The 17 Sustainable Development Goals (SDGs) cover a broad range of issues, setting a huge and ambitious challenge for the global community. While interdependencies and synergies among various goals are obvious, education has a well-recognized role of enabler for many areas under the SDGs.1

The Sustainable Development Goal (SDG) 4 – Education 2030 has seven targets and three means of delivery, of which SDG 4C focuses on teachers: By 2030, substantially increase the supply of qualified teachers. However, nowhere is school leadership mentioned in the SDG 4.

“...a statement supported by numerous publications2 attesting to the importance of school leadership in ensuring inclusive and equitable quality education. School leaders have an impact on the entire school system. They are expected to lead in achieving the school performance targets, enhance the school’s reputation, address a diverse range of administrative and academic concerns, ensure a conducive learning environment, and deal with partners and education authorities. Obviously, the roles and responsibilities of school leaders are not limited to human and financial resource management within the school perimeter, but include instructional leadership that has to keep pace with the complex challenges of a rapidly changing world. Often serving as the links that connect external development and demands with internal school processes and outcomes, school leaders can be highly stressed and overburdened. With limited resources, they face serious challenges in meeting their school’s educational goals.

What does it take to be a successful school leader? A number of studies and frameworks3 have pointed out a combination of elements that contribute to successful school leadership, including high expectations, shared/distributed leadership, core leadership practices, pragmatic and contextualized approaches, continuous learning, instructional leadership, innovation, collaboration, stakeholder engagement, among others. Other studies4 underscored the need for school leaders to develop socio-

---

emotional competencies, including self-awareness, empathy, trust and respect, and resilience in order to effectively influence change and cultivate commitment within the school.

How does one prepare for and grow in this role? In the same way that teachers greatly benefit from systematic capacity-building opportunities and scaffolds, school leaders need continuous professional development and support to take on this multi-faceted role. An OECD study concluded that leadership development programmes are more effective when they:\(^6\)

- “prepare and develop school leaders using innovative approaches that address the broader roles and responsibilities of leaders and the purposes of schooling, and that use core technologies to achieve intended outcomes;
- are designed to produce leaders who work to build student-centred schools with the capacity for high performance and continuous improvement towards that end; and
- take a system-wide perspective, so that the programmes are aligned with the larger goals and processes of the system concerning school improvement, student performance, and enhanced efficiency and effectiveness.”

Recognizing that school leadership is a priority and school leaders need sustained support to enable them to do their job more effectively, the UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) has implemented several projects that address this need. For example, the Korean Funds-in-Trust Preparing Teachers for Global Citizenship Education (GCED) project aims to strengthen the capacity of school leaders to support and implement GCED in their institutions. Similarly, under the UNESCO-HNA Partnership for Girls’ and Women’s Education, the Enhancing Girls’ and Women’s Right to Quality Education through Gender Sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast and Central Asia project plans to enhance female school leadership to create a more gender-responsive and gender-friendly learning environment.

At the same time, the projects also demonstrate the pressure exerted on school leaders, tasking them to implement new initiatives designed by external agencies. School leaders are expected to possess the relevant knowledge and skills in multiple areas and topics of importance to the 21st century so that they can guide their teachers and students accordingly. In response to such demands, appropriate and adequate assistance must be well-planned and cohesive to ensure higher levels of acceptance and implementation.

It is within this context that UNESCO Bangkok is organizing the 19th UNESCO-APEID International Conference, Effective School Leadership for the 21st Century: Meeting the Sustainable Development Goals, to facilitate discussions about school leadership in contributing to the SDGs. The specific objectives of the Conference are to:

- Increase understanding of school leaders’ roles, responsibilities, and challenges in the 21st century;
- Showcase innovative school leadership programmes and practices in improving the quality of education;
- Foster effective assessment, monitoring and evaluation of school leadership; and
- Facilitate collaboration and networking to support quality school leadership.

Eminent speakers, paper presenters and facilitators will share their rich experiences in linking theory to practice. Policy makers, academicians, researchers, school leaders and administrators, educators, parents, students and representatives from international organizations, local communities and the private sector attending the Conference will be able to interact and engage in stimulating discussions regarding school leadership policies, strategies and resources. Workshops demonstrating innovative practices to enhance school leaders’ capacities and to apply their skills in leading the school will also

---

be conducted. Participants are encouraged to discover how they can optimize their knowledge and contribute to support school leaders in the 21st century.

**Sub-themes of the Conference**

I. What is School Leadership in the 21st Century?
- Defining school leadership roles, responsibilities, issues, and trends in a globalized and interconnected world
- Examining school leadership policies and governance
- Establishing standards and competency frameworks for school leadership
- Linking school leadership and educational transformation

II. Innovative School Leadership Practices
- Identifying and preparing future school leaders
- Developing school leadership capacities and skills
- Investigating different approaches for sharing school leadership
- Showcasing practical examples of effective school leadership

III. Strengthening School Leadership and Collaboration
- Developing indicators, approaches and tools for assessing school leadership
- Exploring diverse models for strengthening school leadership performance
- Supporting collaborative research on school leadership
- Harnessing the use of technology for communication and dialogues on school leadership

**Call for Papers**

**Venue**
Pullman Bangkok King Power Hotel, Bangkok, Thailand

**Registration**

**Fees**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>International participant</td>
<td>US$ 350</td>
</tr>
<tr>
<td>Early bird*</td>
<td>US$ 250</td>
</tr>
<tr>
<td>Full-time student</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Resident of Thailand</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Group registration**</td>
<td>US$ 250 each</td>
</tr>
</tbody>
</table>

* Payment for Early bird registration must be received by UNESCO Bangkok by **19 October 2018**.

**Call for Papers**

**Venue**
Pullman Bangkok King Power Hotel, Bangkok, Thailand

**Registration**

**Fees**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>International participant</td>
<td>US$ 350</td>
</tr>
<tr>
<td>Early bird*</td>
<td>US$ 250</td>
</tr>
<tr>
<td>Full-time student</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Resident of Thailand</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Group registration**</td>
<td>US$ 250 each</td>
</tr>
</tbody>
</table>

* Payment for Early bird registration must be received by UNESCO Bangkok by **19 October 2018**.

**Call for Papers**

**Venue**
Pullman Bangkok King Power Hotel, Bangkok, Thailand

**Registration**

**Fees**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>International participant</td>
<td>US$ 350</td>
</tr>
<tr>
<td>Early bird*</td>
<td>US$ 250</td>
</tr>
<tr>
<td>Full-time student</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Resident of Thailand</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Group registration**</td>
<td>US$ 250 each</td>
</tr>
</tbody>
</table>

* Payment for Early bird registration must be received by UNESCO Bangkok by **19 October 2018**.

**Call for Papers**

**Venue**
Pullman Bangkok King Power Hotel, Bangkok, Thailand

**Registration**

**Fees**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>International participant</td>
<td>US$ 350</td>
</tr>
<tr>
<td>Early bird*</td>
<td>US$ 250</td>
</tr>
<tr>
<td>Full-time student</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Resident of Thailand</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Group registration**</td>
<td>US$ 250 each</td>
</tr>
</tbody>
</table>

* Payment for Early bird registration must be received by UNESCO Bangkok by **19 October 2018**.

**Call for Papers**

**Venue**
Pullman Bangkok King Power Hotel, Bangkok, Thailand

**Registration**

**Fees**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>International participant</td>
<td>US$ 350</td>
</tr>
<tr>
<td>Early bird*</td>
<td>US$ 250</td>
</tr>
<tr>
<td>Full-time student</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Resident of Thailand</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Group registration**</td>
<td>US$ 250 each</td>
</tr>
</tbody>
</table>

* Payment for Early bird registration must be received by UNESCO Bangkok by **19 October 2018**.

**Call for Papers**

**Venue**
Pullman Bangkok King Power Hotel, Bangkok, Thailand

**Registration**

**Fees**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>International participant</td>
<td>US$ 350</td>
</tr>
<tr>
<td>Early bird*</td>
<td>US$ 250</td>
</tr>
<tr>
<td>Full-time student</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Resident of Thailand</td>
<td>US$ 150</td>
</tr>
<tr>
<td>Group registration**</td>
<td>US$ 250 each</td>
</tr>
</tbody>
</table>

* Payment for Early bird registration must be received by UNESCO Bangkok by **19 October 2018**.

**Call for Papers**

**Venue**
Pullman Bangkok King Power Hotel, Bangkok, Thailand

**Registration**
Payment
Send a bank draft payable to “UNESCO” at the following address:

UNESCO-APEID International Conference Secretariat
UNESCO Bangkok
920 Sukhumvit Road
Bangkok 10110, Thailand

Important dates
Submission of abstracts 14 September 2018
Notification of abstract acceptance 28 September 2018
Payment for early bird registration fees 19 October 2018
Payment of registration fees 2 November 2018

Accommodation
Participants who wish to stay in Pullman Bangkok King Power Hotel, the conference venue, should contact the hotel directly. To receive the special rates, please complete the hotel reservation form (download from https://bangkok.unesco.org/content/19th-unesco-apeid-international-conference) and send it to the hotel at rsvnmgr@pullmanbangkokkingpower.com.

Information about other alternative accommodation in Bangkok can be easily found online. In case of any difficulties, please contact the Conference Secretariat.

For more information, contact:

UNESCO-APEID International Conference Secretariat
UNESCO Bangkok
920 Sukhumvit Road, Prakanong
Bangkok 10110, Thailand
Tel: (66-2) 391 0577
Fax: (66-2) 391 0866
Email: apeidconf@unesco.org
Website: https://bangkok.unesco.org/content/19th-unesco-apeid-international-conference

“High-performing principals are not just born, but can be made.”
Linda Darling-Hammond

About UNESCO-APEID International Conference
Based in the UNESCO Asia and Pacific Regional Bureau for Education in Bangkok, Thailand, the Asia and Pacific Programme of Educational Innovation for Development (APEID) was established as a regional inter-country cooperative programme in 1972 and came into official operation in 1973. In January 2016, APEID was restructured and incorporated into the Section for Educational Innovation and Skills Development (EISD) to meet changing contexts, priorities, needs and challenges in the region. EISD’s mission is to promote innovation in education and contribute to the capacity development of education systems in order to provide equitable, quality, relevant and technology-enabled lifelong learning and skills development opportunities for all towards sustainable development and peace in Asia and the Pacific.

This series of UNESCO-APEID International Conferences, held since 1995, has been recognized as an important platform for policy dialogue and information/knowledge sharing on development-oriented education innovations and exemplary practices in and beyond the Asia and Pacific region.