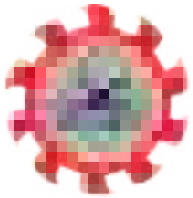
EMPOWERING LEARNERS INTO THE CHANGEMAKERS OF TOMORROW



11TH FIVE-YEAR DEVELOPMENT PLAN

FY 2026-2031

Abridged



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DRIVING INNOVATION FOR EDUCATION

Abridged

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SEAMEO

Southeast Asian Ministers of Education Organization

The Southeast Asian Ministers of Education Organization (SEAMEO), which is the umbrella organization for INNOTECH, is a regional intergovernmental body founded in 1965 to promote cooperation in education, science, and culture among its member governments. The organization's highest policy-making body is the SEAMEO Council, which comprises the 11 Ministers of Education from the member countries. The SEAMEO Secretariat, its executive arm, is headquartered in Bangkok, Thailand. The Philippines is currently represented by DepEd Secretary Sonny Angara.



I. Member (11 Southeast Asian Member Countries)

COUNTRY	CURRENT MINISTER OF EDUCATION
Brunei Darussalam	Dr. Hajah Romaizah Salleh
Cambodia	Dr Hang Chuon Naron
Indonesia	Nadiem Anwar Makarim
Lao PDR	H.E. Dr. Thongsalith Mangnomek
Malaysia	Fadhlina Sidek
Myanmar	H.E. Dr. Chaw Chaw Sein
Philippines	H.E. Juan Edgardo “Sonny” Angara
Singapore	H.E. Desmond Lee
Thailand	H.E. Prof. Dr. Narumon Pinyosinwat
Timor-Leste	Dulce De Jesus Soares
Vietnam	Nguyen Kim Son



II. Associate Member (9 Associate Member Countries)

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 CANADA	Jill Dunlop
 FRANCE	Élisabeth Borne
 GERMANY	Bettina Stark-Watzinger
 MOROCCO	Mohamed Saad Berrada
 NETHERLANDS	Eppo Bruins
 NEW ZEALAND	Erica Stanford
 SPAIN	Pilar Alegría
 UNITED KINGDOM	Bridget Phillipson

III. Affiliate Member (8 Affiliate Institutions)

Asia-Pacific Centre of Education for International Understanding (APCEIU)

APCEIU promotes education for international understanding and global citizenship to build a culture of peace.
Director: Mr. Lim Hyun Mook
Location: Seoul, South Korea

British Columbia Council for International Education (BCCIE)

BCCIE supports the internationalization efforts of BC's public and independent K12- schools, public and private colleges and universities, and language schools.
Executive Director: Dr. Randall Martin
Location: Vancouver, BC Canada

British Council

British Council supports peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide.
Chief Executive: Scott McDonald
Location: Manchester, UK

China Education Association for International Exchange (CEAIE)

China's nationwide not-for-profit organization conducting international educational exchanges and cooperation. CEAIE has a full commitment to meeting the needs of China's modernization construction, developing exchanges and cooperation between the Chinese educational community and other parts of the world, promoting the advancement of education, culture, science and technology, and strengthening understanding and friendship among the peoples of all countries and regions of the world.
President: Dr. Liu Limin
Location: Beijing, China

International Council for Open and Distance Education (ICDE)

ICDE is an international network of visionary leaders and advocates of accessible education.
President: Ms. Torunn Gjelsvik
Location: Oslo , Norway

Southeast Asia One Health University Network (SEAOHUN)

SEAOHUN was established in 2011 to develop the next generation of skillful and competent One Health (OH) workforce with support from the U.S. Agency for International Development and its One Health Workforce project.
Chair: Dr. Michael L. Tee
Location: Chiang Mai, Thailand (Secretariat)

The Education University of Hong Kong

The Education University of Hong Kong is a publicly funded tertiary institution dedicated to the advancement of learning and teaching, through a diverse offering of academic and research programmes on teacher education and complementary social sciences and humanities disciplines.
President: Professor John Lee Chi-Kin
Location: Tai Po Campus, Hong Kong

University of Tsukuba

The University of Tsukuba gives students the opportunity develop their individuality and skills through an education that is backed by cutting-edge research.
President: Nagata Kyosuke
Location: Ibaraki, Japan

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PREFACE

The **11th Five-Year Development Plan (FYDP)** builds on INNOTECH's long-standing work in supporting Southeast Asian education while setting new directions for the years ahead. It reflects continuity in our commitment to strengthen teachers, school leaders, and education systems across the region, and renewal in the strategies we will pursue to address emerging challenges and opportunities. It sets out how innovation will be systematically developed, tested, and scaled to strengthen education systems across Southeast Asia from 2026 to 2031. It recognizes that real transformation does not happen through isolated projects, but through structured processes that embed evidence-based practices into national policies, teacher development programs, and institutional systems.

This Plan positions the Centre to move beyond generating promising ideas to ensuring that those ideas become sustained improvements in schools and classrooms. Each innovation—whether in digital learning, school leadership, or knowledge management—will progress through a clear pipeline: design and co-creation with Ministries of Education, pilot testing and validation, documentation and synthesis, and eventual scaling and institutional adoption. By linking research, training, and knowledge-sharing, the Plan ensures that pilots evolve into policy, and prototypes become sustainable practice.

The FYDP is grounded in an extensive Strategic Review Process, which combines evidence, consultations, and organizational assessment. This process included: consultations with Governing Board Members; insights from EdTech Hub's Environmental



Scan; the External Review Workshop (26–27 March 2025); the Vision, Mission, Values, and Tagline Workshop (7–8 April 2025); the Impact Evaluation Workshop (10 April 2025); and the Organizational Structure Review. It was further informed by institutional learning initiatives such as Strengthening Professionalism in the Workplace and Raising the Bar of Excellence: Advancing Performance Management and Staff Growth Workshop (29 September 2025). These activities, alongside research findings and lessons from Innotech's past programs and experiences, ensured that the FYDP is not aspirational alone but actionable, anchored in data, and aligned with SEAMEO priorities and agendas.

Five strategic outcomes guide the Plan. Together they reflect the Centre's mandate: people (future-ready changemakers), systems (resilient and adaptive learning environments), networks (expanded reach), knowledge (evidence for policy and practice), and institutions (modernized operations). This balance ensures a comprehensive approach to transformation.

Looking ahead, Innotech shall continue to fulfill its mission as a catalyst of educational innovation and technology, while remaining a reliable partner for governments and institutions. By building on what has worked and adopting new approaches where needed, Innotech will ensure that its collective efforts contribute to education that is more equitable, relevant, and sustainable for Southeast Asia's learners. The 11th FYDP reaffirms the Centre's mandate as a catalyst of innovation and technology, and its role as a regional partner ensuring that every solution tested is also positioned to be sustained, scaled, and institutionalized.

ACKNOWLEDGEMENT

The **11th Five-Year Development Plan (FYDP)** reflects the collective efforts of the Centre's stakeholders, partners, and staff. The Centre acknowledges the guidance of the SEAMEO Governing Board and the support of the SEAMEO Secretariat in ensuring the alignment of the Plan with regional priorities. Innotech is also grateful to the Ministries of Education of SEAMEO Member States, whose contributions ensured that the Plan responds to both national contexts and shared regional aspirations.

The Centre further recognizes the perspectives provided by regional and international partners, which situated the Plan within broader education and development agendas. Within INNOTECH, its program and support offices undertook the analyses and planning work that provided the foundation for the strategies and initiatives described herein.

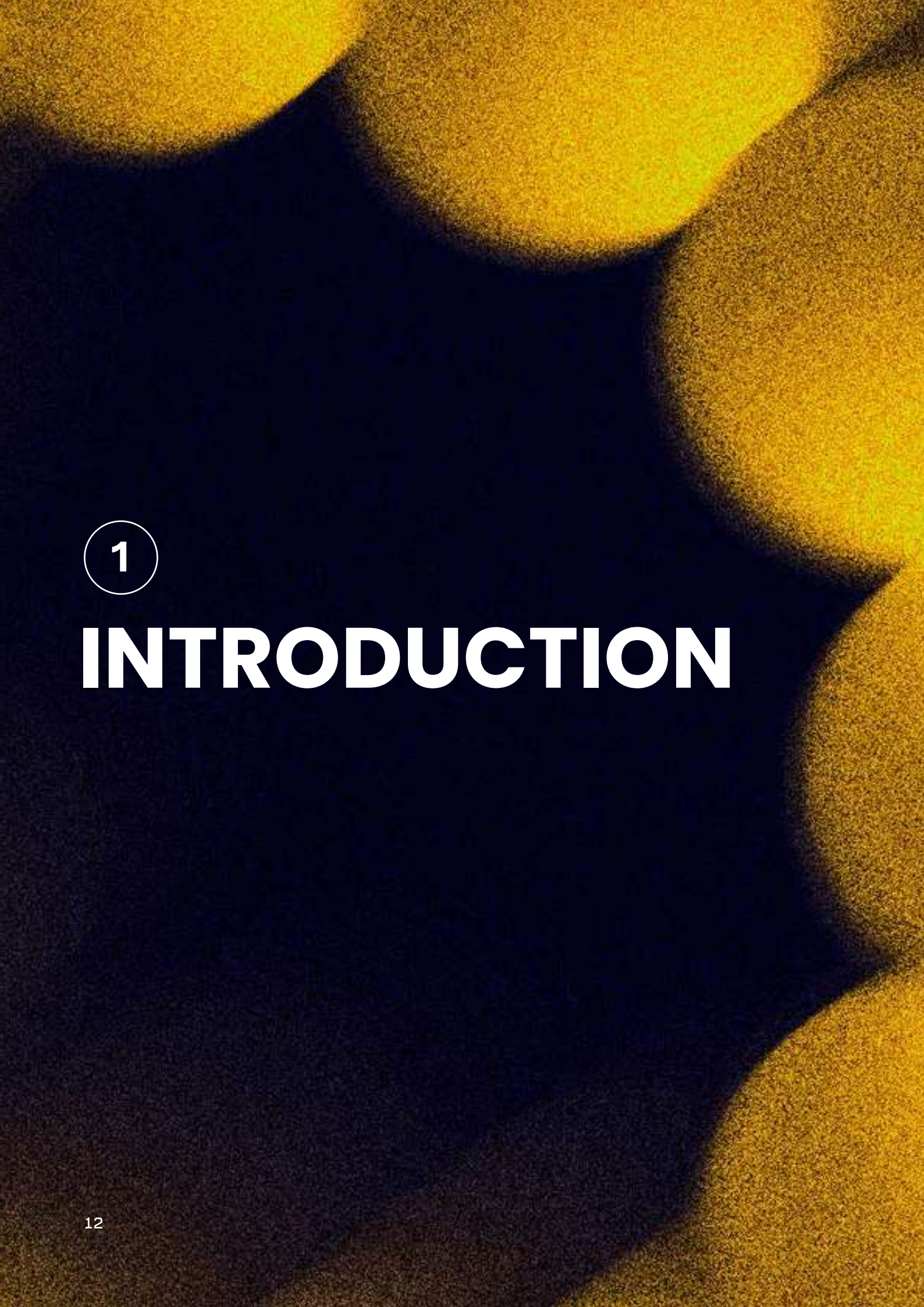
This collaborative process has resulted in a Plan that builds on past achievements, incorporates new directions, and provides a practical framework for advancing the quality, equity, and relevance of education, through innovation and technology, in Southeast Asia.


1

SEAMEO INNOTECH

ABRIDGED

DRIVING INNOVATION FOR EDUCATION



1

INTRODUCTION

Education has always been more than the transmission of knowledge, serving as the foundation for just, inclusive, thriving societies. It not only transforms the lives of individual learners but also contributes to the future of nations by cultivating learners into changemakers who are critical thinkers, responsible citizens, and compassionate leaders, driving progress within their communities and beyond.

In an era defined by globalization, regional integration, rapid advances in artificial intelligence, Industry 4.0, and the accelerating energy transition, education cannot remain business as usual. It must be reimagined to match the pace of change and expand opportunities for every learner. The role of education in making a just society is not so much about merely educating the bottom 25% as it is about enhancing opportunities for all. Educational institutions provide ladders, but they cannot make individuals climb. As we look to the next five years, we must embrace education as a powerful, strategic force for social mobility, innovation, and sustainable development, one that carries the promise of transforming both individuals and societies across generations.

The role of the **Regional Centre for Educational Innovation and Technology (INNOTECH)**, one of the Centres of the Southeast Asian Ministers of Education Organization (SEAMEO), is integral in shifting education from passive learning toward active transformation. INNOTECH serves as a catalyst of innovation and technology in transforming Southeast Asian education, helping systems prepare learners to succeed in an increasingly interconnected regional economy and empowering Ministries of Education (MOE) to align reforms with regional goals and aspirations. Its initiatives emphasize that investments in education are not limited to the development of individual countries but are vital to the collective growth and resilience of the Southeast Asian region.

By fostering collaboration among Ministries of Education, INNOTECH creates opportunities for shared learning, policy alignment, and the scaling of innovations that deliver impact to Southeast Asia. This approach strengthens the capacity of educators, supports system-wide reforms, and ensures that learners across Southeast Asia are positioned to contribute meaningfully to a competitive, knowledge-based economy. With its strategic position and commitment to inclusive growth, the Centre advances education as a regional public good, empowering the Ministries of Education to invest in human capital not only as a national priority but as a cornerstone of Southeast Asia's shared prosperity.

The global education crisis has been intensified not only by the lingering effects of COVID-19 but also by climate change and armed conflict. Climate-related events such as floods, droughts, and extreme storms damage educational infrastructure, displace families, and create repeated interruptions to schooling, while violent conflict destroys school facilities, displaces teachers and students, and undermines both in-person and

remote instruction. These challenges heighten existing inequalities and put children in fragile contexts at high risk of permanent educational exclusion. Global learning poverty continues to rise, threatening decades of progress. Technology, while offering solutions, also complicates the picture.

The Global Education Monitoring (GEM) Report (2023) finds that while technology enabled learning continuity for many students, it excluded millions, with 31% of learners worldwide—and 72% from marginalized communities—left behind. The digital divide: limited connectivity, devices, electricity, and teacher preparedness, left disadvantaged learners further behind. Without targeted investments to improve infrastructure, ensure equitable access, and strengthen teacher capacity, technology risks reinforcing rather than reducing educational disparities (World Bank, UNESCO, & UNICEF, 2021).

In Southeast Asia, disparities in foundation learning and teacher preparation remain central. Data plays a critical role in shaping evidence-based policy and targeted interventions, but it must be carefully interpreted and contextualized to inform actionable strategies. Consultations with INNOTECH's Governing Board members confirm major shifts in their national curricula, underscoring the need for evidence-informed strategies and evaluation of education sector plans and policy reforms. Multi-country student assessments such as the Southeast Asia Primary Learning Metrics (SEA PLM) and the Programme for International Student Assessment (PISA) provide essential diagnostic information to guide Ministries of Education in closing learning gaps. Although Gross Domestic Product (GDP) is often correlated with educational outcomes, Vietnam's strong PISA results demonstrate that effective governance and efficient resource use can drive improvement even without major spending increases (G. Ducanes, presentation at the INNOTECH External Review Seminar, 26-27 March 2025, Quezon City). Teacher preparation remains a weak link. Passing rates for licensure exams are low, stricter qualifications further narrow the pipeline for those qualified, and stopgap hiring strategies such as hiring uncertified graduates, contract teachers, and/or volunteers, fill gaps but risk weakening quality of education. These highlight the centrality of strengthening teacher professional development, along with early childhood education and creation of inclusive learning materials, to improving equity and outcomes.

In Southeast Asia, while mobile phone penetration, internet connectivity, and electrification are relatively high, internet affordability and access remain uneven, making offline content vital to reach marginalized learners (EdTech Hub, 2024). Moreover, unchecked artificial intelligence (AI) adoption raises issues of algorithmic bias and data protection, underscoring the need for regional frameworks grounded in ethical and human-centered principles (INNOTECH Governing Board Members Consultation, May–June 2024). Teachers, school administrators, and education officials must build the skills to guide digital transformation and educational innovation. Without such capacity, interventions may inadvertently widen learning gaps by favoring students who already have stronger home or community support. While many Southeast Asian education sector plans now aim to foster 21st-century skills such as critical thinking and problem-solving, their real impact

on innovation and equity remains unproven. This makes INNOTECH's role as catalyst of educational innovation and technology all the more urgent.

As the regional centre for educational innovation and technology, INNOTECH is mandated to support member countries in integrating technology into their education systems without overreliance on digital solutions. The Centre has long been at the forefront of fostering educational excellence and regional collaboration. It continues to empower educators, policymakers, and learners through responsive programming, inclusive innovation, and strategic partnerships. By anchoring its programs in evidence, stakeholder needs, and regional priorities, the Centre reaffirms its role as a catalyst for educational transformation in Southeast Asia. The Centre is also uniquely positioned to serve as a regional leader in data translation, capacity building, and multi-stakeholder knowledge exchange, helping Ministries of Education in Southeast Asia to make more informed, timely, and evidence-based decisions.

This document, the 11th Five-Year Development Plan (FYDP) of INNOTECH, includes its Vision, Mission, strategic goals, Core Values, and implementation approach. It provides a contextual overview of the regional education landscape, including key trends, challenges, and priority areas that will shape the Centre's work over the next five fiscal years. The succeeding chapters include programmatic and operational strategies, proposed projects and services, and key performance indicators that will guide results-based implementation and performance monitoring. Plans for long-term sustainability, as well as projected financial and human resource requirements, are also presented. This Plan serves not only as a roadmap for institutional action but also as a commitment to drive innovation for education.

The 11th FYDP embodies a forward-looking and transformative agenda for Southeast Asian education. Framed within the region's collective aspiration to develop future-ready learners, reduce disparities, and promote inclusive innovation, the Plan recognizes that innovation extends beyond technology. While the Centre will continue to prioritize technology-oriented designs that harness digital transformation and AI, the Centre also highlights the importance of developing inclusive solutions that make the most of available technologies while also offering flexible options to address digital divides and support meaningful learning outcomes. The Plan builds on the Centre's unique position as a catalyst for systems improvement and human capital development. Guided by environmental scanning, research, and regional consultation, it addresses persistent challenges in learning outcomes, human capital development, and education governance, while harnessing emerging opportunities shaped by demographic shifts, digital transformation, and regional integration.

2 EDUCATION AS THE ENGINE OF SUSTAINABLE AND INCLUSIVE DEVELOPMENT

Education is the central engine of sustained economic development. In the endogenous growth framework, education drives long-term progress by raising labor productivity, fostering innovation, and accelerating technological change (Romer, 1990; Lucas, 1988). These investments create a self-reinforcing growth cycle: higher output leads to reinvestment in human capital and knowledge creation, which fuels further innovation and growth (Hanushek & Woessmann, 2008). Education ensures continuous, opportunity-driven growth by expanding adaptive capacity and enabling societies to thrive in a changing global economy (Barro, 2013).

As illustrated in Figure 1, this framework positions sustained economic development at the top, representing the ultimate goal of equitable, innovation-driven growth. This Vision is supported by a strong foundation where economic participation is broadened through employment and productivity gains, investments in infrastructure and health strengthen human capital, and stability is reinforced through social safety nets and protection systems that safeguard vulnerable populations. At the core of this structure, highlighted as the engine of growth, is education. Education fuels all aspects of development by equipping individuals with the skills, knowledge, and values needed to access opportunities, contribute meaningfully to society, and build collective resilience. Its transformative influence is magnified by deep interconnections with infrastructure, health systems, and social protection mechanisms, creating a comprehensive and inclusive growth ecosystem (UNESCO, 2021).

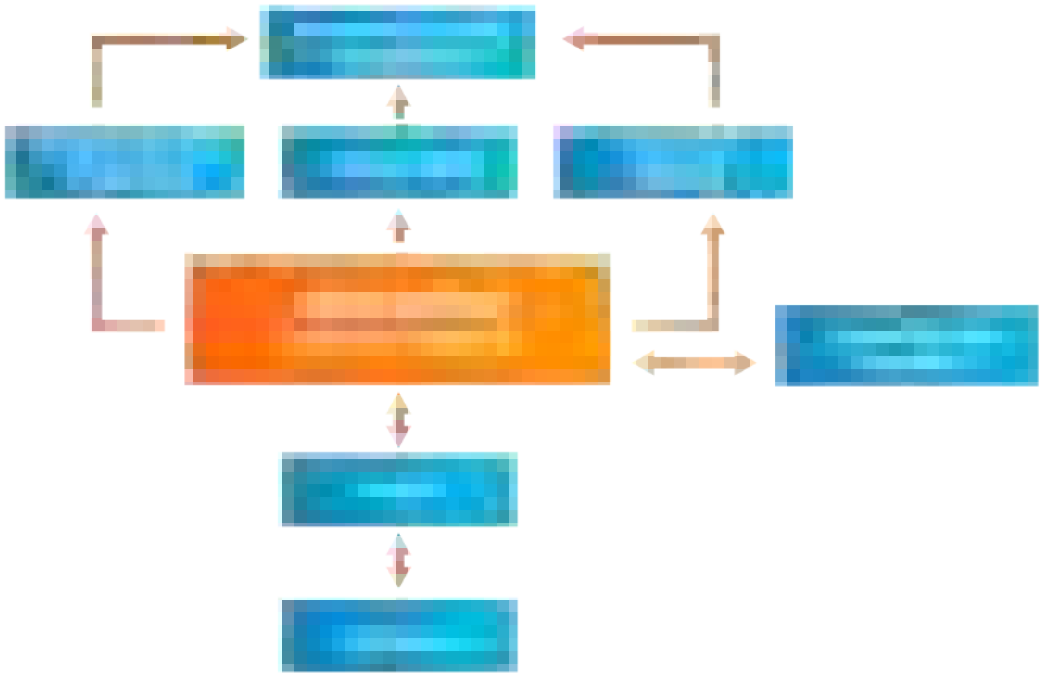


Figure 1. *Investment in Human Capital Development through Education (Adapted from Romer, 1990; Lucas, 1988; Hanushek & Woessmann, 2008)*

The diagram also illustrates essential feedback loops that reinforce progress. Output refers primarily to GDP—the standard measure of the goods and services produced by an economy. Education raises output by enhancing labor productivity, fostering innovation, and accelerating technological adoption, thereby increasing GDP growth (Acemoglu, Johnson, & Robinson, 2005). These economic gains are then reinvested into human capital development, education systems, and research, fueling new cycles of productivity and innovation. Institutions, meanwhile, provide the governance, stability, and policy frameworks that ensure education systems are accessible, equitable, and high-quality. In return, an educated citizenry strengthens these very institutions through improved governance, civic engagement, and social cohesion (Putnam, 1993; Hanushek & Woessmann, 2020).

However, while GDP remains a key measure of economic output, it does not fully capture well-being or sustainability. Stiglitz (2018) cautions that over-reliance on GDP overlooks how health, education, equity, and the environment shape human flourishing—and what we measure influences what we prioritize. The OECD's Well-being and Beyond GDP agenda echoes this, calling for multidimensional indicators that account for quality of life, fairness, and resilience (OECD, 2024). Within this broader view, education stands out not only as a driver of GDP growth but also as a foundation for social cohesion, cultural vitality, and long-term sustainability.

Beyond its economic effects, education plays a pivotal role in nation-building and cultural development. By nurturing civic values, fostering cultural awareness, and cultivating patriotism, education builds the social fabric that sustains trust, stability, and collective identity. In the framework of Figure 1, this role is reflected in the reinforcing arrows between education and institutions, and between education and safety nets. Stronger social institutions are both a product of and a support for quality education, while education itself sustains cultural continuity and resilience in the face of global change. By promoting inclusivity and shared purpose, education ensures that the path to economic development remains deeply rooted in social cohesion and cultural strength (Dewey, 1916; Nussbaum, 2010; Sen, 1999).

Figure 1 thus illustrates education as more than a policy area—it is a strategic lever for national transformation. Aligning education initiatives with each country's stage of development and institutional capacity ensures that investments in human capital deliver lasting returns in productivity, equity, and resilience, positioning education at the heart of endogenous growth and opportunity expansion.

Recognizing this transformative power and consistent with the Centre's mandate to promote inclusive, innovative, and technology-driven solutions, Innotech strategically designed its programs and projects as catalysts for systemic change. These initiatives are implemented through high-quality capacity-building, evidence-based research, and the development of contextualized knowledge products tailored to the diverse needs of the Southeast Asian education systems.

2.1. Evolving Educational Landscape and Persistent Gaps in Southeast Asia

Southeast Asia exhibits stark contrasts in economic development, which in turn shape education systems and human capital growth. Figure 2 illustrates the per capita GDP of Southeast Asian countries, highlighting the region's diverse levels of economic development. Singapore and Brunei Darussalam, with 2024 GDP per capita (constant 2015 US$) of US$67,706.8 and US$29,605.9, respectively, are classified as high-income economies. In contrast, countries such as the Philippines (US$3,925.3), Cambodia (US$2,183.6), Lao PDR (US$2,724.4), and Myanmar (US$1,158.5) are categorized as lower-middle-income economies. High-income nations allocate more resources per student, while lower-middle-income countries, struggle to match this level of investment. These differences, reflected in per capita GDP and public education spending, highlight how fiscal capacity directly influences educational access, quality, and outcomes. These highlight persistent structural gaps, underscoring the need for policies to ensure that education fulfills its role as a driver of inclusive growth.

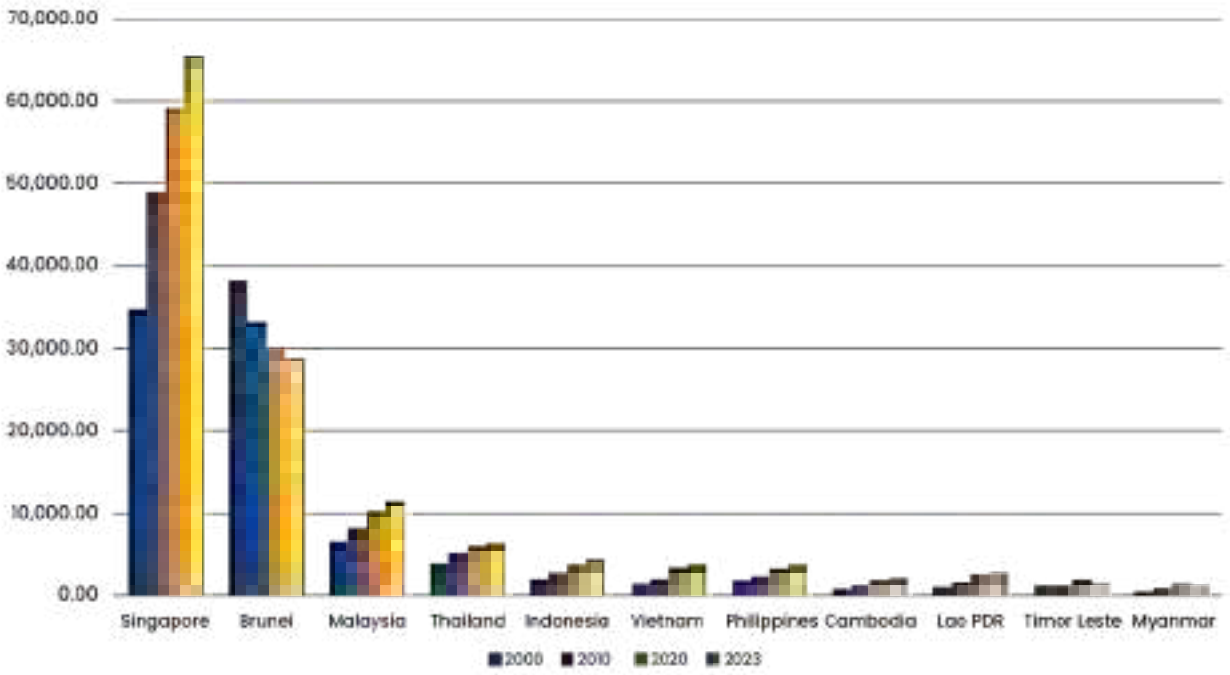


Figure 2. *Per Capita GDP of Southeast Asian Countries (constant 2015 US$)*
Source: World Bank

Public spending on education also varied widely across the region. The Education 2030 Incheon Declaration (UNESCO, 2016) recommends that public spending on education account for at least 4%–6% of a country's GDP and/or 15%–20% of total public expenditure, yet many Southeast Asian countries fall short. Based on World Bank's World Development Indicator (WDI) data as of 2023, total government expenditure on education as a percentage of GDP in the region ranges from 1.2%, Indonesia and Lao PDR, to 3.6%, Malaysia and the Philippines.

While economic capacity is a key driver of educational performance, it alone cannot guarantee improved learning outcomes. As shown in Figure 3, within the ASEAN region, excluding Vietnam, higher per capita GDP generally corresponds to higher PISA scores, illustrating how economic resources influence educational achievement. As illustrated in Figure 4, a similar trend is reflected in the 2019 SEA-PLM results, which show that countries with relatively higher per capita GDP tend to achieve better learning outcomes.

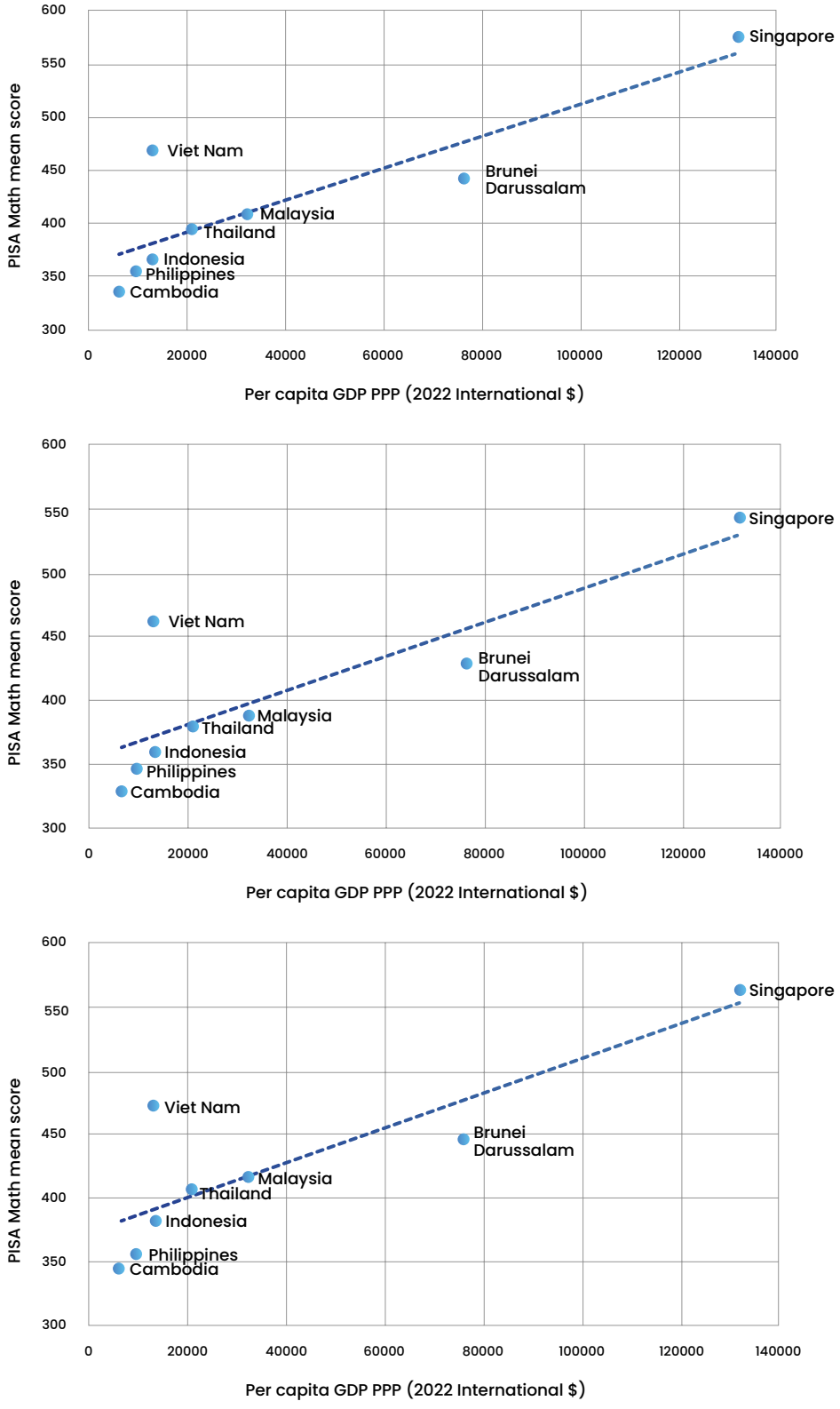


Figure 3. *2022 PISA Scores and Per Capita GDP*

Source: Dr. Geoffrey Ducanes, presentation at SEAMEO Innotech External Review Seminar, 2022

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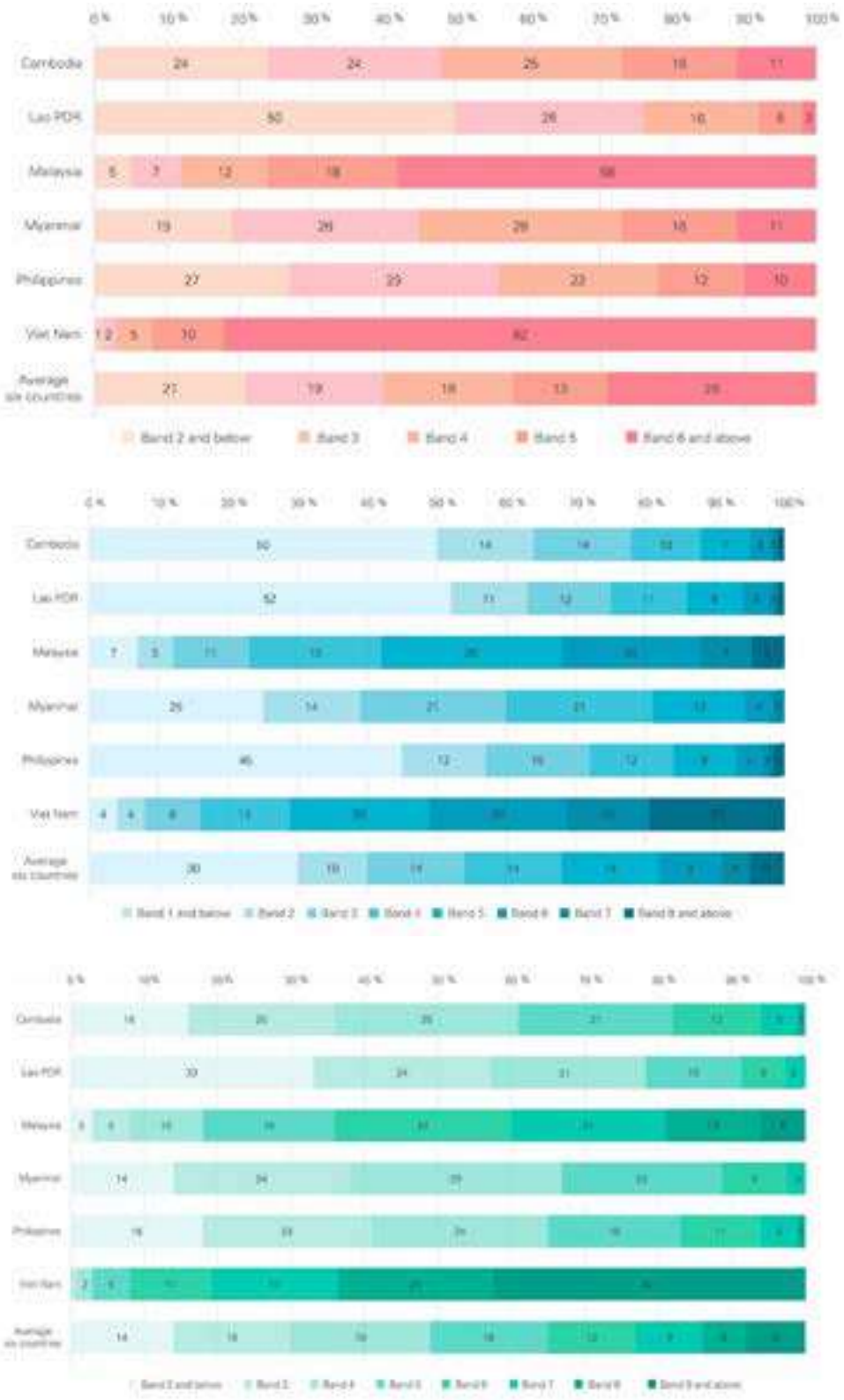

Figure 4. *Percentage of Grade 5 children in each band, by country*
Source: 2019 SEA-PLM

While strategic investments in education yield high returns in productivity and income growth, these gains are unevenly distributed across the region due to disparities in infrastructure, funding, and governance. Lower-middle-income countries like Cambodia, Laos, and Myanmar often lack the fiscal capacity to meet international spending benchmarks, limiting their ability to expand access to quality education, modern learning tools, and skilled teaching personnel.

The uneven digital landscape further compounds these challenges. While countries such as Singapore and Malaysia lead in technological integration and digital infrastructure, others still struggle with basic connectivity and device access, especially in rural or underserved areas. This digital divide not only affects access to education but also widens gaps in digital literacy and skills development, which are critical elements for workforce readiness in the digital economy. Moreover, despite growing interest in AI and education technology, most Southeast Asian countries lack scalable, evidence-based solutions and national strategies for integrating these tools responsibly into their education systems. Weak research ethics, poor data governance, and the absence of regionally aligned frameworks further restrict innovation and evidence-informed policymaking.

Human capital development in Southeast Asia is also undermined by deficiencies in teacher training, curriculum alignment, and skills-based learning. Many teachers lack both the digital competence and pedagogical support needed to adapt to evolving educational technologies. The lack of teacher training is particularly pronounced in lower-income Southeast Asian countries. For instance, in Cambodia, nearly half of primary school teachers may lack formal certification, illustrating broader regional challenges in teacher qualifications. Similarly, in the Philippines, many educators have reported deficiencies in digital skills after the pandemic, highlighting the importance of focused support and training.

Teacher preparation presents another major gap. According to the EdTech Hub Report (2024), teaching graduates in Southeast Asia frequently struggle to pass licensure exams. In the Philippines, licensure exam passing rates are only 46.77% for elementary teachers and 62.27% for secondary teachers as of March 2025. Vietnam's 2019 Education Law introduced stricter qualifications that may further narrow teacher pipelines. To fill gaps, some ministries lower qualification standards for teachers: Thailand recruits uncertified math and science graduates, Cambodia relies on contract teachers, and Lao PDR on volunteers. These strategies temporarily ease shortages but risk weakening quality when pedagogical training is lacking. (EdTech Hub, 2024). While higher GDP may indicate greater potential resources for education, improvements in learning outcomes ultimately depend on enhancing teacher training and recognizing the pivotal role of teachers in delivering quality education.

Student–teacher ratios also reflect structural inequalities. Lower-middle-income countries like Cambodia and the Philippines face overcrowded classrooms, limiting personalized instruction. By contrast, Brunei, Singapore, and Malaysia benefit from lower ratios, enabling more individualized learning support.

At the same time, insufficient training opportunities for youth, especially from low-income or marginalized groups, prevent meaningful participation in skills-building initiatives, even as labor markets demand increasingly digital and adaptable competencies. Misalignments between education systems and the needs of the modern workforce, combined with limited use of education data, lead to poor employment outcomes and contribute to persistent cycles of inequality.

Furthermore, the lack of reliable data for evidence-based decision-making complicates efforts by Ministries of Education to invest effectively in educational technologies and ensure their relevance and impact. These challenges highlight the necessity of bridging the gap between research findings and policy formulation.

To fully realize the economic returns of education investments, it is crucial to address these structural and systemic gaps in a coordinated and equity-centered manner. This includes prioritizing inclusive digital infrastructure, strengthening the capacity of teachers, parents, and guardians, promoting data-driven and ethically grounded edtech adoption, and aligning national education systems with labor market demands.

Addressing the diverse challenges and gaps in Southeast Asia's education systems requires a strategic and context-sensitive approach that aligns with each country's unique development stage. Beyond responsive interventions, institutional clarity and renewed strategic direction are essential to navigate this evolving landscape effectively. Recognizing this, the Centre has taken a significant step forward by revisiting and revitalizing its Vision, Mission, Core Values (VMV), and Tagline. This is not merely a symbolic update; it represents a deliberate and future-focused recalibration of INNOTECH's identity and strategic priorities. The refreshed VMV refines the Centre's focus, strengthens alignment with the shifting needs of its stakeholders, and reaffirms its role as a catalyst for transformative, inclusive, and technology-enabled educational innovation across the region.

In line with this revitalized Vision and with its Mission as a catalyst for innovation and technology, transforming Southeast Asian education, the Centre's 11th FDYP proposes to respond to these regional imperatives through tailored interventions that respond to local contexts and development stages. By fostering stronger regional collaboration and emphasizing inclusive, data-driven, and ethical education technology adoption, alongside prioritizing comprehensive teacher training and capacity-building, the plan seeks to transform education into a more powerful and equitable driver of human capital development.





3 INNOTECH'S REVITALIZED VISION, MISSION, AND VALUES FOR A DYNAMIC FUTURE

INNOTECH is firmly committed to staying relevant in an increasingly dynamic and rapidly evolving world. Revisiting its VMV and Tagline has become both timely and necessary. A revitalized VMV sharpens the Centre's strategic focus, aligns priorities with emerging stakeholders' needs, and strengthens its foundation as it embraces future opportunities and challenges.

A strong Vision is future-oriented, inspiring, and clear. It describes what INNOTECH aspires to become while staying anchored in its Core Values. The Mission clearly defines INNOTECH's purpose and why it exists—what we do, for whom, and why, making it action-oriented, relevant, and distinctive.

This rearticulation also provides a vital platform for reassessing INNOTECH's organizational structure, ensuring greater efficiency, coherence, and purpose. A clear VMV fosters alignment across teams, strengthens collaboration and reinforces a culture of engagement at all levels in the Centre. Rooted in its Core Values with innovation and creativity at the forefront, INNOTECH is empowered to adapt with agility, lead with intention, and reaffirm its identity as a Values-driven organization dedicated to educational transformation and sustainable impact.

3.1. Vision Statement

“By 2035, INNOTECH will be a leading force in empowering learners into the changemakers of tomorrow.”

By 2035, the Centre envisions itself as the leading force in transforming education across Southeast Asia and beyond, cultivating future-ready learners equipped to become the changemakers of tomorrow. Guided by a commitment to innovation, inclusion, and strategic partnerships, INNOTECH will pioneer cutting-edge learning solutions that respond to rapidly evolving societal needs, ensuring education and learning become a catalyst for positive, sustainable change at every level.

Education, as the most enduring legacy a parent can leave their children, stands as the foundation for intergenerational well-being. The Centre's Mission reflects this belief, embracing a transformative role in building agile, employable, and globally competent citizens prepared to navigate the demands of a connected and dynamic world. Historically rooted in training and research, INNOTECH now drives forward a Vision of education as a strategic tool for socioeconomic mobility and development, rather than learning for its own sake.

Education must evolve beyond traditional systems, in response to globalization, regional integration, rapid advances in artificial intelligence, Industry 4.0, and the accelerating energy transition. The word "into" in this Vision underscores this shift, from passive learning to active transformation, from students to changemakers. The Centre's Mission is to embed this transformation at every level of the education system by empowering learners with critical thinking, values-based leadership, and resilience, enhancing educator capacity to embrace innovation and technology, strengthening educational systems to promote equity and relevance, and fostering partnerships that expand impact and reach beyond borders.

As a partner in educational development, INNOTECH commits to being at the forefront of innovation, inclusivity, and impact, where education empowers not just individuals but entire societies. By 2035, education will no longer be a static process but a dynamic engine for mobility, empowerment, and sustainable progress, building generations of learners who will lead change in their communities and the world.

Changemakers are at the core of this Vision. By 2035, the Centre envisions itself as a leader and instrumental force in transforming learners into future-ready changemakers: innovators and problem-solvers, capable of navigating the complexities of a connected and dynamic world while actively shaping its future.



Teachers and school leaders are pivotal. They are the first changemakers, and their empowerment multiplies impact across classrooms, schools, and entire systems. By strengthening their professional competencies, leadership skills, and agency, INNOTECH ensures that the learners they guide become agile, globally competent citizens prepared to create meaningful impact in their communities and beyond. In this way, every learner becomes a changemaker because their teachers and leaders were empowered first. Empowered teachers today shape learners who succeed in the present and grow into future leaders, mentors, and educators themselves. This continuity ensures that innovation, inclusivity, and transformation multiply across time, building resilient and adaptive education systems.

INNOTECH serves as a catalyst for this process and ensures that changemaking multiplies across generations: empowered teachers shape empowered learners, who in turn become the leaders and mentors of tomorrow, advancing INNOTECH's Vision and sustaining transformation over the long term. By advancing innovation through research and foresight, strengthening the capacities of teachers and school leaders, and forging partnerships that connect schools, communities, and knowledge institutions, INNOTECH creates the conditions where changemaking thrives. By embedding equity, sustainability, innovation, and technology into its programs and policies, the Centre ensures that education across Southeast Asia remains as a transformative force for inclusive and sustainable development. region remains a transformative force for inclusive and sustainable development.




TEAMWORK, COLLABORATION AND COOPERATION
SOCIAL RESPONSIBILITY/CHAMPIONING SUSTAINABILITY
INTEGRITY AND PROFESSIONALISM
INCLUSIVITY

3.2. Mission Statement

“We are a catalyst of innovation and technology, transforming Southeast Asian Education.”

This Mission statement affirms INNOTECH's vital role as a proactive driver of change in the Southeast Asian education landscape. As a catalyst for innovation and technology, the Centre does more than respond to emerging trends; it anticipates future needs and leads the way in developing forward-thinking solutions. The Centre embraces its responsibility to spark transformative change by introducing new models of learning, pioneering digital tools, and promoting inclusive, future-ready education systems.

Central to this Mission is the Centre's commitment to forging strong, strategic partnerships with governments, educational institutions, and regional stakeholders. Through collaboration, capacity building, and shared innovation, INNOTECH strengthens the collective ability to reform and modernize education across Southeast Asia. By aligning its initiatives with regional priorities and global standards, the Centre positions itself as a catalyst in advancing sustainable, scalable, and impactful education reform, empowering learners, supporting educators, and shaping resilient learning ecosystems for the future.



3.3. Tagline

“Driving Innovation for Education”

This tagline embodies INNOTECH's steadfast commitment to placing innovation at the core of its Mission. Serving as both a guiding principle and a daily call to action, it informs the Centre's programs, partnerships, and policies. For the Centre, innovation extends beyond technology, it signifies the reimagining of learning, the development of responsive solutions, and the continuous adaptation to a rapidly evolving educational landscape. This mindset enables the Centre to remain agile, relevant, and impactful in addressing the diverse and changing needs of learners and educators across the region.

As INNOTECH advances toward its 2035 Vision, the tagline underscores the Centre's responsibility to consistently elevate standards of excellence, not only in the design and delivery of its learning solutions but also in its governance, leadership, and institutional culture. It challenges the Centre to lead with purpose, embrace transformation, and advocate for progressive approaches that empower learners to thrive in an increasingly complex and interconnected world.

3.4. Core Values: Who We Are

INNOTECH's Core Values represent the enduring principles that define our institutional identity and culture. These values reflect who we are, how we approach our work, and the impact we aim to have in the region. They guide every decision and action within the organization, ensuring a strong foundation for our work:

Creativity and Innovation. INNOTECH fosters a culture of curiosity, adaptability, and forward thinking, grounded in Southeast Asia's diverse experiences, practices, and perspectives It encourages the exploration of unconventional ideas and the development of solutions responsive to emerging education needs. Innovation is pursued not for novelty, but to improve relevance, reach, and impact. Risk-taking and experimentation are supported within a safe and constructive environment where diverse voices are valued, and context-sensitive solutions are celebrated.





Commitment to Excellence. INNOTECH upholds high professional standards in all its programs and initiatives. We continuously improve our practices, reflecting on the region's collective strengths, and ensuring quality and relevance at every stage of delivery. This value reinforces our reputation as a trusted regional partner committed to long-term success.



Integrity and Professionalism. INNOTECH upholds ethical principles, transparency, and accountability in all its actions, fostering a culture of respect and responsibility. Our staff exemplifies professionalism by maintaining consistent standards of fairness and competence in all interactions, guided by a commitment to service. We ensure that honest communication and sound decision-making reflect our core values at all levels of the organization.



3.5. Guiding Principles: How We Operate

INNOTECH's Guiding Principles translate our Core Values into practical norms that guide our daily actions, decisions, and interactions with partners and stakeholders. These principles shape how we work and ensure that our values are consistently demonstrated in all our endeavors:



Teamwork, collaboration, and cooperation. We prioritize cross-functional teamwork and active partnerships. By working together across disciplines, sectors, and countries, we can deliver contextually relevant, innovative education solutions. We actively foster partnerships with key stakeholders to ensure that education systems are responsive and adaptable.

Social Responsibility. INNOTECH upholds its responsibility to contribute to sustainable development and inclusive growth. Programs and practices are designed to benefit society, minimize harm, and uphold ethical standards. We prioritize ethical standards to advance social equity and long-term sustainability, ensuring our work addresses both the region's immediate needs and future challenges.

Equity and Inclusivity. INNOTECH integrates equity, diversity, and inclusion in all its programs and services, ensuring that marginalized and underserved groups are not only reached but also empowered. We consider gender, culture, language, socio-economic status, and disability in every phase of program design and delivery, ensuring that no one is left behind. Our commitment to equity and inclusivity ensures that every learner has the opportunity to access high-quality education and thrive.

INNOTECH's Core Values provide the foundation for the Centre's identity and aspirations, while the Guiding Principles outline how these values are operationalized in day-to-day activities, program delivery, and regional collaboration. Together, they ensure that INNOTECH's work remains focused on long-term impact, quality, and equitable outcomes for all education systems across Southeast Asia.



4 2025 ORGANIZATIONAL STRUCTURE AS APPROVED BY THE GOVERNING BOARD

Figure 5 presents the 2025 Organizational Structure, as approved by the Governing Board (GB) during its 69th GB Meeting. The refinements introduced aim to make INNOTECH more agile, strategically focused, and responsive to emerging organizational demands and the priorities of the 11th FYDP. This structure reflects the results of the Organizational Structure Review conducted by a team of external consultants, which underscored the need to:

- establish clearer alignment between strategy, programs, and performance;
- address gaps in institutional planning, monitoring, and policy research; and
- rationalize support services to eliminate overlaps and improve coordination.



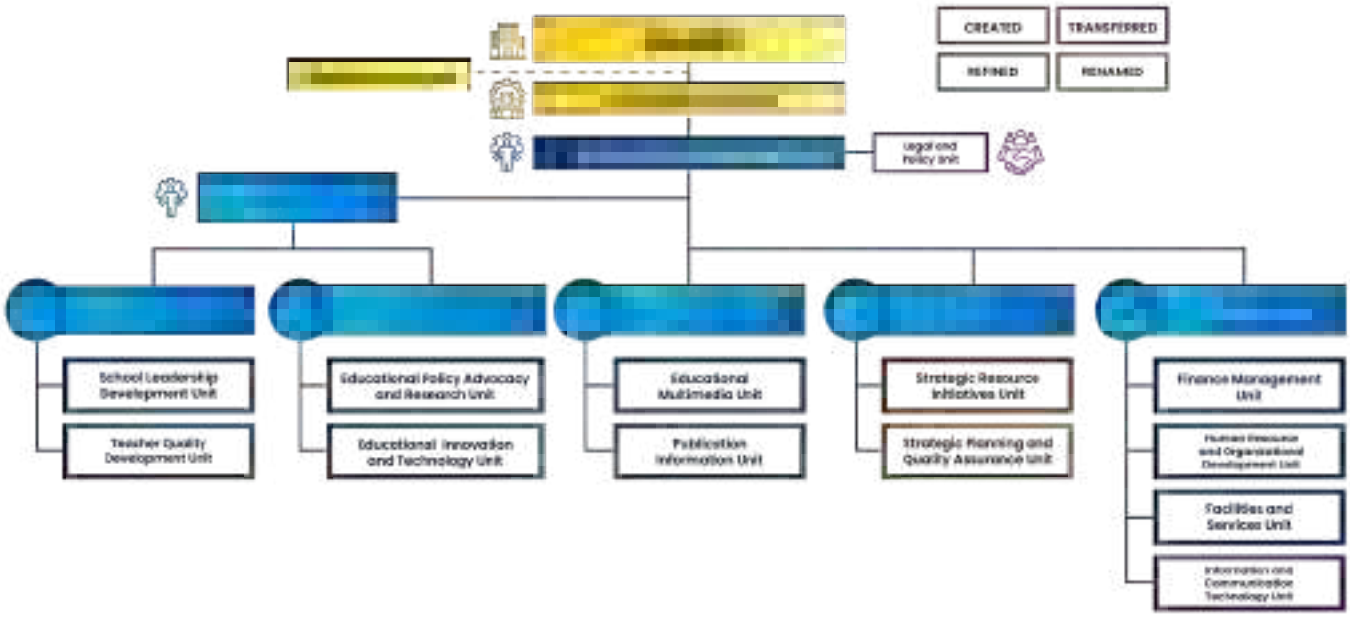

Figure 5. *2025 Organizational Structure*

The 2025 Organizational Structure reorganizes and refocuses several offices to ensure stronger integration and alignment of functions. It comprises five major offices:

1. Learning Development and Management Office (LDMO)
2. Educational Technology Innovation and Research Office (ETIRO)
3. Knowledge Management and Product Office (KMPO)
4. Strategic Development Office (SDO)
5. Centre Support Office (CSO)



The **Learning Development and Management Office (LDMO)** is composed of the School Leadership Development Unit and the Teacher Quality Development Unit. These units lead the design and delivery of programs that strengthen school leadership and teacher capacity across the region.

The **Educational Technology Innovation and Research Office (ETIRO)** comprises two units focused on policy advocacy, research, and the development of innovative and technology-driven education solutions.

The above reflects the Centre's commitment to education technology leadership in Southeast Asia. The new configuration strengthens the link between research and policy advocacy while ensuring that innovation initiatives are more systematically integrated into program design, prototyping, and implementation.

The **Knowledge Management and Product Office (KMPO)** leads the development, packaging, and dissemination of the Centre's knowledge products. The office has been refocused to prioritize knowledge product development, improving content creation, production workflows, and dissemination of program and research outputs.

Both LDMO and ETIRO are expected to work closely with KMPO to ensure that knowledge generated from programs, research, and innovations is effectively communicated to stakeholders, particularly policymakers.

The **Strategic Development Office (SDO)** consolidates and coordinates the Centre's functions related to strategic planning, partnerships, and resource mobilization. It is composed of the Strategic Resource Initiatives Unit (SRIU) and the Strategic Planning and Quality Assurance Unit (SPQAU).

- The **SRIU** is responsible for coordinating resource mobilization and managing external linkages, especially with non-traditional partners. It leads the design and development of project proposals aligned with Centre priorities to generate additional funding and expand the reach of INNOTECH. Close coordination with LDMO and ETIRO is essential to strengthen proposal development and implementation of externally funded initiatives.
- The **SPQAU** supports the Executive Committee in institutional planning, quality assurance, and performance management. It ensures coherence in planning processes, fosters collaboration among offices, and promotes institutional sustainability.

The **Centre Support Office (CSO)** integrates the Centre's core administrative, operational, and support services, including Finance, Human Resources, Facilities Management, and Information, Communication, and Technology Services. ICT functions are consolidated under CSO to strengthen systems integration, digital infrastructure, and Centre-wide ICT support. CSO provides the operational backbone needed for the effective delivery of INNOTECH's programs, projects, and activities.

The **Legal and Policy Unit**, reporting directly to the Centre Director, reinforces the Director's role as the Centre's legal representative. This structure ensures that legal and policy actions reflect INNOTECH's mandate and institutional authority.

Overall, the restructured organization is designed to enhance operational efficiency, strengthen internal collaboration, and enable the Centre to implement its mandate with greater coherence, agility, and effectiveness over the course of the Five-Year Development Plan.

4.1. Aligning Leadership to Catalyze Regional Impact

With the Vision, Mission, Values and guiding principles established and the 2025 Organizational Structure, leadership becomes the critical driver of successful implementation. The effectiveness of the Plan depends on INNOTECH's strategic governance and leadership architecture, which translates the Centre's Vision into coordinated, aligned action (Figure 7).

Pursuant to INNOTECH's Enabling Instrument, the Governing Board provides overall policy direction and oversight, ensuring that the Centre's strategies remain aligned with SEAMEO's mandate and regional priorities. Each member country is represented, affirming INNOTECH's identity and its accountability to Southeast Asia's education community.

INNOTECH's Enabling Instrument also stipulates that the Centre Director, as Chief Executive and Legal Representative, has overall responsibility for carrying out programs as approved and directed by the Governing Board. The Centre Deputy Director supports the Centre Director in the performance of these duties. As shown in Figure 5, the approved 2025 Organizational Structure outlines the scope of management. Specifically, the Centre Deputy Director assists in overseeing LDMO and ETIRO, ensuring the effective delivery of program plans and outputs under the 11th FYDP. Together, the Centre Director and the Centre Deputy Director provide complementary leadership that links strategic direction with program implementation, ensuring coherence, accountability, and responsiveness across the Centre.

Leadership and accountability are further shared across INNOTECH's officers, office managers, unit heads, and project heads. The lines of authority and management scope are shown in Figure 5, reflecting the approved 2025 Organizational Structure. Officers are empowered to innovate, collaborate, and uphold the Centre's Values in their respective functions.

As shown in Figure 6, this leadership structure cascades through the Executive Committee, Management Committee (ManCom), and Expanded ManCom, bringing together office heads, unit managers, and project leads. A representative from the Employee Development Committee (EDC) also participates in the Centre management's decision-making processes, ensuring that staff perspectives inform institutional decisions. This balance of centralized authority and collective responsibility keeps the Centre agile, collaborative, and Values-driven.



Figure 6. *Governance and Leadership Structure Translating Vision into Action*

INNOTECH's leadership serves as a critical bridge between strategy and execution, integrating policy guidance, program innovation, and resource management to deliver scalable solutions that meet Southeast Asia's evolving educational needs. Through strong partnerships with ministries, international organizations, and development partners, leadership acts as a catalyst for regional impact, positioning INNOTECH as a knowledge and innovation hub capable of shaping policy, strengthening education systems, and ensuring the effective delivery of its development plan with responsiveness, accountability, and long-term vision.

This governance model integrates the whole institution, fostering organizational coherence, preventing silos and duplication, and embedding a high-performance culture rooted in professionalism, integrity, and accountability. This governance model ensures that all actions reflect the high standards of ethical leadership, excellence, and service to Southeast Asia's education community. This ensures that every part of the Centre contributes effectively toward achieving its five outcomes: (1) Developed Future-Ready Changemakers, (2) Enabled Resilient and Adaptive Learning Ecosystem, (3) Delivered Actionable Knowledge, (4) Expanded Reach, and (5) Achieved Modernized and Agile Operations. This alignment guarantees that INNOTECH's work remains responsive to emerging opportunities and that measurable impact continues to be the standard of success.

To operationalize this approach, the Centre Director and members of the Executive Committee focus on three core outcomes that connect daily work with long-term results:

a. Strategic Alignment and Raising the Bar of Excellence. INNOTECH's programs, partnerships, and resource allocations are fully aligned with the 11th FYDP's outcome pillars, guided by clear governance processes, results-based management, and strong stakeholder trust.

b. Impact-Driven Research, Training, and Knowledge Management. High-quality, policy-relevant research, innovative training programs, and robust knowledge management services continue to be designed, delivered, and scaled to meet the evolving needs of Southeast Asian education systems. This ensures that evidence, capacity-building, and knowledge platforms directly inform policy, strengthen practice, and support sustainable improvements in learning outcomes.

c. Integrated Innovation and Partnerships. Cross-functional collaboration among the offices of the Centre Director and Centre Deputy Director and the managers who make up the Executive Committee continues to accelerate the development, scaling, and institutional adoption of evidence-based innovations, supported by robust partnerships with Ministries of Education, industry, and development partners across the region.

All these leadership outcomes are directed toward one purpose, realizing the Vision: **By 2035, INNOTECH will be a leading force in empowering learners into the changemakers of tomorrow.**

5 RESPONDING TO AN ERA OF TRANSFORMATIVE CHANGE

While governance ensures clarity and accountability, strategy sets the Centre's direction and priorities. As education in Southeast Asia faces disruptions from technology, labor shifts, climate change, and demographic transitions, strategy defines how INNOTECH positions itself as a catalyst of innovation and technology. This section outlines the strategic framework and outcome pillars that will guide the Centre's regional contribution in this era of change.

The Centre's objective is to advance inclusive, innovative, and technology-oriented solutions that develop future-ready changemakers. To achieve this, the 11th FYDP provides a clear strategy to meet this challenge, positioning the Centre to help Southeast Asia adapt to disruption with focus and purpose: to deliver high-quality training, research, and knowledge services as an agile, empowered institution capable of enabling responsive and lasting regional impact.

The **Plan is the Centre's roadmap**, outlining priorities, outcomes, and initiatives over a defined period. It translates aspirations into a structured set of projects with timelines, deliverables, budgets, and assigned responsibilities. In this way, the Plan defines what the Centre aims to achieve and establishes a systematic path for execution and accountability.

The **Strategy**, by contrast, is about making an **integrated set of choices** (Martin 2022) that positions INNOTECH to deliver maximum impact. Strategy is not a list of actions but a coherent framework of decisions that specify where the Centre will play, where it will not, and how it will lead. A compelling strategy provides a theory for winning in its chosen domain, not through competition in a commercial sense, but by becoming a recognized leader in educational innovation, capacity-building, and regional collaboration.

Together, the Plan and Strategy provide both direction and execution: Strategy defines the position, priorities, and choices that give the Centre a competitive edge in its field. The Plan operationalizes this Vision into actionable steps, ensuring resources, timelines, and deliverables are in place to bring the strategy to life. This distinction ensures that Strategy sets the direction, while the Plan ensures disciplined execution, enabling the Centre to achieve its Vision 2035 with clarity, focus, and measurable impact.

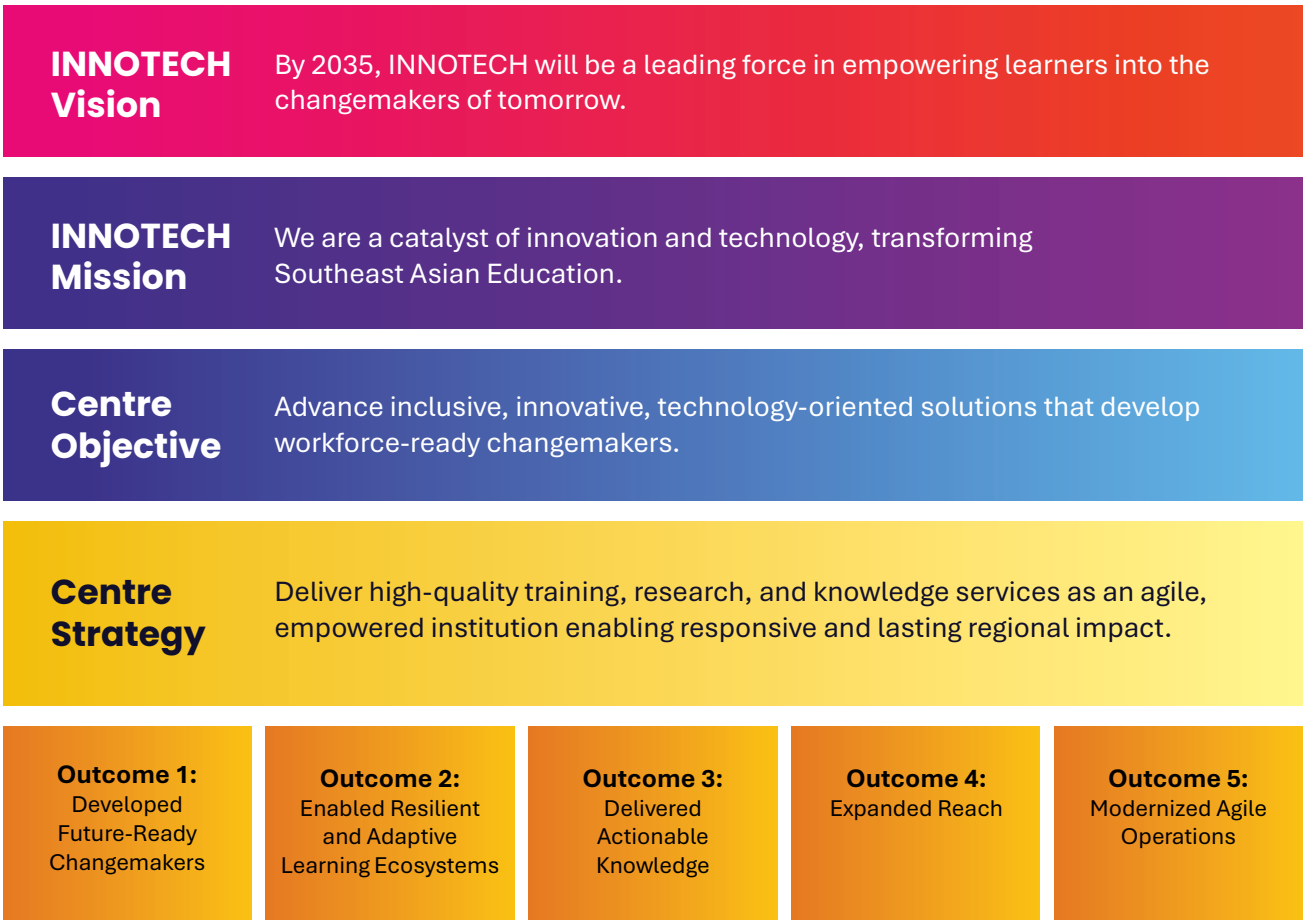

Figure 7. *Strategy Framework of the 11th Five-Year Development Plan*

This strategic framework (Figure 7) links INNOTECH's Mission as catalyst of innovation and technology with its Vision of becoming a leading force in empowering learners into changemakers of tomorrow by 2035. Such changemaking is inclusive: every learner and educator can contribute with equity, climate responsiveness, and ethical responsibility explicitly embedded as defining dimensions of the future of education.

The **strategic themes** (Figure 8) are key to achieving INNOTECH's long-term objectives. These themes articulate how the Centre's resources and capabilities will be applied to create lasting change in Southeast Asia's education systems. Each theme links directly to one or more outcomes 1 to 5, ensuring that INNOTECH's efforts are targeted and measurable, with a focus on scalability and regional impact. The following themes guide INNOTECH's strategic direction:

Empowering Educators and Youth Leaders as Changemakers. This theme is dedicated to building the capacity of educators, youth, and leaders to drive educational change. It aligns directly with Outcome 1: Developed Future-Ready Changemakers, by leading initiatives that equip educators with the skills and leadership necessary to lead transformative change in schools and communities. By empowering these key stakeholders, the Centre ensures

that youth and educators are prepared to take on key roles in reshaping Southeast Asia's educational landscape.

Driving Research and Innovation for Adaptive Learning Systems. This theme focuses on advancing research and innovation to create scalable, adaptable learning systems that integrate technology, pedagogy, and inclusivity, ensuring education systems can adapt to future challenges. It directly supports Outcome 2: Enabled Resilient and Adaptive Education Systems, where INNOTECH's flagship projects create adaptable and resilient solutions for Southeast Asia's education systems. These projects aim to scale innovations that enhance education systems' ability to respond to disruptions while ensuring inclusive access.

Turning Knowledge into Actionable Insights. This theme focuses on translating research into actionable knowledge that can be directly applied to policy and practice. It directly supports Outcome 3: Delivered Actionable Knowledge. By ensuring that its knowledge base is accessible and practical, INNOTECH contributes to evidence-informed decision-making across the region, enabling policy and practice reforms.

These first three strategic themes also link to Outcome 4: Expanded Reach, as INNOTECH programs are designed to extend the Centre's impact across the multiple countries and sectors, ensuring a broader regional impact.

Embedding Accountability and Assurance. This theme is focused on upholding quality standards and operational integrity across INNOTECH's programs and services. By embedding accountability mechanisms, including risk management, CSO certification, and performance metrics, INNOTECH ensures that its systems are transparent and responsive to feedback. This theme ensures that the Centre maintains operational agility by continually improving its internal processes, which allows INNOTECH to adapt quickly to external changes and evolving educational demands. It supports Outcome 5: Modernized and Agile Operations by ensuring that internal systems are continuously monitored and improved, helping INNOTECH deliver consistent quality in its programs, which builds trust and credibility across the region. Key components of this theme include transparent reporting, quality audits, and performance evaluations, which ensure that INNOTECH meets both regional standards and global best practices.

Securing Stability and Enabling Growth. This theme is dedicated to ensuring long-term institutional sustainability by focusing on the financial health and infrastructure of INNOTECH. It covers resource mobilization, the development of scalable partnerships, and the expansion of key capacities to ensure that INNOTECH can grow and sustain its impact across the region. This supports Outcome 5: Modernized and Agile Operations by enabling INNOTECH to expand its reach through financially sustainable models, strategic partnerships, and innovative funding strategies. It provides the Centre with the resources needed to scale operations and adapt to future educational challenges, positioning INNOTECH as a long-term leader in Southeast Asia's education transformation. Key components of this theme include funding diversification, partnership development, and expansion strategies that ensure the Centre can continue to grow and strengthen its institutional capacity over time.



Figure 8. *Mapping INNOTECH's Strategic Themes and Outcomes*

The framework (Figure 8) translates these aspirations into five interconnected outcomes that guide how the Centre will concentrate its efforts and resources. Serving as both a visual roadmap and a unifying reference, the framework underscores the synergy between evidence synthesis, education innovation design, capacity building, technology integration, and operational agility, ensuring that every initiative contributes not just to projects and outputs but to sustainable, system-wide improvements and adoption at the policy and practice levelin Southeast Asian education.

These outcomes are designed as catalytic responses to the key challenges outlined in Section 2 of Chapter 1. Education as the Engine of Sustainable and Inclusive Development. Strengthening teachers and foundational learning offers the greatest potential to improve systems over the long term, while the rapid spread of new technologies demands careful and responsible integration. At the same time, education systems must achieve more with limited resources, making efficiency and focus essential. For the Centre, this means concentrating on areas where the Centre's contributions can have the greatest regional value, rather than dispersing efforts too broadly.

The framework is anchored on **five mutually reinforcing outcomes: (1) Developed Future-Ready Changemakers, (2) Enabled Resilient and Adaptive Learning Ecosystem, (3) Delivered Actionable Knowledge, (4) Expanded Reach, and (5) Modernized Agile Operations**. All these outcomes represent the Centre's commitment to directing limited resources where they can achieve the greatest effect: supporting countries to strengthen teachers, systems, and policies, while ensuring that learners are equipped to thrive in an era of transformative change.

Sweeping global technological, environmental, and economic transitions are redefining the skills, systems, and mindsets required across Southeast Asia. In this context, the Plan positions the Centre to respond decisively through these five outcome pillars, which are designed to ensure that education systems adapt to shifting labor demands, integrate emerging technologies responsibly, and equip learners with the competencies needed for an inclusive, AI-driven, and sustainable economy. Looking ahead, the Centre's outcome pillars will also be advanced through cross-cutting commitments to equity and inclusion, climate-responsive education, ethical use of AI, policy scaling mechanisms, and broad-based partnerships that collectively ensure long-term resilience and sustainability.

By working with Ministries of Education and key stakeholders to co-create solutions, embed evidence-based innovations into policy and practice, and advance agile, future-ready institutions, the Centre will strengthen the region's capacity to navigate—and help shape—the transformations of our time.

Developed Future-Ready Changemakers. The Centre will continue to strengthen the capacity of educators, youth, and education leaders, ensuring they possess competencies, leadership, and systems thinking skills needed to drive change and contribute to national workforce strategies. Given persistent gaps in workforce alignment, teacher motivation, and uneven training quality across the region, the Centre's role in capacity building remains central to sustaining and deepening long-term systems change. Alongside these initiatives, the Centre will also pursue educational research to shape and influence policy, particularly in expanding the effective application of educational technology. Such research will provide evidence-based insights and innovative approaches that strengthen learning outcomes, encourage responsible integration of AI, and build digital capabilities among both teachers and learners.

To further strengthen impact measurement, the Centre is enhancing tracer studies and alumni engagement systems to more systematically track professional trajectories, document lessons learned and strengthen its network of changemakers. Strategic partnerships with MOEs and industry stakeholders are being expanded to enhance the co-delivery of national workforce skills training aligned with evolving labor market demands. Gender equity and inclusion continue to be embedded across program planning and implementation, from needs assessment to delivery, ensuring that initiatives are accessible, culturally responsive, and relevant to diverse learner groups. Section 6.1 demonstrates how ETIRO, LDMO, and KMPO play complementary roles in empowering future-ready changemakers.

Enabled Resilient and Adaptive Education Ecosystems. INNOTECH continues to strengthen its role as a regional leader by advancing inclusive, context-sensitive innovations that integrate appropriate technology and pedagogy. While digital infrastructure is expanding, many Southeast Asian schools still face gaps in capacity, tools, and educational ecosystems to effectively use technology. The emergence of generative AI, alongside persistent inequities, highlights the need for solutions that are both technologically forward-looking and socially responsive. This ensures that all learners, regardless of geographic or socio-economic barriers, benefit from the technology-driven transformation of education systems. To address these gaps, the Centre will deepen its co-development of innovations with MOEs and other education partners, ensuring that solutions are rigorously tested for contextual relevance, pedagogical effectiveness, and scalability. These innovations may range from advanced AI-enabled learning tools to resilient low-tech alternatives like offline learning systems and disaster-preparedness resources. The Centre will also prioritize bridging the digital divide by developing solutions that are accessible in both high and low-resource environments.

Beyond the development of tools, the Centre will promote regional cooperation on education technology and resilience through collaborative mechanisms, including policy dialogue, knowledge exchange, peer learning, and joint innovation with member countries. By focusing on sustaining resilience as an enduring characteristic of education systems, INNOTECH ensures that education systems are not just responsive during crises, but continuously adaptive to future disruptions, such as technological advancements, climate challenges, or socio-political changes. This outcome seeks to embed resilience into the long-term design of educational ecosystems, ensuring that they remain robust and responsive to evolving needs. Section 6.2 demonstrates how ETIRO and LDMO collaborate to develop adaptive solutions, while KMPO amplifies their reach through dissemination of knowledge products.

Delivered Actionable Knowledge. Timely access to credible evidence is essential for reform. MOEs and stakeholders across Southeast Asia require applied research, policy guidance, and shared knowledge platforms that support evidence-informed decision-making. This outcome ensures that INNOTECH strengthens its role as a thought leader and knowledge hub by generating relevant evidence and positioning it for adoption at scale.

To further embed evidence in policy and practice, the Centre will be advancing a regional education research agenda in consultation with MOEs. This agenda guides the prioritization of applied studies aligned with national and regional priorities, with emphasis on foundational learning, teacher development, and digital education. Research outputs

are being translated into user-friendly toolkits and decision briefs to ensure accessibility and practical application. In parallel, the Centre is enhancing online platforms and policy dialogues that enable countries to share results, learn from each other, and adopt proven approaches.

Through co-developed research, accessible knowledge products, and regional dialogue, actionable knowledge becomes a driver of reform rather than an academic exercise. By ensuring that findings are trusted, practical, and scalable, the Centre advances system-wide improvements in education policy, teaching, and learning outcomes across Southeast Asia. Section 6.3 discusses how ETIRO and KMPO co-lead knowledge delivery, while LDMO ensures integration into professional development.

Expanded Reach. The Centre is committed to extending the benefits of its programs, training, research, and products to a broader set of learners and education systems across Southeast Asia. This outcome emphasizes formalizing and deepening partnerships with Ministries of Education and other stakeholders such as international organizations, non-governmental organizations, and academic institutions, promoting institutional adoption of evidence-based and technology-enabled solutions, and ensuring that education systems respond effectively to evolving demands.

Complementing these strategies, the Centre is elevating its corporate communication and brand visibility to strengthen recognition across Southeast Asia. By enhancing its media

presence and proactively sharing evidence-based solutions, INNOTECH increases awareness of its expertise and leadership in educational innovation. Visibility is strengthened not only by reach but by ensuring accessibility, through context-specific localization of content and offline options that extend impact to rural and disadvantaged areas. Focused outreach in under-engaged sectors and countries, coupled with clear partnership frameworks outlining mutual commitments, targets, and collaboration mechanisms, ensures that expansion efforts are strategic, impactful, and meaningful rather than dispersed.

Within this integrated approach, the Centre ensures that partnership development, resource mobilization, and quality assurance remain aligned with its expansion goals. Through its work in coordinating fundable proposals, strengthening collaboration mechanisms, and ensuring that plans and performance systems remain consistent with institutional priorities, the Centre helps create enabling conditions that allow outreach efforts to scale in a coherent and sustainable manner. By grounding expansion initiatives in clear strategies, evidence, and quality standards, the Centre reinforces its position as a trusted regional partner, amplifying its influence and enabling education systems to adopt solutions that drive transformative and lasting change. This integrated approach positions INNOTECH as a trusted regional partner, amplifying its influence and enabling education systems to adopt solutions that drive transformative and lasting change. Section 6.4 outlines how LDMO, KMPO, and SDO expand reach, supported by ETIRO's evidence base.

Modernized Agile Operations. INNOTECH's credibility and sustainability depend on operating as a digitally enabled, quality-assured, and future-ready institution. This outcome ensures that the Centre remains agile, efficient, and accountable, with systems that maximize resources and sustain long-term impact. To sustain and raise this standard, the Centre is modernizing internal infrastructure, accelerating digital transformation, and maintaining rigorous quality and risk management.

By aligning governance, human capital, financial resources, and infrastructure with international standards and regional priorities, the Centre guarantees that its innovative initiatives can be scaled, its partnerships sustained, and its programs deliver results with confidence across Southeast Asia. Section 6.5 presents how CSO leads institutional modernization, supported by SDO's assurance functions.

By the end of the five-year cycle, the Centre will have deepened its partnerships across Southeast Asia, delivered locally responsive programs, and expanded the adoption of its frameworks within national education systems. Guided by a focused and context-sensitive engagement strategy that addresses diverse country contexts and capacities, these efforts are intended to improve learning outcomes, strengthen education governance, and contribute to human capital development. Through these gains, the Centre consolidates its role as a trusted catalyst of innovation and technology in the region. Most importantly, it builds the institutional and human capacities required to deliver measurable progress in access, equity, and quality, marking a decisive step toward its Vision of becoming a leading force in empowering learners into the changemakers of tomorrow by 2035.

To ensure that these outcomes move from vision to reality, **the Plan explicitly connects the Centre-wide outcomes to the contributions of its operational and enabling offices** (Section 6). Each outcome defined in Figure 8 is not an isolated goal but a shared result advanced collectively by research, capacity development, knowledge management, finance, administration, and quality systems.

6 TRANSLATING STRATEGY INTO FOCUSED ACTION

To realize the Vision by 2035, INNOTECH must ensure that its strategic intent is well designed and effectively executed. Section 6 therefore demonstrates how INNOTECH's offices: the Educational Research and Innovation Office (ETIRO), the Learning Development and Management Office (LDMO), the Knowledge Management and Product Office (KMPO), Centre Support Office (CSO), and Strategic Development Office (SDO), each contribute to one or more of the five outcomes in Figure 8.

This alignment ensures that strategy is not only aspirational but translated into day-to-day workstreams, with offices acting as catalysts that turn strategy into practice and measurable outcomes. Together, the offices contribute in a coordinated manner to achieve outcomes of the Plan. ETIRO generates research evidence and pilots innovative solutions (Outcomes 1, 2, and 4), providing a foundation for both programs and knowledge products. LDMO develops scalable and adaptive training programs (Outcomes 1, 2, and 3), building the leadership and instructional capacity of educators and school leaders to act as changemakers. KMPO consolidates and disseminates lessons learned (Outcomes 3 and 4), ensuring knowledge is accessible, actionable, and positioned for policy adoption. CSO and SDO modernize operations (Outcome 5), creating the enabling systems that allow program offices to deliver effectively.

By aligning research, program delivery, knowledge dissemination, and enabling systems, the Centre ensures that the outcomes of the 11th FYDP are practical, measurable, and directly linked to empowering changemakers across Southeast Asia. The detailed plans of each office, including their strategic frameworks and projects, are presented in Chapters 2 to 6, and these form the programmatic responses of the 11th FYDP, ensuring that the Centre's strategy is translated into coordinated, outcome-driven action across the region.

6.1. Developed Future-Ready Changemakers

This outcome focuses on equipping learners, teachers, and school leaders with competencies and tools to become future-ready. It directly supports INNOTECH's Vision of empowering changemakers by 2035. As shown in Figure 9, two offices lead the implementation of this outcome: ETIRO and LDMO, with KMPO providing essential support.

ETIRO contributes to this outcome by producing high-quality educational research and developing innovative solutions, particularly those that harness educational technology to improve learner outcomes. Its office outcome, advancing EdTech use in fostering higher learning, is reflected in projects such as the Digital Technology for Education (DT4E) Project 1 AI-assisted classroom tool and Project 2 Tech for Reading (Technology-Enabled Early Grades Reading Interventions (TEEGRI) expansion). These initiatives are designed to test and validate technology-based approaches that promote AI literacy, digital competence, and higher-order thinking among learners. Simultaneously, they aim to empower teachers with tools that enable more adaptive and data-informed instruction.

Complementing the work of ETIRO, LDMO contributes to this outcome by designing and delivering inclusive, innovative, and technology-enhanced learning solutions that strengthen the future-ready competencies of educators and school leaders. Anchored on its office outcome of enhanced competencies of school leaders and teachers through technology-driven and equitable professional development, the office implements a range of capacity-building programs that foster innovation, promote equity, and drive transformative education across Southeast Asia. Among its notable programs are the INNOVATORS SEAL Program, ENGAGEd (Empowering School Heads to Engage Families as Active Partners in Education), and the Southeast Asia Competency Framework Initiative (SEA-CFI). These programs are designed to embed future-ready skills into leadership and teaching practices while providing scalable models for regional implementation. Moreover, LDMO plays a key role in translating ETIRO's research into practice, as exemplified by the development of the TEEGRI course, which is based on ETIRO's research on technology-enabled early grade reading interventions. To further measure and sustain the impact of the Centre's programs, enhanced tracer studies and alumni engagement initiatives will also be pursued. These efforts will not only provide valuable insights into program effectiveness but also help cultivate a dynamic network of changemakers across the region.

KMPO supports this outcome by ensuring that the lessons emerging from ETIRO and LDMO are consolidated, systematized, and disseminated for broader application. These outputs capture insights and best practices that inform policy and practice, helping to scale effective solutions throughout the region.

Overall, this outcome is the result of a collaborative and complementary approach among the three offices. ETIRO leads in piloting and validating innovations through research. LDMO takes these innovations forward by integrating them into structured professional development initiatives. KMPO then documents and shares the resulting knowledge to

inform regional stakeholders and promote wider adoption. This coordinated effort enhances synergy and reinforces the Centre's role in empowering future-ready changemakers across Southeast Asia.

Additional details on LDMO's professional development programs (Chapter 2. Empowering Educators and Youth Leaders as Changemakers), ETIRO's research and innovations (Chapter 3. Driving Research and Innovation for Adaptive Learning Systems), and KMPO's dissemination efforts (Chapter 4. Turning Knowledge into Actionable Insights) are provided in their respective chapters.

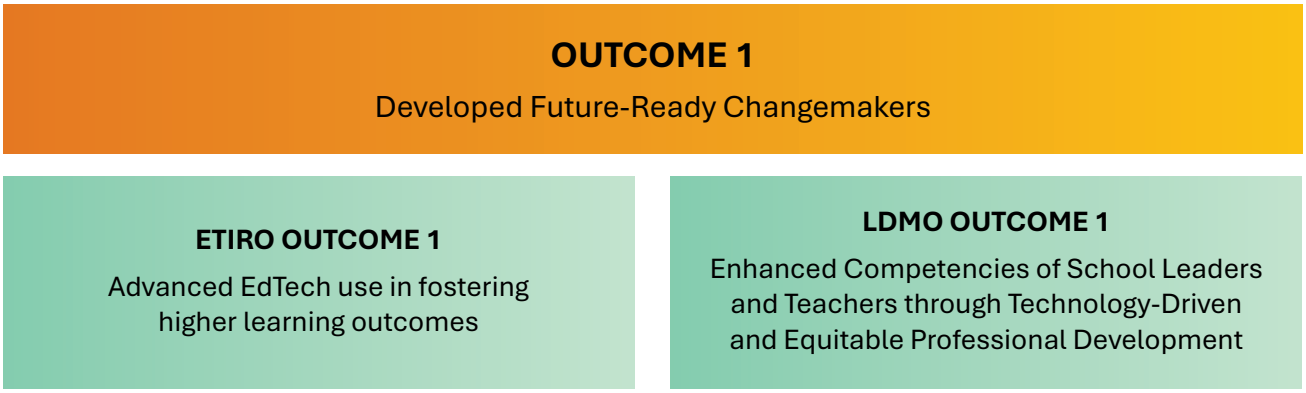

Figure 9. *Office Contributions to Outcome 1: Developed Future-Ready Changemakers*

6.2. Enabled Resilient and Adaptive Learning Ecosystem

Building resilience and adaptability into education systems is essential for ensuring that learning continues in the face of disruption and that systems remain relevant to the needs of diverse learners. Southeast Asia has faced repeated challenges from climate-related disasters, pandemics, technological change, and demographic shifts. These pressures have highlighted that resilience is not simply about recovery from crises, but about embedding adaptive capacity into the very structures of teaching, leadership, and governance. This outcome therefore aims to strengthen the ability of education systems to anticipate, absorb, and respond to change, while maintaining inclusivity and equity as core principles.

The achievement of this outcome is led by ETIRO and LDMO, with KMPO providing support. Together, these offices ensure that innovations are not only tested but embedded in practice and positioned for adoption by ministries and schools.

ETIRO leads by generating and validating evidence-based models that ministries and schools can adopt. Its office outcome, improved educational practices through scalable, responsive, and sustainable research, is pursued through pilot initiatives that rigorously test how technology and inclusive pedagogies can be institutionalized. Flagship initiatives include the Competencies in Artificial Intelligence of Teachers and Students Study, which provides a framework for ethical AI integration, the Technology-Enabled Early Grades

Reading Intervention (TEEGRI-ARAL expansion), which adapts low- to medium-tech reading tools for scaling in the Philippines and another SEAMEO Member Country, and the EdTech Innovation Accelerator Program (EIAP Cycle 2), which supports school-based AI and robotics innovations through grants, mentorship, and partnerships. All of these initiatives are designed to produce validated models that governments can integrate into curricula, standards, and school operations. ETIRO's impact is assessed not by the number of pilots, but by the degree to which ministries endorse and institutionalize these models as part of their resilience strategies.

LDMO serves as a co-lead office by embedding adaptive practices into professional development and leadership training. Its office outcome, developed scalable and adaptive technology-based learning solutions, is advanced through programs such as Principal 2.0, which aims to equip school heads with systems thinking and crisis leadership skills, and INCLUDE-AI, which introduces inclusive approaches to AI-enabled learning through Universal Design for Learning (UDL) tools. These programs are designed not only to strengthen individual leadership, but also to provide replicable models that ministries can integrate into national professional development systems. The effectiveness of LDMO's contribution is demonstrated when ministries adopt these programs into their leadership pipelines, ensuring that adaptive practices become part of mainstream teacher and leader preparation.

KMPO contributes in a supporting capacity by consolidating and communicating lessons from ETIRO and LDMO. While KMPO does not carry direct KPIs under this outcome, through knowledge products and regional platforms, it ensures that tested innovations and training approaches are visible to policymakers and educators, creating opportunities for wider dialogue and adoption.

Taken together, the contributions of ETIRO, LDMO, and KMPO form a roadmap from innovation to institutionalization. ETIRO demonstrates what works, LDMO develops the professional capacity to implement it, and KMPO ensures that policies and regional frameworks are accessible and positioned for adoption. In this way, resilience and adaptability are not treated as temporary responses to crises but as enduring characteristics of education systems. By the end of the five-year period, the goal is that ministries and schools across Southeast Asia will have adopted practices that enable them to sustain learning in times of disruption, integrate inclusive and ethical use of technology, and continuously adapt to changing needs.

The research pathways of ETIRO (Chapter 3. Driving Research and Innovation for Adaptive Learning Systems), the adaptive professional development programs of LDMO (Chapter 2. Empowering Educators and Youth Leaders as Changemakers), and the policy dissemination work of KMPO (Chapter 4. Turning Knowledge into Actionable Insights) that contribute to this outcome are discussed in detail in the subsequent chapters.

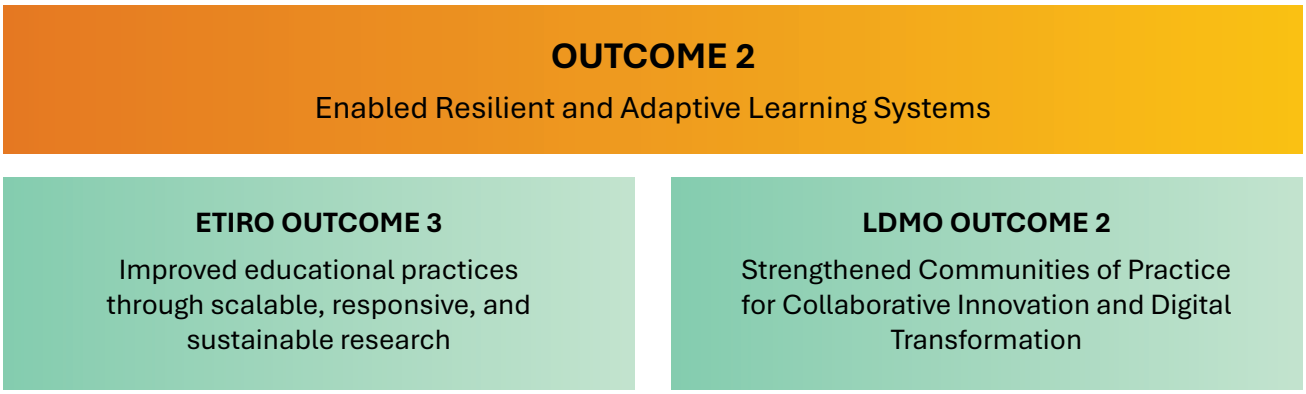

Figure 10. *Office Contributions to Outcome 2: Enabled Resilient and Adaptive Learning Ecosystem*

6.3. Delivered Actionable Knowledge

For innovation to lead to meaningful reform, evidence must be transformed into actionable knowledge that informs both practice and policy. This outcome emphasizes the translation of research findings, training lessons, and pilot results into credible and accessible knowledge that decision-makers, educators, and institutions can readily adopt. The achievement of this outcome is jointly led by KMPO, and ETIRO, with LDMO contributing a supporting role by embedding research-based knowledge into its professional development programs.

ETIRO provides the foundation for actionable knowledge through its office outcome of improved educational practices through scalable models. As reflected in the KPI matrix, ETIRO delivers key outputs such as discussion papers, peer-reviewed articles, and policy notes that present evidence on innovations piloted in the field. Examples include studies on the Competencies in Artificial Intelligence of Teachers and Students, discussion papers on AI-supported classroom practices from the Digital Technology for Education (DT4E) projects, and analyses of technology-enabled reading interventions from TEEGRI. These outputs establish a credible research base that ministries of education and other stakeholders can reference in developing policies and programs. ETIRO's role is not only to conduct research but also to ensure that validated evidence is available in formats that can influence systemic change.

KMPO ensures that knowledge generated by ETIRO and other offices is synthesized, packaged, and disseminated for broader use. Its office outcome of expanded dissemination of INNOTECH knowledge is realized through four flagship series of knowledge products: (1) Discussion Papers, which present research findings and emerging evidence for dialogue; (2) Policy Notes, which distill insights into actionable guidance for decision-makers; (3) the Innovation and Technology Series, which documents practical innovations and solutions for adaptation and scaling; and (4) INNOTECH Learning Solutions, which provide evidence-based blueprints for learning programs and capacity-building initiatives. Together, these products ensure that the Centre's knowledge base is accessible, credible, and aligned with the pressing priorities of Southeast Asian education systems. The effectiveness of KMPO's

work is demonstrated not by the number of documents produced, but by uptake and use, for example, when ministries incorporate policy recommendations into national strategies, or when regional organizations cite INNOTECH outputs in dialogue and planning.

LDMO contributes to this outcome in a supporting role. While it does not carry direct KPIs under actionable knowledge, it ensures that research findings and evidence generated by ETIRO are translated into training curricula and leadership programs. Initiatives such as the TEEGRI teacher training modules and the Southeast Asia Competency Framework Initiative (SEA-CFI) exemplify how LDMO uses knowledge to strengthen teacher and school leader competencies. In this way, LDMO closes the feedback loop, demonstrating how knowledge moves from research to practice.

Together, ETIRO and KMPO function as the co-leads of this outcome, ensuring that evidence is both credible and widely adopted, while LDMO ensures that actionable knowledge is embedded into professional practice. Through this collaboration, INNOTECH fulfills its mandate of being a thought leader and knowledge hub in Southeast Asian education, guiding systems toward empowering the changemakers of tomorrow.

Detailed office strategies that contribute to this outcome are outlined in Chapter 2. Empowering Educators and Youth Leaders as Changemakers, Chapter 3. Driving Research and Innovation for Adaptive Learning Systems, and Chapter 4. Turning Knowledge into Actionable Insights, which describe how ETIRO, LDMO, and KMPO generate, translate, and disseminate actionable knowledge to inform practice and policy.

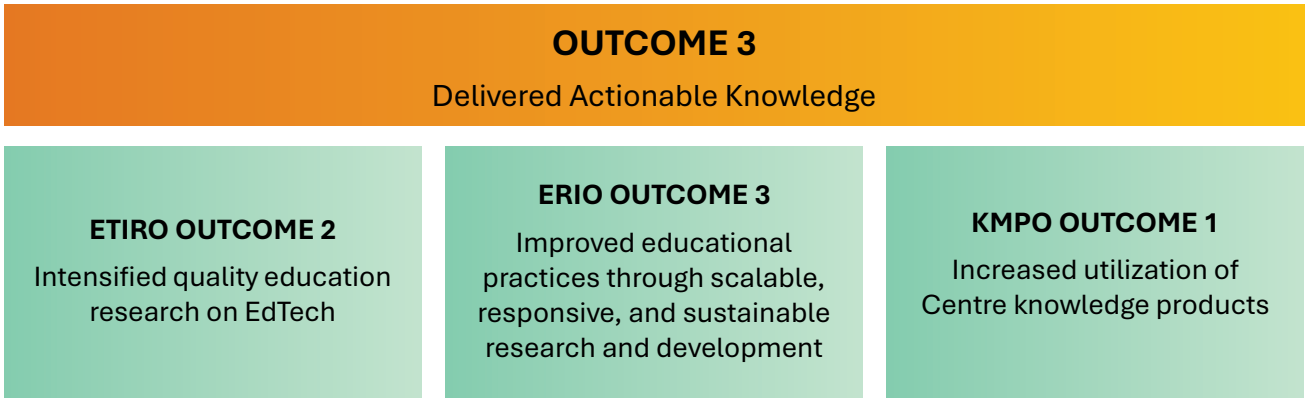

Figure 11. *Office Contributions to Outcome 3: Delivered Actionable Knowledge*

6.4. Expanded Reach

Expanding the Centre's reach ensures that its programs, knowledge, and innovations benefit a broader set of learners and systems across Southeast Asia. This outcome is led by LDMO and KMPO, with ETIRO providing essential support through research and pilot innovations.

KMPO drives this by expanding the visibility and accessibility of the Centre's knowledge across Southeast Asia. Its office outcome— Enhanced accessibility and visibility of high-quality information resources—is pursued through initiatives such as the INNOTECH Hub: Southeast Asian Education Data Repository, Knowledge Sharing Series (Seminars/Webinars), and the INNOTECH International Conference, one of the Centre's longest-running regional platforms. These are complemented by the Podcast Series and other digital platforms that extend access beyond traditional formats. Together, these initiatives ensure that INNOTECH's knowledge products are not only widely disseminated but also strategically positioned for impact, cited in policy papers, embedded in program design by ministries, and accessed by educators and researchers across SEAMEO member countries.

LDMO co-leads this outcome by adapting and scaling leadership and teacher development programs that address the evolving needs of schools and education systems. Its office outcome of developing scalable and adaptive tech-based learning solutions is advanced through initiatives such as SEA-STACK, SEL Learning Resources, Principal 2.0, and INCLUDE-AI. By diversifying delivery modes (blended, modular, and online) LDMO ensures that professional learning opportunities are more inclusive, accessible, and future-ready.

ETIRO's role in this outcome is supportive, ensuring that what is scaled by LDMO and shared by KMPO is grounded in evidence. By piloting technology and pedagogy innovations in collaboration with ministries and partners, ETIRO validates approaches in diverse contexts and generates insights that strengthen both program design and knowledge dissemination. While it does not carry direct KPIs under this outcome, ETIRO's contributions provide the evidence base that enhances the credibility and relevance of expanded reach efforts.

Taken together, the contributions of LDMO, KMPO, and ETIRO ensure that INNOTECH's reach is both broad and meaningful. LDMO scales learning solutions through professional development programs, KMPO amplifies access and visibility through platforms and flagship events, and ETIRO supports by grounding these in tested evidence. Complementing these, the newly established SDO shall add to this outcome by expanding the Centre's network through fundable proposals and strategic engagements that open new avenues for collaboration and regional outreach. By the end of the Plan period, success under this outcome will not only be reflected in the number of individuals trained or knowledge products distributed, but in the institutional adoption of INNOTECH's models and solutions by ministries, schools, and professional development systems across Southeast Asia.

Chapter 2. Empowering Educators and Youth Leaders as Changemakers, Chapter 3. Driving Research and Innovation for Adaptive Learning Systems, and Chapter 4. Turning Knowledge into Actionable Insights present the strategies of LDMO, ETIRO, and KMPO that extend the reach of INNOTECH's programs, with particular emphasis on LDMO's scalable training solutions and KMPO's regional dissemination platforms.

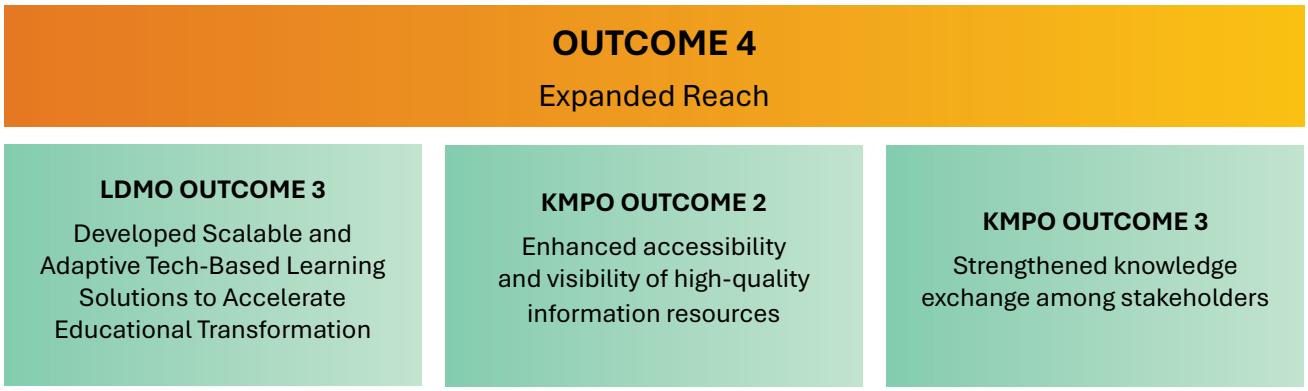

Figure 12. *Office Contributions to Outcome 4: Expanded Reach*

6.5. Modernized Agile Operations

The sustainability and credibility of INNOTECH's work depend on the effectiveness of its institutional systems. For the Centre's innovations to scale successfully and its programs to influence policy, INNOTECH must demonstrate operational resilience, financial stability, and internationally recognized quality assurance. This outcome, therefore, focuses on modernizing internal systems, ensuring agility in resource allocation, and fostering stakeholder confidence through accountability and compliance with international standards.

At the core of this modernization effort is CSO, which now leads the responsibility for modernizing INNOTECH's operational backbone. CSO's work is supported by SDO, which plays a complementary role in ensuring that the Centre's strategic coherence and quality assurance mechanisms are maintained across all operations. Together, CSO and SDO provide the foundational infrastructure that enables the Centre to remain efficient, agile, and responsive to the changing needs of Southeast Asia's education systems.

With the recent reorganization, ICTU (previously SMU) is now integrated into CSO, further strengthening INNOTECH's ability to drive technological innovation and support digital transformation across all operational functions.

CSO's Role in Modernization

CSO, previously known as FAMO, is at the forefront of ensuring that INNOTECH's operational backbone is modernized through its key functional areas: Human Resources, Finance, Facilities, and ICT.

- Human Resources and Organizational Development Unit (HRODU) strengthens INNOTECH's people systems by aligning individual growth with institutional goals. By implementing performance development frameworks, conducting digital competency assessments, and providing professional development programs, HRODU enhances INNOTECH's ability to attract and retain talent. The development of a performance dashboard allows real-time insights to support evidence-based decision-making.

- Finance Management Unit (FIN) ensures INNOTECH's financial sustainability by maintaining prudent resource management, strong internal controls, and financial transparency. This unit plays a key role in securing sustainable funding by improving accounting practices, treasury management, and endowment oversight, safeguarding INNOTECH's assets and minimizing financial risks.
- Facilities and Services Unit (FSU) ensures that INNOTECH's physical and digital infrastructure evolves to meet the demands of modern education and training. This unit provides safe, efficient, and technology-enabled spaces for both staff and program participants, ensuring that INNOTECH's infrastructure supports both internal operations and external programming needs.
- ICT Unit (ICTU), integrated into CSO, plays a pivotal role in supporting the Centre's digital transformation. This unit ensures that INNOTECH's technology infrastructure remains state-of-the-art, secure, and scalable. ICTU supports the development and implementation of innovative educational technologies, ensuring that INNOTECH remains at the forefront of tech-enabled education and is able to meet the demands of a rapidly evolving educational landscape. ICTU's work is integral in ensuring that programs and systems are supported by the most up-to-date digital tools, contributing to operational efficiency and the quality of INNOTECH's services.

Taken together, these functional units establish the foundations for institutional agility and resilience, enabling INNOTECH to meet the diverse demands of stakeholders and ensuring long-term sustainability.

SDO's Role in Strategic Alignment and Quality Assurance

While CSO leads operational modernization, SDO contributes to this outcome by ensuring strategic coherence and quality assurance across all of INNOTECH's programs and services. SDO, through its two primary units—the Strategic Resource Initiatives Unit and the Strategic Planning and Quality Assurance Unit—supports the Centre in resource mobilization, funding proposal development, and institutional planning.

SDO ensures that all planning, monitoring, and quality assurance processes remain aligned with INNOTECH's strategic goals and international standards. It plays a crucial role in ensuring that the Centre's work is rooted in evidence-based decisions, and that institutional priorities remain in focus. Furthermore, SDO strengthens risk management by ensuring compliance with quality frameworks and by helping INNOTECH make data-driven strategic decisions.

The program offices are direct beneficiaries of the enabling systems established by CSO and supported by SDO. Their ability to innovate, train, and disseminate knowledge depends on the financial, human resource, and quality management foundations provided here. Outcome 5 therefore serves as the institutional anchor of the entire Plan, ensuring that INNOTECH remains a trusted, credible, and agile regional Centre.

By leading operational modernization, CSO provides the systems and resources necessary for INNOTECH's sustainability. SDO complements this role by embedding quality assurance, accountability and compliance. These guarantee that the Centre can deliver on its mandate and sustain its role as a reliable partner for education innovation in Southeast Asia.

The detailed strategies of CSO (Chapter 5. Strengthening Institutional Effectiveness) and SDO (Chapter 6. Embedding Accountability and Assurance) are outlined in their respective chapters, detailing how financial sustainability, human resource development, facilities, and CSO-aligned quality assurance enable this outcome.

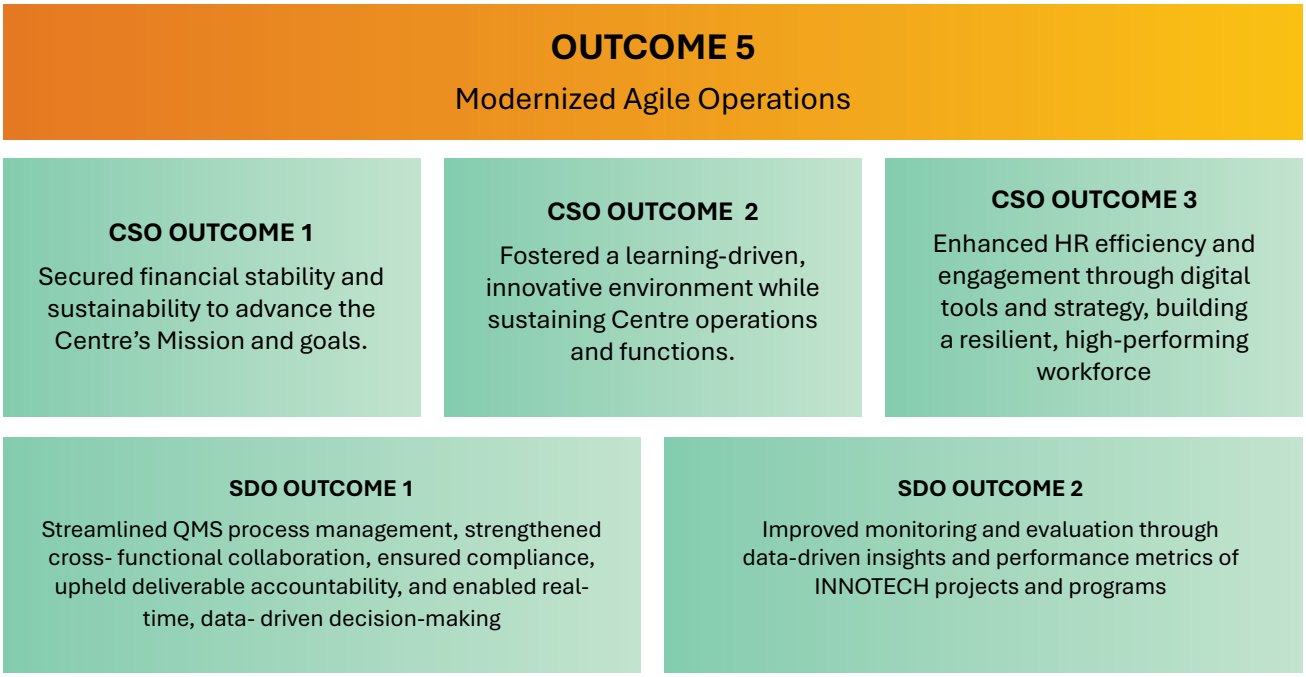

Figure 13. *Office Contributions to Outcome 5: Modernize Agile Operations*

7 STRENGTHENING INNOTECH'S CORE CAPACITIES FOR INNOVATION AND IMPACT

Delivering on Vision 2035—to be a leading force in shaping learners into changemakers—requires resilient foundations built on professionalism, integrity, and a commitment to excellence. Strong human capital, sound financial resources, and robust institutional infrastructure provide the capacity to advance inclusive, innovative, and technology-driven solutions that meet the evolving needs of Southeast Asian education.

7.1. Human Resources: Nurturing Agility, Capability, and Excellence

The Centre's people remain its most valuable resource. As highlighted in regional consultations, no educational innovation can succeed without the capability and dedication of the professionals who lead and sustain it (Governing Board Members, 2024). To strengthen institutional agility, Innotech is enhancing its human resource systems by **continuously building the capacity of its workforce through improved staff development guidelines**, ensuring alignment with its Vision and a commitment to **continuously raising the bar of excellence**. Innotech also fosters a culture of innovation and creativity, where staff are encouraged to voice ideas, make constructive suggestions, and respect diverse perspectives, ensuring a dynamic and forward-looking learning environment within the Centre.

The Performance Development and Management System (PDMS) serves as the anchor by aligning individual contributions with the Centre's outcomes framework and its 2035 Vision. The revised staff development guidelines reflect evolving priorities, placing greater emphasis on inclusivity, innovation, and equity. Capacity-building programs are a priority at Innotech, focusing on strengthening staff's digital proficiency, leadership skills, and cross- cultural competence. Through targeted professional development, these initiatives empower staff to drive innovation and educational transformation, reinforcing the Centre's role as a regional thought leader.

In support of these reforms, Innotech commissioned an External Review of its organizational and human resource systems. This assessment provided evidence-based insights on the Centre's relevance, effectiveness, impact, and sustainability. A key finding was the need to further embed professionalism in all aspects of human resource (HR) management, ensuring that policies and practices reflect integrity, accountability, and excellence.

By embedding this review into the Plan, the Centre ensures that workforce strategies remain aligned with both the Centre's strategic directions. This process reinforces the commitment to international quality standards and guarantees that HR systems are coherent, accountable, and responsive to the rapidly changing educational landscape.

The implementation of the 2025 Organizational Structure will be further strengthened by the conduct of a Job Evaluation and Classification Analysis in Q1 2026, to be implemented alongside the rollout of the 11th FYDP. This study will review the Centre's salary structures, job levels, and career progression pathways, with benchmarking against other SEAMEO Centres and relevant international organizations. The overarching objective of this exercise is to ensure that staff can grow professionally in step with the Centre's evolving mandate and strategic direction.

Capacity development is not only one of the Centre's external services but also a cornerstone of its internal culture. By cultivating a workforce grounded in lifelong learning, innovation, and inclusivity, the Centre ensures that its people remain adaptive, resilient, and capable of advancing its Mission.

7.2. Financial Resources: Sustaining Innovation and Impact

Financial sustainability underpins the Centre's ability to deliver on its Mission and contribute to regional development. As underscored in the Philippine Development Plan (Philippine Department of Economy, Planning, and Development, 2023), investments in education should be recognized not as expenditures but as strategic, high-return investments in human capital and productivity.

In this regard, funding support from the Government of the Philippines (GOP) remains an integral part of INNOTECH's operations, firmly anchoring its regional mandate in national commitment and host-country leadership. GOP support ensures the Centre's stability

while affirming the Philippines' central role in advancing educational cooperation across Southeast Asia.

Beyond GOP allocations, the Centre actively mobilizes additional resources from development partners and stakeholders. Recognizing that the private sector offers both technological expertise and funding capacity, strategic partnerships with private innovation and technology companies will be pursued. INNOTECH aims to play a leading role in advancing region-wide programs that bring together the public and private sectors to collaboratively address key challenges. These complementary resources enable the Centre to pilot innovative approaches and expand the reach of its programs, benefiting more educators, school leaders, and learners across the region.

A summary of projected requirements for the 11th FYDP (2026–2031) is provided below.

Table 1. *Projected Requirements for the 11th FYDP*

BUDGET ITEM	FY 2026-2027	FY 2027-2028	FY 2028-2029	FY 2029-2030	FY 2030-2031	TOTAL
CAPITAL FUNDS						
Total Budget	29,200,000	21,275,000	21,625,000	16,375,000	28,275,000	116,750,000
Funding						
GOP	16,000,000	20,250,000	19,000,000	16,250,000	16,000,000	87,500,000
Endowment Fund	13,200,000	1,025,000	2,625,000	2,125,000	12,275,000	31,250,000
Total Funding	29,200,000	21,275,000	21,625,000	16,375,000	28,275,000	116,750,000
OPERATING FUNDS						
Total Budget	225,504,100	232,446,000	242,372,500	251,444,700	262,032,300	1,213,229,600
Funding						
GOP	180,000,000	178,750,000	180,000,000	178,750,000	180,000,000	898,500,000
Endowment Fund	3,400,000	2,200,000	2,750,000	2,500,000	2,500,000	13,350,000
To be raised by INNOTECH	43,504,100	51,496,000	59,622,500	69,194,700	79,532,300	303,379,600
Total Funding	225,504,100	232,446,000	242,372,500	251,444,700	262,032,300	1,213,229,600
SPECIAL FUNDS						
Total Budget	3,405,000	3,405,000	3,405,000	3,405,000	3,405,000	17,025,000
Funding						
GOP thru SEAMES	3,405,000	3,405,000	3,405,000	3,405,000	3,405,000	17,025,000
Total Funding	3,405,000	3,405,000	3,405,000	3,405,000	3,405,000	17,025,000
OTHER FUNDS						
Total Budget	26,129,000	19,061,000	21,379,000	11,523,000	14,765,000	92,857,000
Funding						
Endowment Fund	26,129,000	19,061,000	21,379,000	11,523,000	14,765,000	92,857,000
Total Funding	26,129,000	19,061,000	21,379,000	11,523,000	14,765,000	92,857,000
GRAND TOTAL						
Total Budget	285,668,100	276,187,000	288,781,500	284,747,700	308,477,300	1,443,861,600
Funding						
GOP	196,000,000	199,000,000	199,000,000	195,000,000	196,000,000	985,000,000
GOP thru SEAMES	3,405,000	3,405,000	3,405,000	3,405,000	3,405,000	17,025,000
Endowment Fund	42,729,000	22,286,000	26,754,000	16,148,000	29,540,000	137,457,000
To be raised by INNOTECH	43,504,100	51,496,000	59,622,500	69,194,700	79,532,300	303,379,600
Total Funding	285,668,100	276,187,000	288,781,500	284,747,700	308,477,300	1,443,861,600

This financial outlook demonstrates Innotech's prudent stewardship and its commitment to ensuring that every resource invested contributes directly to empowering learners, strengthening education systems, and fostering the next generation of changemakers in Southeast Asia.

7.3. Institutional Infrastructure: Managing Spaces for Innovation

Innotech's physical environment—its campus, facilities, and digital systems— embodies both its legacy and its aspirations. To remain relevant in a rapidly evolving landscape, the Centre is prioritizing the modernization of its infrastructure to create spaces that are flexible, inclusive, and technology-enabled.

The Centre's modernization plan aims to design spaces that encourage creativity, collaboration, and knowledge exchange, while ensuring environments that are accessible and responsive to diverse needs. These investments extend beyond upgrading buildings or utilities; they represent a commitment to fostering an enabling environment where advanced technologies, adaptable learning spaces, and resilient systems converge to support Innotech's Mission.

By integrating sustainability and innovation into its physical foundation, Innotech positions itself as a regional hub for educational transformation, showcasing how institutions can align infrastructure development with future-ready learning. This approach strengthens its ability to achieve Vision 2035 and prepares today's learners for a rapidly changing world. Aligned with this modernization initiative, Innotech is deepening its institutional relations and collaboration with its host, the University of the Philippines, to further advance shared leadership in education innovation and institutional excellence.

8 BUILDING A CULTURE OF EVIDENCE AND ACCOUNTABILITY

As a catalyst of innovation and technology, INNOTECH recognizes that its impact depends not only on delivering programs, but on ensuring that every initiative is grounded in evidence, tested for relevance, and continuously refined. **The Centre's Monitoring, Evaluation, and Learning (MEL) system** is therefore designed as the engine that links innovation to transformation. It strengthens accountability while embedding learning and adaptation at the heart of program and institutional practice.

In the 10th FYDP, the Centre's Monitoring and Evaluation (M&E) was framed primarily as a system of accountability, ensuring that the Centre delivered outputs as planned, complied with ISO-aligned processes, and provided assurance to stakeholders through quarterly and annual reporting. This foundation remains essential. In the 11th FYDP, however, the Centre expands this framework into a MEL system. While retaining the rigor and discipline of M&E, MEL emphasizes continuous learning, adaptive improvement, and the testing of assumptions within the Theory of Change. This evolution reflects INNOTECH's role as a catalyst: moving beyond proving results, to using evidence to refine innovations, strengthen adoption, and drive system-level transformation across Southeast Asia.

The MEL system is anchored in the Centre's own M&E cycle, operational planning, and governance requirements. Building on this foundation, INNOTECH is selectively adopting elements of the SEAMES MEL Framework to harmonize reporting and indicators, while enhancing the capacity for continuous learning across SEAMEO Centres. This hybrid approach allows INNOTECH to maintain its accountability standards while incorporating SEAMES MEL Framework's emphasis on feedback, adaptation, and organizational learning.

8.1. Theory of Change: How Innotech creates change

The Centre's Theory of Change (ToC) sets out how the Centre transforms its expertise and partnerships into meaningful improvements in education systems across Southeast Asia. It explains not only what the Centre does, but also how these actions create tangible benefits for teachers, leaders, learners, and policymakers across the region.

The process begins with strategic inputs: the Centre invests in high-quality educational research, the design of inclusive and technology-enhanced capacity-building programs, and the production of accessible and evidence-based knowledge resources. These inputs are underpinned by the Centre's reputation as a regional knowledge hub and its close working relationships with the Ministries of Education and key education partners.

From these inputs, the Centre delivers clear, usable outputs packaged into four flagship knowledge product series: innovation and technology, learning solutions, policy notes, and discussion papers that respond to pressing education challenges; customized professional development programs that integrate digital tools and inclusive pedagogies; peer-learning networks that connect leaders, teachers, and youth; and knowledge platforms such as digital repositories, and regional webinars and conferences. These outputs are designed to be practical, scalable, and directly relevant to national and regional education priorities.

These outputs feed into intermediate outcomes that build capacity and momentum for change. Teachers and school leaders strengthen their competencies and leadership practices. New technology-based learning solutions are piloted, adapted, and scaled. Research evidence is applied to improve classroom practice, inform curricula, and guide system reform. Communities of practice multiply opportunities for cross-country collaboration and peer-led innovation. Knowledge exchange expands, making the Centre's resources accessible and widely used across the Southeast Asian region. Together, these contributions generate the Centre's changemaker outcomes:

- **Enabled Resilient and Adaptive Learning Ecosystem.** Education leaders and teachers integrate technology responsibly, ensure inclusivity, and adopt resilient, context-sensitive (including offline/low-tech) solutions.
- **Delivered Actionable Knowledge.** Ministries and educators access and apply credible, practical evidence through co-developed research, toolkits, policy briefs, and knowledge platforms.
- **Expanded Reach.** Evidence-based solutions, localized programs, and frameworks are adopted across Southeast Asia, strengthening policy, practice, and learning outcomes at scale.

This Theory of Change highlights the Centre's unique value proposition: as a catalyst of innovation and technology. The Centre generates evidence, translates it into action, and ensures that proven approaches are adopted and sustained at the system level. Through this pathway, the Centre directly contributes to regional goals of access, equity, quality, and resilience in education, helping Southeast Asia prepare learners to thrive in a rapidly changing, technology-driven world.

8.2. The INNOTECH MEL Cycle

The Centre's MEL Cycle (Figure 14) is structured at three interconnected phases: Operational Monitoring, Strategic Review, and Evaluation and Learning. These phases are designed to ensure that the Centre's activities are monitored, evaluated, and adjusted in real-time, fostering continuous improvement and ensuring alignment with Outcomes 1–5.

Phase 1: Operational Monitoring (Annual Loop). Each year begins with planning and appraisal, ensuring quality assurance and ToC alignment. Implementation is tracked through readiness checks, quarterly monitoring, and an Annual Implementation Review. These processes ensure timeliness, efficiency, and accountability for resources.

- **Planning and Appraisal:** Annual Operational Plans (AOPs) are prepared by all Offices, ensuring alignment with the FYDP outcomes, the Theory of Change, and ISO-aligned quality assurance requirements. This includes setting annual indicators, baselines, and targets; integrating gender, equity, and inclusion considerations; and incorporating lessons from the prior year's review.

To ensure coherence across levels, the FYDP is first translated into a Centre-wide operational plan through staff workshops. Offices then prepare their AOPs, which in turn are cascaded into individual deliverables through the Performance Development and Management System (PDMS). This provides a direct link between institutional outcomes, office priorities, and staff commitments.

- **Readiness Assessment** At the start of implementation, the Centre confirms that adequate resources are available and that risks have been identified, documented, and assigned to process owners for mitigation. This step helps reduce delays and strengthens accountability at the outset.

- **Quarterly Monitoring:** Program teams and Offices conduct structured progress checks on delivery timelines, financial utilization, efficiency, and stakeholder satisfaction. Corrective actions are agreed and documented.

Standardized templates and reporting forms are used to capture information consistently. These reviews are scheduled at set intervals, and findings are complemented by internal audit observations. Any lapses are recorded and corrective measures applied to prevent recurrence.

- **Annual Review of Accomplishments:** At the end of each fiscal year, findings from across Offices are consolidated to assess whether outputs are on track to contribute to outcomes. The review identifies systemic bottlenecks, assesses partner capacity to sustain results, and documents good practices. These results feed directly into the next AOP, ensuring that each year of the FYDP begins with an improved evidence base.

Phase 2: Strategic Review. The phase serves as a strategic checkpoint, consolidating evidence from the first three fiscal years of the FYDP. This review assesses progress towards the Centre's five outcome pillars and evaluates whether strategic priorities remain aligned with emerging needs. It enables reallocation of resources and adjustment of priorities based on real-time feedback from quarterly reviews and annual assessments.

Adaptive management ensures that the Mid-Cycle Review is used as a pivot point, informing adjustments in program focus and resource distribution for the remainder of the cycle. These adjustments ensure that INNOTECH stays on course to achieve outcome-based goals and maximize impact.

Phase 3: Evaluation and Learning. The final stage focuses on evaluation and institutional learning. All projects are subject to end-of-program evaluations to assess effectiveness, relevance, and stakeholder satisfaction. For selected flagship programs and innovative pilots, deeper outcome evaluations are conducted to test adoption, scalability, and/or policy uptake. In strategic cases such as region-wide initiatives or high-stakes innovations, impact evaluations may be commissioned to examine broader contributions to education quality and access in Southeast Asia.

The findings from these evaluations feed directly into future program designs, ensuring that lessons learned are integrated into the next cycle of planning and implementation. By embedding these insights into the annual operational plans, adaptive management ensures that each phase benefits from continuous learning and real-time improvements. This tiered evaluation approach ensures that every project generates credible evidence, while resource-intensive impact evaluations are reserved for initiatives where scale, learning value, and resourcing justify the investment.

The Role of Adaptive Management

Adaptive Management is a continuous process throughout the MEL cycle, ensuring that feedback from each phase is used to make real-time adjustments. The Centre's ability to adapt to emerging challenges is vital to maintaining its agility and impact. Quarterly and annual reviews, along with the Mid-Cycle Strategic Review, provide the data needed to adjust program delivery and resource allocation, keeping INNOTECH on track to meet its strategic outcomes. Adaptive management focuses on:

- Adjusting program designs and delivery modalities to strengthen alignment with outcomes.
- Redirecting resources toward initiatives with the highest potential for scalability, sustainability, and policy influence.
- Consolidating good practices and phasing out approaches that prove ineffective.
- Embedding a culture of continuous learning across Offices to maximize achievement of FYDP outcomes before the end-of-cycle evaluation.

This phase ensures that the Mid-Cycle Review is not a stand-alone exercise, but a pivot point that drives adaptive adjustments throughout the remainder of the FYDP.

Continuous Feedback Loop

The entire cycle is underpinned by a continuous feedback loop. Evidence at each level is continuously fed back into planning. Quarterly and annual reviews inform the next AOP; the mid-cycle strategic review informs strategic recalibration for the remainder of the five-year cycle; and end-of-cycle evaluations shape the design of the next FYDP. This ensures that learning permeates the cycle rather than being an afterthought.

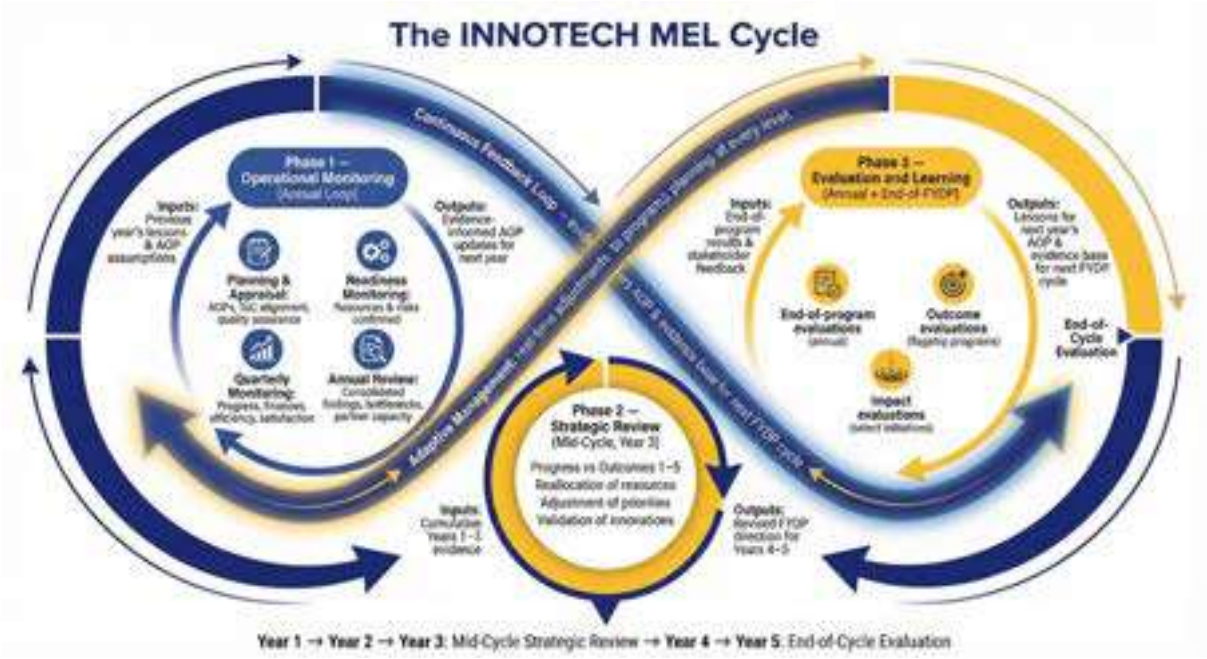

Figure 14. *Monitoring and Evaluation Process Flowchart*

8.3. Scope and Objectives

The MEL strategy covers the full scope of the Centre's work—programs, projects, and enabling systems—with the following objectives:

1. **Assure quality and relevance** by aligning initiatives with the FYDP's outcomes, the Theory of Change, and international evaluation criteria of relevance, effectiveness, efficiency, sustainability, and coherence.
2. **Align initiatives with outcomes.** Ensure that all programs and projects contribute to the FYDP's five outcomes, the Centre's Theory of Change, and internationally recognized evaluation criteria of relevance, effectiveness, efficiency, sustainability, and coherence.

3. **Ensure quality, timeliness, and efficiency of delivery.** Monitor progress to confirm that the Centre's obligations to internal and external stakeholders are met according to agreed schedule, budget, and quality standards.
4. **Generate timely and credible evidence.** Provide Management, Offices, and project teams with reliable data, including assessments of partner capacity to sustain results.
5. **Embed learning into practice.** Document lessons systematically and apply them to improve program design, policy development, and strategic planning.
6. **Strengthen regional alignment.** Contribute to SEAMEO's regional MEL framework, ensuring that INNOTECH's results are reflected in regional synthesis while maintaining a system tailored to the Centre's needs.

To operationalize these objectives, Table 2 presents the integrated monitoring and learning matrix. It links each of the Centre's five outcome pillars to monitoring questions, success criteria, data sources, indicators, and timing/frequency. This ensures that evidence generation is systematic, learning is embedded in practice, and results are directly aligned with both the FYDP and the SEAMEO Results Framework. The full mapping of Key Performance Indicators (KPIs) is provided here.





Table 2. *Integrated Monitoring, Evaluation, and Learning Table*

Theory of Change Link	Monitoring Questions	Purpose / Rationale	Success Criteria	Data Sources	Timing / Frequency
Outcome 1: Developed Future-Ready Changemakers	To what extent do alumni, educators, and youth demonstrate leadership and future-ready skills?	Assess whether training and networks translate into leadership practice and systemic impact.	Alumni contribute to recognized changemaking initiatives; case studies show systemic/community impact.	Alumni tracer studies, program records, case studies	Annual tracer; Mid-term and end-FYDP review
Outcome 2: Enabled Resilient & Adaptive Learning Ecosystems	Are new solutions co-developed, adopted, and scaled by partner systems?	Determine relevance, uptake, and system-level adoption of innovations.	Pilots are endorsed or scaled; inclusive/low-tech solutions integrated.	Pilot evaluation reports, MOE endorsement, system adoption evidence	Annual program review; Mid-Term Review
Outcome 3: Delivered Actionable Knowledge	Is knowledge generated, shared, and used by policymakers and practitioners?	Test whether research outputs inform decisions and policies.	Policy notes and discussion papers are cited/adopted; formal dialogues institutionalized	Policy notes, knowledge products, citations, MOE consultations	Annual + Mid-Term Review
Outcome 4: Expanded Reach	How far has the Centre expanded access and institutional engagement?	Track scale and inclusivity of reach across countries, learners, and institutions.	Increased learner reach; all 11 SEAMEO countries engaged; active partnerships established	Enrollment data, partnership MOUs, digital analytics	Annual
Outcome 5: Modernized & Agile Operations	Are systems efficient, quality-assured, and continuously improving?	Ensure institutional capacity supports sustainable delivery.	QMS maintained; audit findings resolved; HR and finance systems enable agility	Audit reports, HR PDMS, financial reports	Quarterly + Annual

Through this MEL strategy, the Centre ensures that innovation is continuously tested, refined, and scaled. These mechanisms not only safeguard implementation of the 11th FYDP but also lay the groundwork for the longer-term realization of Vision 2035.

9 REALIZING THE 2035 VISION

The 11th FYDP strengthens INNOTECH's mandate under its Enabling Instrument: to identify and help solve common problems in Southeast Asian education, to anticipate emerging needs, and to assist member countries in addressing their individual challenges. This mandate, carried out through collaboration with the region's education leaders, ensures that the Centre's work is grounded in national realities while advancing collective solutions to shared priorities.

By piloting innovative, technology-oriented approaches in close coordination with the Southeast Asian Ministries of Education, INNOTECH moves beyond individual projects to support system-wide reforms that deliver sustainable improvements for learners, teachers, and education systems. Anchored in its revitalized Vision, Mission and Values, the Plan outlines strategies, outcomes, and institutional capacities that enable the Centre to deliver high-quality training, research, and knowledge services at scale.

As Southeast Asia faces profound disruption from technology, climate change, shifting labor markets, and demographic transitions, education remains the decisive factor in ensuring inclusive growth and resilience. INNOTECH's role as a catalyst of innovation and technology, exercised in direct collaboration with Member Countries' Ministries of Education, positions it to anticipate needs, validate new approaches, and scale proven solutions through policy integration and institutional adoption. At the same time, the Plan reinforces governance, human resources, and institutional infrastructure, ensuring that INNOTECH itself exemplifies the professionalism, integrity, and excellence it promotes across the region.

Looking ahead, the 12th FYDP will build on the achievements of the 11th FYDP with a cohesive strategy anchored in innovation, institutional integration, and regional collaboration. By 2035, INNOTECH envisions education systems that are inclusive, technology-enabled, and future-ready. It will continue embedding educational technology solutions into national systems, supported by enabling policies, capacity-building, and multi-sectoral partnerships. Proven models will be scaled across diverse contexts, while robust monitoring and evaluation will ensure evidence-based refinement. The Centre will also strengthen operational excellence through digital transformation initiatives such as the Contract Management System, Q360 Productivity Tool, and paperless operations, reaffirmed by ISO 9001:2015 and ISO 29993:2017 certifications.

Ultimately, the 11th FYDP is more than a roadmap for the next five years; it is a bridge to realizing the 2035 Vision. It ensures that INNOTECH fulfills its founding purpose: to anticipate needs, solve common challenges, and support each Member Country in preparing for the future of education. By coordinating with the Ministers of Education, leveraging innovation and technology, and sustaining a culture of excellence and inclusivity, INNOTECH is positioned to help shape a Southeast Asia where every learner has the opportunity to become a changemaker who leads transformation in their community and beyond.

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