



THAMMASAT UNIVERSITY
FACULTY OF SOCIAL ADMINISTRATION

International Conference of Social Policy and Sustainable Development 2025

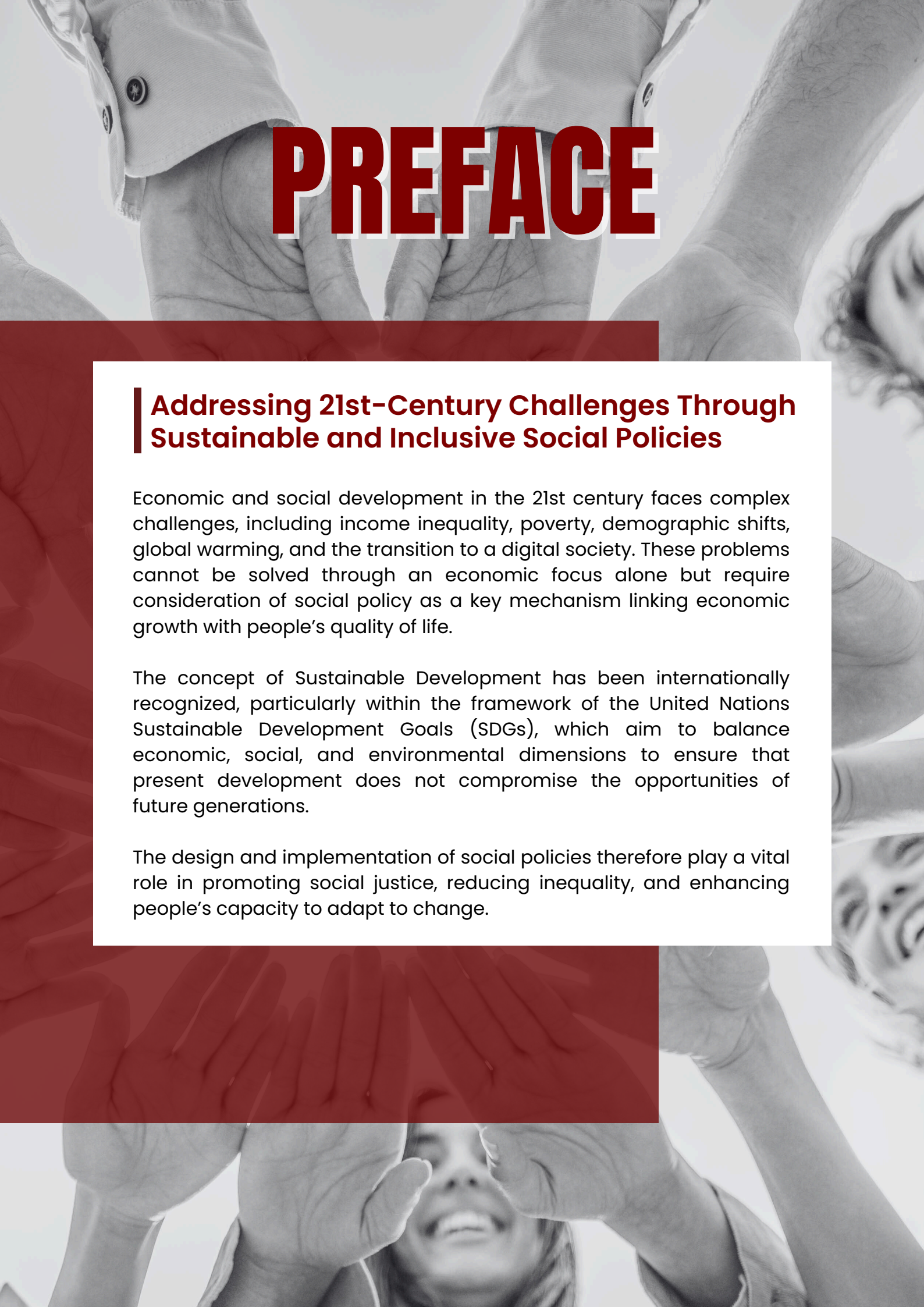
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Location: Maesot, Tak Province, Thailand



Organized by

Department of Social Policy,
Social Development,
and Community Development
Faculty of Social Administration,
Thammasat University



PREFACE

Addressing 21st-Century Challenges Through Sustainable and Inclusive Social Policies

Economic and social development in the 21st century faces complex challenges, including income inequality, poverty, demographic shifts, global warming, and the transition to a digital society. These problems cannot be solved through an economic focus alone but require consideration of social policy as a key mechanism linking economic growth with people's quality of life.

The concept of Sustainable Development has been internationally recognized, particularly within the framework of the United Nations Sustainable Development Goals (SDGs), which aim to balance economic, social, and environmental dimensions to ensure that present development does not compromise the opportunities of future generations.

The design and implementation of social policies therefore play a vital role in promoting social justice, reducing inequality, and enhancing people's capacity to adapt to change.



Strengthening Social Policy Knowledge and Collaboration Through Academic Exchange and Research Dissemination



The Department of Social Policy, Social Development, and Community Development under the Faculty of Social Administration possesses expertise in social policy, social welfare, and people's well-being, particularly in Southeast Asia. It strives to share this body of knowledge with students and faculty members of the Faculty of Social Administration, students of Thammasat University, and the broader public.



To integrate theoretical knowledge from the classroom with current events, disseminate research findings from experts and insights from experienced speakers, foster knowledge advancement, and strengthen future collaborations among institutions, the program considers organizing the ***"International Conference of Social Policy and Sustainable Development 2025"*** as one of its key initiatives.



The Role of Youth in Conflict Resolution and Sustainable Development: Fostering Peace, Inclusion, and Resilience

Under this theme, this year's conference emphasizes the importance of youth participation in conflict resolution and sustainable development. Recognizing that young people are both the most affected by conflict and the most capable of driving positive change, the conference aims to highlight their role as active contributors to peacebuilding, social inclusion, and community resilience.



Fostering Youth Engagement through Dialogue and Cross-Sector Collaboration for Peace and Sustainability

Through panel discussions and interactive dialogues with experts, including representatives from the armed forces and development sectors, the event seeks to inspire youth to engage in constructive problem-solving, foster cross-sectoral understanding, and strengthen their commitment to building a peaceful and sustainable society.



MESSAGE FROM THE DEAN

by Associate Professor Dr. Auschala Chalayonnavin

Dean of Faculty of Social Administration, Thammasat University



In an era marked by rapid social transformation and growing global interdependence, the understanding of social policy and the sharing of knowledge across disciplines and communities have become vital for achieving sustainable peace and development. Social policy provides not only a framework for addressing inequality, vulnerability, and social justice but also a pathway for fostering collaboration and inclusive decision-making. Through open dialogue and mutual learning, knowledge sharing becomes a powerful mechanism to build resilience and strengthen collective responses to complex social challenges.

The conference ***“International Conference of Social Policy and Sustainable Development 2025”***, the Department of Social Policy, Social Development, and Community Development, Faculty of Social Administration, embodies these principles by encouraging students to learn with communities, engage with diverse networks, and apply academic insights to real-world contexts. Such experiential learning enables students to link theory with practice—deepening



“Empowering Future Leaders through Social Policy and Community Engagement”

their comprehension of social policy processes while fostering the empathy and problem-solving skills necessary for peaceful coexistence.

By integrating classroom learning with community engagement and collaborative action, this conference builds a generation of leaders who are informed, compassionate, and equipped to translate knowledge into social impact. These emerging leaders will play a crucial role in promoting conflict resolution, advancing sustainable development.

CONFERENCE HIGHLIGHTS!



18.

Paper Presentation:

- **Topic:** Social Policy and SDGs in the Era of AI Disruption
- **Topic:** Partial Visibility: Double Disadvantage and the Limits of Inclusion to Borderland Education

01.

Panel Discussion:

- **Topic:** Sustainable Development, Social Policy, and Youth Participation in Conflict Resolutions
- **Topic:** Sustainable Development and Youth Education in Conflict Affected Areas





23.

Workshop:

- **Title:** Get to Know SDGs and What's Role of Youth



SESSION 1

Panel Discussion



- 01** Panel 1: Sustainable Development, Social Policy, and Youth Participation in Conflict Resolutions
- 02** Panel 2: Sustainable Development and Youth Education in Conflict Affected Areas

PANEL 1:

SUSTAINABLE DEVELOPMENT, SOCIAL POLICY, AND YOUTH PARTICIPATION IN CONFLICT RESOLUTIONS



Panelists:

- **Senior Colonel Parskorn Yasawute**
Director of Disaster Relief Training Center, The Royal Thai Armed Forces Headquarters
- **Lieutenant Colonel Nakarakorn Punpeng**
Head of Operations, Naresuan Force
- **Lieutenant Colonel Jeerasak Janjamjang**
Head of Civil Affair Department, Naresuan Force
- **Assistant Director Dr. Watchara Pechdin**
Director of Social Policy and Development Programme, Faculty of Social Administration:

INTRO:



Sustainable Development, Social Policy, and Youth Participation in Conflict Resolution: A Pathway Toward Peace and Inclusion

In today's rapidly changing global landscape, sustainable development cannot be achieved without peace, social inclusion, and active civic engagement. Conflicts—whether arising from social inequality, ethnic tensions, resource competition, or border dynamics—pose significant barriers to achieving the Sustainable Development Goals (SDGs), particularly in regions such as Mae Sot, a diverse and strategic border area that faces complex social and economic challenges.



This panel discussion, themed “Sustainable Development, Social Policy, and Youth Participation in Conflict Resolutions,” seeks to create a platform for meaningful dialogue between youth and experts from the armed forces and related sectors. The event recognizes that sustainable peace requires not only policy intervention and security mechanisms but also community participation, empathy, and cross-sectoral understanding.

" YOUTH ENGAGEMENT IN DIALOGUE AND DEVELOPMENT IS ESSENTIAL FOR BUILDING PEACEFUL AND INCLUSIVE SOCIETIES "

Youth are key agents of change. Their perspectives, creativity, and energy are essential to building inclusive societies capable of managing conflicts constructively.

By engaging young people in dialogue with practitioners who work directly on issues of national security, community resilience, and development, the panel aims to:



Foster awareness among youth about the interconnection between sustainable development, social policy, and peacebuilding.



Promote understanding of how inclusive policies and local participation can prevent or mitigate conflict.



Encourage youth engagement in peacebuilding initiatives through volunteerism, leadership, and innovation.

Mae Sot serves as a meaningful venue for this discussion. As a border town shaped by migration, cultural diversity, and socio-economic transitions, it provides a real-world context for exploring how sustainable development and conflict resolution intersect in everyday life.



By bringing together voices from the armed forces, policymakers, and youth participants, this session aims to strengthen dialogue across generations and sectors—laying the foundation for peaceful coexistence, equitable development, and sustainable futures.

KEY MESSAGES:



***Don't just talk—
act now and keep
acting together***

Senior Colonel Parskorn Yasawute

Director of Disaster Relief Training Center,
The Royal Thai Armed Forces Headquarters

"Conflicts are escalating in severity and growing increasingly complex, but they present an opportunity for the new generation's action. The New Generation's Power is vital for effective response, driven by their digital skills, creativity, and energy. We must engage by promoting knowledge to survive ("Know"), sharing information ("Share"), and committing to action ("Act").

Join the network to foster a significant, collective change. Our commitment builds a safer, sustainable society. Don't just talk—act now and keep acting together!"



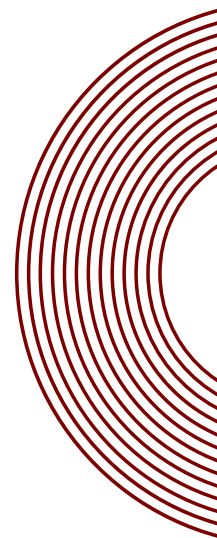
Assistant Professor Dr. Watchara Pechdin

Director of Social Policy and Development
Programme, Faculty of Social Administration



PEACE, POLICY, AND YOUTH MUST MOVE TOGETHER TO BUILD SUSTAINABLE AND JUST SOCIETIES

"Sustainable development requires peace, and peace depends on social justice and inclusive participation. Youth play a crucial role in transforming conflicts into opportunities through creativity and empathy. Supported by sound social policies and education, they can drive equality and resilience. Peace, policy, and youth to move together to build sustainable and just societies."



Lieutenant Colonel Nakarakorn Punpeng

Head of Operations, Naresuan Force



FROM CONFLICT TO COOPERATION: EMPOWERING YOUTH FOR PEACEFUL COEXISTENCE ALONG THE THAILAND–MYANMAR BORDER

“Current conflicts manifest in various forms, and youth play different roles depending on the context of each issue. Especially, in social conflicts, young people should receive guidance on the responsible use of social media to avoid becoming tools of groups that seek to exploit such conflicts for their own benefits.

Regarding ongoing conflicts along Thailand-Myanmar border, as the two countries share a border

stretching over 2,401 kilometers and have long maintained a close and friendly relationship, we cannot simply separate from one another. As the youth of both nations and the future of humanity, we should seek cooperation for development, recognizing each other’s value and fostering mutual empathy. This will help young people appreciate the importance of coexistence and become part of sustainable solutions.”



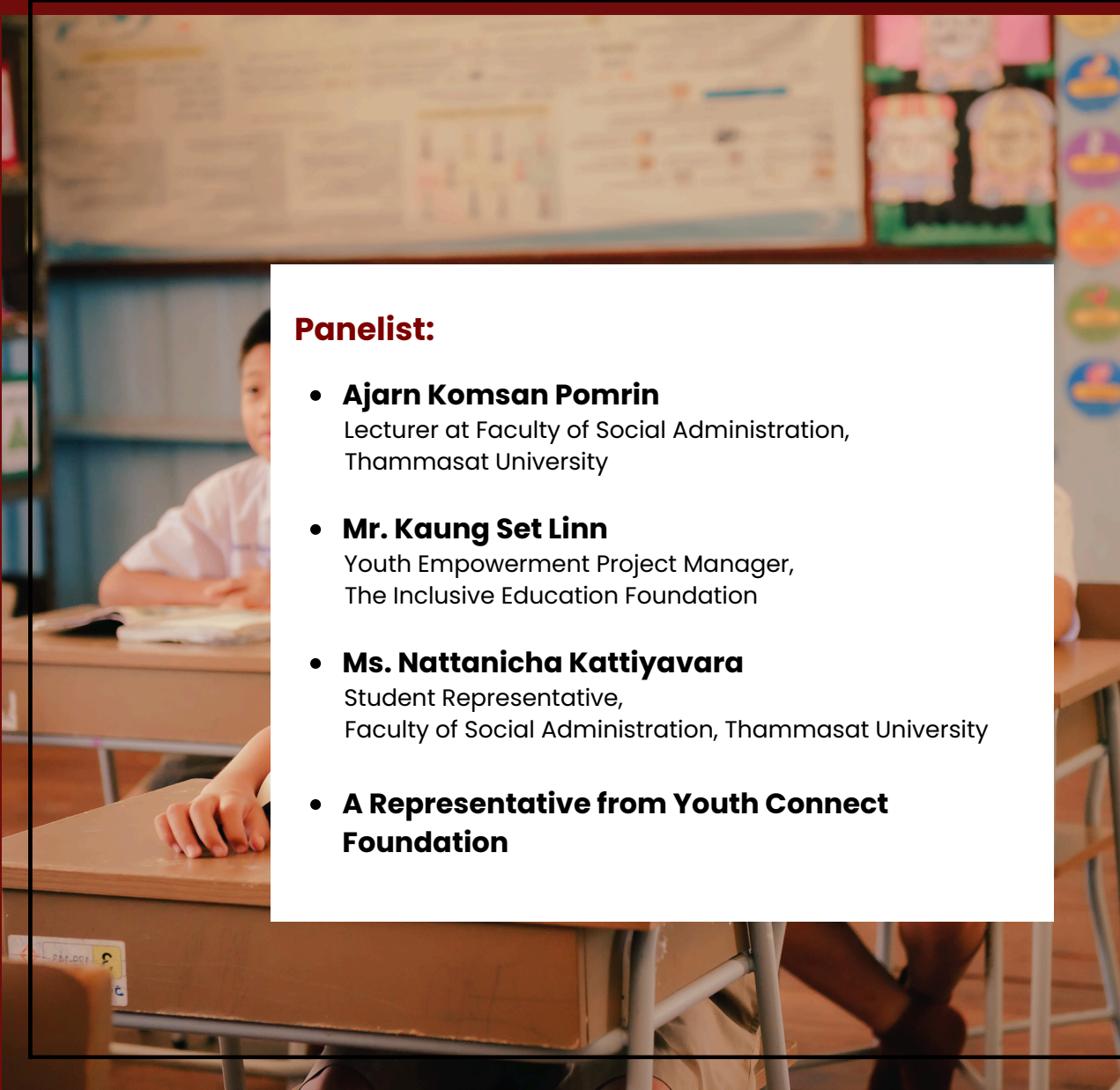
Lieutenant Colonel Jeerasak Janjamjang
Head of Civil Affair Department, Naresuan Force

"Everyone in society must understand the roles, authority, legal responsibilities, and limitations of each agency to ensure the highest efficiency in coordination. At the same time, youth engagement is crucial— young people should be aware of how their use of social media and the spread of fake news can escalate conflicts. Promoting critical thinking and responsible online behavior helps foster constructive dialogue and social solidarity."

**Collaboration,
Responsibility,
and Youth
Engagement:
Building
a Solidary Society**

PANEL 2:

SUSTAINABLE DEVELOPMENT AND YOUTH EDUCATION IN CONFLICT AFFECTED AREAS



Panelist:

- **Ajarn Komsan Pomrin**
Lecturer at Faculty of Social Administration,
Thammasat University
- **Mr. Kaung Set Linn**
Youth Empowerment Project Manager,
The Inclusive Education Foundation
- **Ms. Nattanicha Kattiyavara**
Student Representative,
Faculty of Social Administration, Thammasat University
- **A Representative from Youth Connect
Foundation**

INTRO:



“ FROM CONFLICT TO COHESION: EMPOWERING BORDER YOUTH THROUGH EDUCATION FOR PEACE AND SUSTAINABLE FUTURES ”

Conflict along the Myanmar–Thailand border continues to disrupt access to quality education, limiting the prospects for sustainable development and social cohesion in these regions. Young people in these border areas face interrupted schooling, restricted mobility, legal barriers, and heightened exposure to misinformation, leaving many at risk of social exclusion and diminished opportunities for the future. Despite these challenges, border youth hold significant potential to act as agents of peace and community transformation. By developing education programs that are inclusive, flexible, and attuned to the realities of displacement—integrating language skills, digital literacy, critical thinking, and civic engagement—societies can empower young people to navigate uncertainty, counter misinformation, and actively participate in rebuilding resilient and cohesive communities across the borderlands.

Empowering young people through inclusive, resilient, and peace-oriented education is essential to break the cycle of conflict and foster long-term stability. By integrating peace education, digital literacy, and community engagement, this panel **“Sustainable Development and Youth Education in Conflict Affected Areas”** seeks to explore strategies that enable youth to become agents of positive change, rebuild social trust, and contribute to sustainable development in their communities.



***Education is not
only a means to
acquire knowledge
but a bridge to
peace, empathy,
and resilience—
empowering border
youth to transform
conflict into
coexistence***

"The Transformative Power of Education for Peacebuilding and Human Security"

The transformative power of education as both a peacebuilding and development tool in conflict-affected contexts is more importantly. It frames education not merely as a means of acquiring knowledge but as an investment in long-term stability and human security. By emphasizing "knowledge, empathy, and critical skills," it underscores that education should nurture cognitive, emotional, and social capacities essential for understanding others, resolving differences, and rebuilding trust.



The idea of transforming "division into dialogue" reflects the peace education perspective—teaching youth to manage conflict through communication and cooperation rather than violence. Moreover, the phrase "inclusive development" broadens the focus from individual learning to societal progress, suggesting that empowered youth can drive economic recovery, social cohesion, and sustainable governance. In essence, the paragraph advocates for education as a foundation for resilience, where investing in youth today ensures a peaceful and sustainable tomorrow.

"Turning Division into Dialogue: Investing in Youth for a Peaceful and Sustainable Future"

Sustainable development in conflict-affected areas cannot be achieved without investing in the education and empowerment of youth. Education provides more than academic knowledge—it fosters empathy, resilience, and the ability to engage constructively across divides. By equipping young people with critical thinking skills and a sense of social responsibility, societies can transform the challenges of conflict into opportunities for dialogue, cooperation, and rebuilding.

KEY MESSAGES



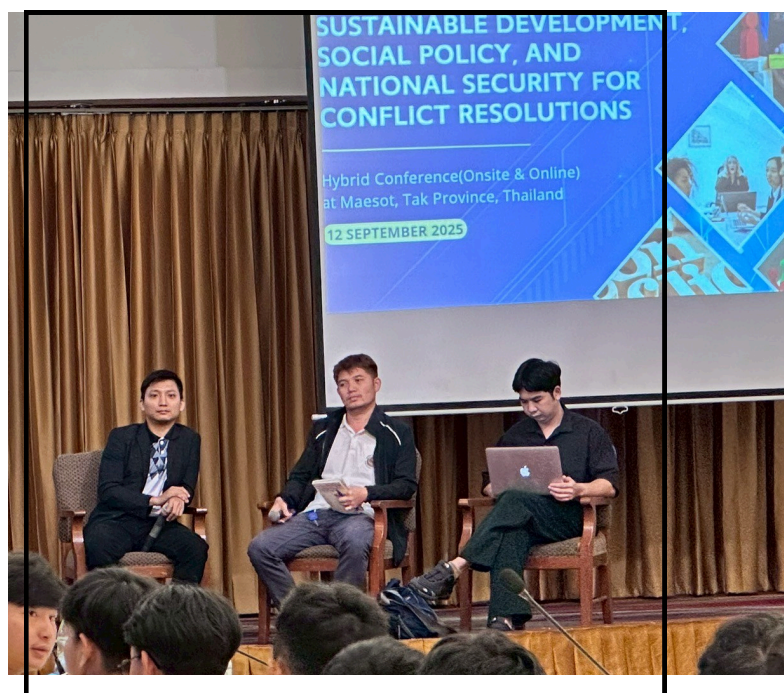
*No Youth Left Behind:
Empowering Border
Communities Through
Education and
Opportunity*

Mr. Kaung Set Linn

Youth Empowerment Project Manager,
The Inclusive Education Foundation

“Young people living in Thailand-Myanmar border areas face persistent and multifaceted challenges. Legal documentation remains a critical barrier: many lack official papers, which restricts their mobility, access to education, and basic survival, while the process of upgrading from provisional to formal identification often imposes prohibitive financial burdens on families. Educational pathways are similarly constrained. Thousands of Myanmar youth arrive at the border with limited information or opportunities, and while those with supportive networks may find access, most remain excluded.

The demand for higher education far exceeds available provisions, and universities—both in Thailand and abroad—must recognize the unique circumstances of marginalized youth by offering flexible pathways, including scholarships, credit transfers, and options for students who have had to interrupt studies in Myanmar.



Mr. Kaung Set Linn

Youth Empowerment Project Manager,
The Inclusive Education Foundation

Initiatives such as the Youth Champions program attempt to address these gaps by equipping participants with language skills, digital literacy, and workplace readiness, while engaging them in Capstone projects that benefit their communities.

Yet, a single program cannot suffice. What is needed is a coordinated, multi-stakeholder approach that links youth to broader opportunities. Youth summits, collaborative events, and direct engagement with universities and employers can create spaces where marginalized young people gain access to education and careers. Preparing youth is not enough; doors must be opened for them, ensuring that no young person is left behind in the pursuit of sustainable development and social inclusion.”



***No Youth
Left Behind:
Empowering
Border
Communities
Through
Education
and
Opportunity***

Ajarn Komsan Pomrin

Lecturer
at Faculty of Social Administration,
Thammasat University



Ajarn Komsan Pomrin

Lecturer at Faculty of Social Administration,
Thammasat University

"The Myanmar–Thailand border region exemplifies a pronounced educational divide, shaped by conflict, displacement, and systemic barriers. Many young people lack legal documentation, limiting access to formal schooling and higher education, while others face language barriers, disrupted learning, and insufficient information about available pathways. This divide leaves marginalized youth at risk of social exclusion, unemployment, and vulnerability to misinformation."



HTUOK

Social work education is critical in this context, equipping practitioners with the skills to understand complex social dynamics, advocate for marginalized populations, and design interventions that address both immediate needs and structural inequities. Combined with flexible educational programs—such as scholarships, credit transfer systems, and digital literacy initiatives—these social work approaches will help bridge the gap, empowering youth to access education, strengthen community resilience, and contribute to sustainable development across the borderlands."



"Even in conflict areas where outcomes are uncertain, collective support and shared courage can bring hope and opportunities for youth"

No one can determine the effects on youth in conflict areas. What we learn today is that all the adults and friends here will stand alongside them and make sure they are not alone. Hope can still arise from opportunities and the courage we are all demonstrating today in this event.



Ms. Nattanicha Kattiyavara

Student Representative, Faculty of Social
Administration, Thammasat University

Key Messages

True sustainability for youth



begins when everyone works together

to overcome barriers of conflict and identity

“At Youth Connect Foundation, we recognized the difficulties that young people faced in matters related to conflict and documentation. We believe that if you approach multistakeholder collaboration to provide opportunities for youth, it will be most sustainable.”

A Representative from
Youth Connect Foundation



SESSION 2

Paper Presentations



01

Social Policy and SDGs in the Era of AI Disruption

Presenter: Assistant Professor Dr. Watchara Pechdin

02

Partial Visibility: Double Disadvantage and the Limits of Inclusion to Borderland Education

Presenter: Ajarn Komsan Pomrin

01. SOCIAL POLICY AND SDGS IN THE ERA OF AI DISRUPTION

By Assistant Professor Dr. Watchara Pechdin
Assistant Professor Dr. Jiraphan Naruepatr



ABSTRACT

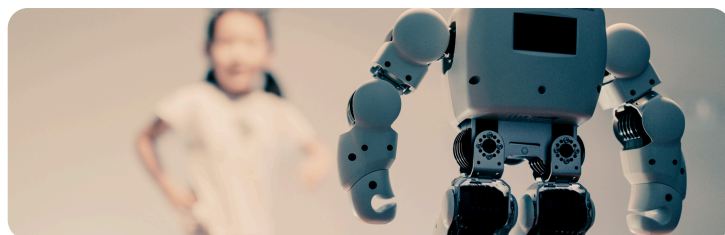


The rise of artificial intelligence (AI) is reshaping economies, education, and social systems, presenting both opportunities and challenges for achieving the Sustainable Development Goals (SDGs).

In the era of AI disruption, social policy must adapt to safeguard equity, inclusivity, and resilience, particularly for marginalized populations such as youth in conflict-affected and border regions.

Automation is altering labor markets and skill requirements, while digital innovations can exacerbate existing inequalities if social protections and educational access are inadequate.

Integrating social work principles into policy design provides a framework to address these challenges by promoting ethical, human-centered AI, enhancing digital literacy, and mitigating structural disadvantages.



This study examines the interplay between AI, social policy, and sustainable development, drawing on cross-border contexts including the Myanmar–Thailand border, where youth face disrupted education, limited legal documentation, and constrained career pathways.

The analysis highlights the need for adaptive governance, inclusive education programs, and multi-stakeholder collaboration to ensure AI contributes to social cohesion, economic opportunity, and resilient communities.

By framing AI as both a technological and socio-political force, the study emphasizes that proactive, equity-focused interventions are essential to align AI advancement with the SDGs and ensure that no population is left behind in the pursuit of sustainable and inclusive development.

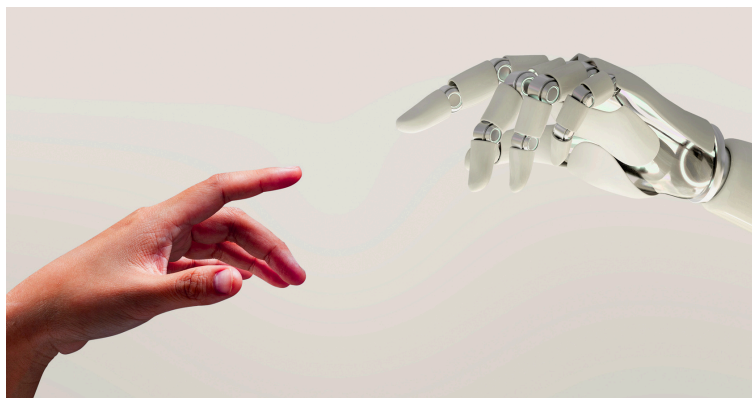


Keywords

AI, Social Policy, SDGs, development, digital skill, social inequality

① ***Navigating the Dual Impact of AI on Society and Development***

AI is transforming economies, education, and social systems, creating both opportunities and risks for achieving Sustainable Development Goals.



② ***Pathways to Inclusion: Supporting Border Youth in Overcoming Structural Barriers***

Marginalized youth—especially in conflict-affected or border regions like the Myanmar–Thailand border—face disrupted education, limited legal documentation, and constrained career pathways.

③ ***Social Policy in the AI Era: Ensuring Fairness and Resilience***

Social policy must adapt to ensure inclusivity, equity, and resilience, preventing AI from exacerbating existing inequalities.

02. PARTIAL VISIBILITY: DOUBLE DISADVANTAGE AND THE LIMITS OF INCLUSION TO BORDERLAND EDUCATION

By
Ajarn Komsan Pomrin

ABSTRACT



Children with disabilities who are also stateless experience a form of double disadvantage that significantly constrains their educational opportunities, social participation, and access to rights. This article critically examines how these intersecting disadvantages are produced and reproduced in borderland contexts, where the governance of education is fragmented between state policies, local communities, and non-governmental organizations.

While initiatives such as the Star Flower Centre in Mae Sot, Thailand, provide important spaces of recognition, they exemplify a condition of partial visibility. These **children are acknowledged in community-based projects yet remain excluded from formal state systems and sustainable policy frameworks.**



The aim of this study is to analyze the intersection of disability and statelessness as structural barriers to education and inclusion. The article employs documentary research, drawing on academic literature, international human rights instruments (CRC, CRPD, SDGs), and reports from NGOs operating in border regions. Adopting a development perspective, the analysis highlights both the structural exclusions and the lived experiences of affected children.



Keywords:

borderland education,
sustainable development,
children with disabilities and
stateless

The findings identify three dynamics: first, community initiatives create micro-spaces of **inclusion but rely heavily on precarious external funding**; second, migrant learning centers and border schools **lack trained personnel, assistive technologies, and accredited pathways** for children with disabilities; and third, in contexts of conflict or instability, partial visibility risks collapsing into **complete invisibility**.

Highlights

- ① Children who are both disabled and stateless face compounded barriers that limit education, social participation, and access to rights.
- ② Community initiatives (e.g., Star Flower Centre, Mae Sot) offer recognition but more frequently fail to integrate these children into formal state systems, leaving them only partially visible.
- ③ Education in borderlands is governed by a mix of state policies, local communities, and NGOs, potentially leading to inconsistent access and support.
- ④ Migrant learning centers and border schools often lack trained personnel, assistive technologies, and accredited pathways for children with disabilities.

The article argues that sustainable development requires moving beyond partial recognition toward systemic inclusion. Policy recommendations include integrating disability and statelessness into national inclusive education frameworks, deploying mobile multidisciplinary teams in border areas, and linking non-formal learning to recognized certification. Such measures are essential to realizing the principle of “leaving no one behind.”



SESSION 3

Workshop



01

Get to Know SDGs and What's Role of Youth

Organized by: Students of Faculty of Social Administration, Thammasat University

Get to Know SDGs and What's Role of Youth

Organized by: Students of Faculty of Social Administration,
Thammasat University

Intro:

Understanding the Sustainable Development Goals (SDGs) is essential for empowering youth to envision and shape a sustainable future. Young people, especially those from border schools and learning centers, face unique challenges in accessing education, livelihoods, and social opportunities. Engaging them directly in learning about the SDGs allows them to reflect on their own lives, aspirations, and the broader impact they can have in their communities.



“Exploring SDGs through Youth Perspectives: Learning, Reflection, and Action”

This program, ***“Get to Know SDGs and What's the Role of Youth,”*** aims to inspire critical thinking and active participation by encouraging youth to explore the SDGs through their personal experiences and local contexts, fostering a sense of agency and responsibility for sustainable development.



"CHANGE BEGINS WITH KNOWING THAT YOUR EVERYDAY ACTIONS CAN BUILD A SUSTAINABLE FUTURE."

Key Activities:



SDG Introduction Session:

Facilitators present the 17 SDGs and discuss their relevance to daily life, community development, and youth livelihoods.



**"WHEN YOUTH UNDERSTAND
THE WORLD'S GOALS, THEY
CAN BECOME THE FORCE
THAT ACHIEVES THEM"**



Dream Mapping Exercise:

Participants draw their personal dreams, goals, and aspirations, linking them to specific SDGs and reflecting on how achieving these goals can improve their communities.



THE FUTURE STARTS WITH
A DREAM, BUT IT GROWS
THROUGH SHARED ACTION





Youth Perspectives on SDG Roles:

Youth share their insights on how they can contribute to sustainable development, including promoting education, health, environmental protection, and livelihoods



"When young voices rise,
the world listens —
and progress begins"

"Youth are not just the leaders
of tomorrow — they are the
changemakers of today"

— Inspired by Kofi Annan





Interactive Group Discussions:

Participants from The Inclusive Education Foundation, Love and Care Learning Center, and the Minmahaw Higher Education Program (MHEP) collaborate to identify challenges and opportunities for youth-driven initiatives.

"When youth come together,
dialogue becomes a force
for change"



"Every voice matters
Together, we shape
inclusive and sustainable
futures"



Showcase and Reflection:

Youth present their drawings and ideas, highlighting their understanding of the SDGs and their envisioned roles in creating a sustainable future.



"Every drawing tells a story of hope, action, and a sustainable future"



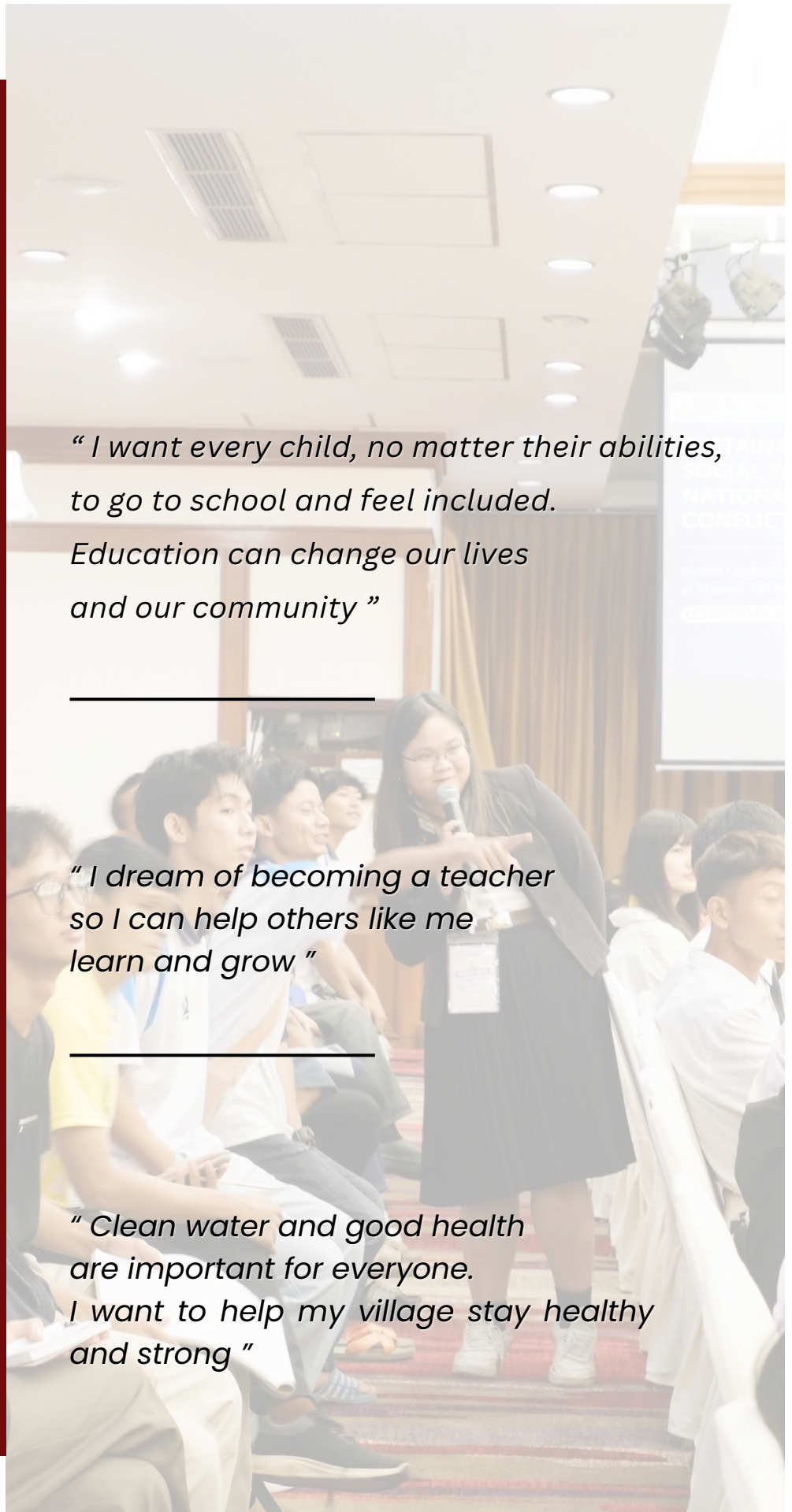


FEEDBACK FROM YOUTH PARTICIPANTS:

"I want every child, no matter their abilities, to go to school and feel included. Education can change our lives and our community"

"I dream of becoming a teacher so I can help others like me learn and grow"

"Clean water and good health are important for everyone. I want to help my village stay healthy and strong"



*" I imagine a future
where youth use their skills
to solve problems in our community,
not just dream about them "*



*" I see myself contributing
to sustainable development
by protecting the environment
and supporting small businesses
where I live "*





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