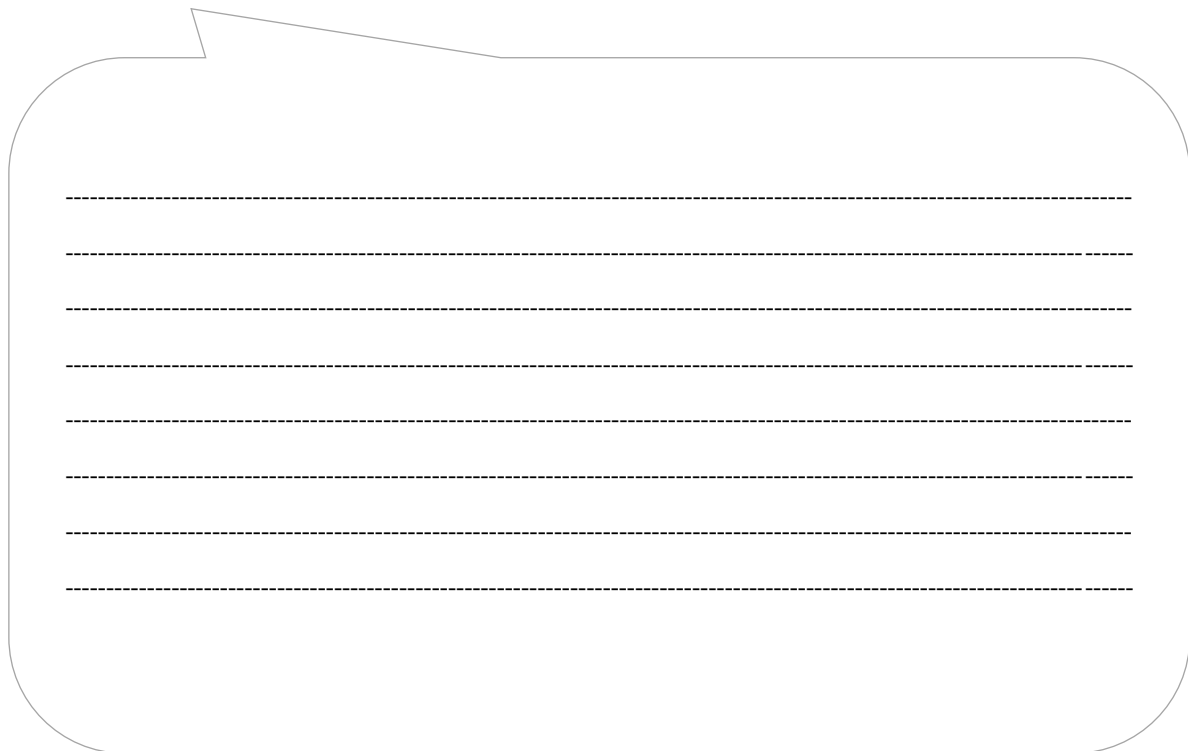
What social, economic, or environmental needs would you add to the puzzle?



Many of these objectives may seem to conflict with each other in the short term. For example, industrial growth might conflict with preserving natural resources. Yet, in the long term, responsible use of natural resources now will help ensure that there are resources available for sustained industrial growth far into the future.

Studying the puzzle raises a number of difficult questions. For example, can the long term economic objective of sustained agricultural growth be met if the ecological objective of preserving biodiversity is not? What happens to the environment in the long term if a large number of people cannot afford to meet their basic household needs today? If you did not have access to safe water, and therefore needed wood to boil drinking water so that you and your children would not get sick, would you worry about causing deforestation? Or, if you had to drive a long distance to get to work each day, would you be willing to move or get a new job to avoid polluting the air with your car exhaust? If we don't balance our social, economic, and environmental objectives in the short term, how can we expect to sustain our development in the long term?

What sustainable development dilemmas do you and your family face in your everyday lives?



2. Three pillars relation - Economic social environmental sustainable

After having a glimpse of what is sustainable development and to know 3 aspects of social, economic and environmental needs, it is also crucial to understand the 3 pillars relations with the development theory for future implementation as well.

Economic sustainability³

Economic sustainability in development theory

Originally, the economic sustainability only focused on a production system that serves the current needs without considering future needs. To illustrate, the use of abundant natural resources for economic growth and development is only for economic sustainability. From this concept, there have been various questions on the uncontrollable growth, especially on the rapid growth of consumption that dramatically exploit the existing natural resources.

The present economic system, therefore, has been designed in a more flexible way to focus on environmental sustainability by developing a strategy on using and sustaining the natural resources. In other words, the former economic growth concepts are replaced with a new concept of economic development that focus on quality than quantity.

Social sustainability

Social sustainability in development theory

In principle, social sustainability focuses on a social system to reduce poverty. To illustrate, two social conditions should be considered between poverty reduction and environment exploitation. Social sustainability theory focuses on the controversial negative relationship between poverty level and natural resources usage. There have been various arguments on which way we should select between “focusing on economic growth under environmental sustainability concept and to reduce poverty” or “reducing poverty and focusing on economy development should be considered before the environmental sustainability”.

On one hand, it is obvious that to a country development needs to use tremendous natural resources. Many developing countries have to tradeoff between the exploitation of natural resources and the economic development and poverty reduction. On the other hand, some people believes that poverty reduction theoretically does not need to exploit the natural resources, but to reduce poverty by using the available fundamental resources in the country.

³ Economic, social, and environmental sustainability in development theory and urban planning practice A. D. BASIAGO

Environmental sustainability

Environmental sustainability in development theory

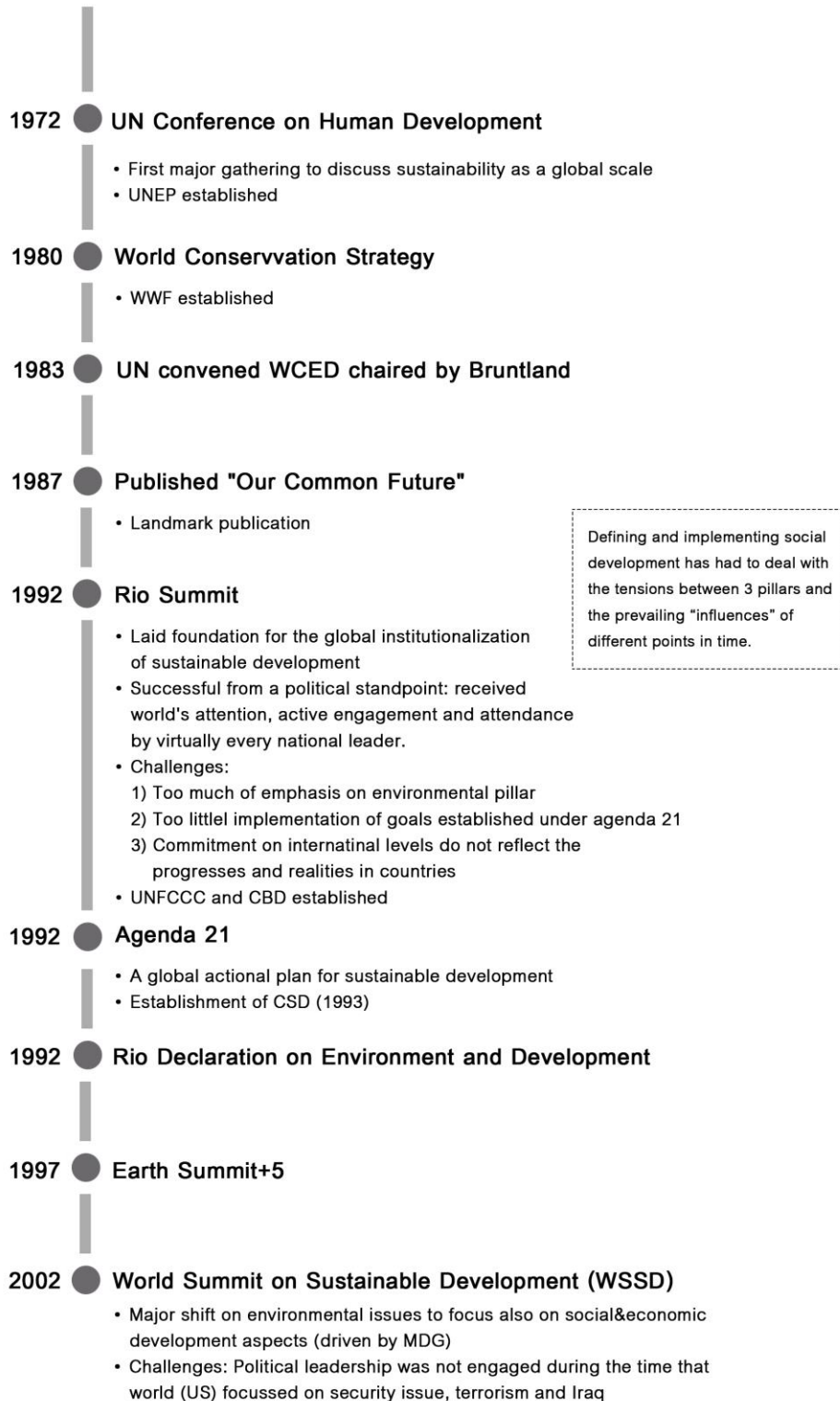
Environmental sustainability needs to focus on environmental preservation as an area to generate resources and an area to absorb waste. The use of natural resources should be calculated with the compensatory resource restoration as well as to consider the ability to absorb waste in the environment. At present, the sustainable development is misled by only focusing only on environmental sustainability aspect and ignoring the economic and social aspects, which also significantly generate the environmental exploitation. The implementation of sustainable development by focusing on environmental prevention is a terrible misunderstanding. The sustainable development needs to consider the economic, social and environmental aspects which are very important for productive economic and social transformation.

3. The origin of sustainable development: How it leads the world?

a. How Sustainable Development appears and how it affects the world:

In summary, the most prominent definition of the Sustainable Development is: Sustainable⁴ development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.

⁴ Report of the World Commission on Environment and Development: Our Common Future, page 41-43



4 The Concept of Sustainable Development

There are a few essence concepts to be described about sustainable development:

- Sustainable development requires meeting the basic needs of all and extending to all the opportunity to satisfy human aspirations for a better life.
- Sustainable development requires the promotion of values that encourage consumption standards that are within the bounds of the ecological possible and to which all can reasonably aspire.
- Sustainable development requires that societies meet human needs both by increasing productive potential and by ensuring equitable opportunities for all. An expansion in numbers can increase the pressure on resources and slow the rise in living standards in areas where deprivation is widespread. Though the issue is not merely one of population size but of the distribution of resources.

In essence, sustainable development is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development; and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations.



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