



## 2021/2022 SEAMEO-JASPER RESEARCH AWARD

### THEME:

## 'Addressing the Education Crisis: Intervention Programmes for Mitigating Learning Gaps and Learning Loss'

*[Revised as of 7 July 2021]*

### A: Background

The SEAMEO-Jasper Research Award was established in 1990 with the support of the Government of Canada to recognise exemplary research conducted by Southeast Asian nationals in the region. The Award aims to encourage young scholars to pursue research on a relevant theme on social development in Southeast Asia and facilitate continued interaction and knowledge-sharing among Southeast Asian and Canadian researchers.

### B: The Theme for 2021/2022 SEAMEO-Jasper Research Award

The theme for 2021/2022 is 'Addressing the Education Crisis: Intervention Programmes for Mitigating Learning Gaps and Learning Loss.'

The Southeast Asian countries have been making an effort to develop responsive programmes to achieve Sustainable Development Goal 4 (SDG 4) throughout the years<sup>1</sup>. However, due to the COVID-19 pandemic, there is a huge shift in the education system worldwide, especially in Southeast Asian countries. This drastic change in the education system widened gaps in education and the quality, equity, and efficiency of the education system in Southeast Asian countries.

The COVID-19 crisis has made the learning of the education system shift towards resilience on digital education or online learning, this consequence in the burden of students in remote locations with less digital infrastructure and groups from low socio-economic backgrounds<sup>2</sup>. Likewise, this needs programme intervention to mitigate the learning gaps and learning loss within the Southeast Asian region.

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<sup>1</sup> **Southern Voice. (2020).** Rahman, M., Khan, T., & Sadique, M. (2020). SDG implementation progress: What does the Asian experience reveal?. Retrieved 7 July 2021, from <http://southernvoice.org/wp-content/uploads/2020/07/SDG-Implementation-Progress-Asia-Rhaman-Khan-and-Sadique-2020.pdf>

<sup>2</sup> **OECD. (2020).** The impact of COVID-19 on student equity and inclusion: Supporting vulnerable students during school closures and school re-openings. (2020). Retrieved 7 July 2021, from <https://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-on-student-equity-and-inclusion-supporting-vulnerable-students-during-school-closures-and-school-re-openings-d593b5c8/>



According to the United Nation (UN), due to the COVID-19 situation, the learning loss rises and will affect the short and long term<sup>3</sup>. Moreover, The World Bank identifies three possible scenarios for the loss of learning: a reduction in average learning level for all students, a wild average learning levels for all students, a widening of the distribution of learning achievements due to highly unequal effects of the crisis on various populations, or a significant increase of students with a shallow level of achievement due in part to massive dropouts<sup>4</sup>.

Canada has consistently ranked among the highest in the OECD's Programme for International Students Assessment (PISA)<sup>5</sup>. They constantly promote equal opportunity to young Canadians to achieve both elementary and secondary education. However, there are wide gaps in education due to unequal access to the best schools and the quality of education across schools and learning. Moreover, since the COVID-19 pandemic strike, many students lose the opportunity to learn effectively through online learning as some teachers may not be trained for the online learning system<sup>6</sup>.

This round's SEAMEO-Jasper Research Award recognises research studies investigating how education, science, and culture can help mitigate learning gaps and learning loss. The Award distinguishes studies that explore concepts, traditional or innovative models, and best practices on academic and research in addressing education crisis through intervention programmes for mitigating learning gaps and learning loss in Southeast Asia. Likewise, research studies may include investigations or documented cases on policies and practical strategies toward the education crisis.

### C: Thematic Strands

Research studies may cover one or more areas in overcoming the education crisis of learning gaps and learning loss, as follows:

1. Strengthening student's well-being and mental health;
2. Adapting evaluation and assessment components;
3. Teacher and training support;
4. Capacity building;

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<sup>3</sup> UN. (2020). Education: From disruption to recovery. (2020). Retrieved 7 July 2021, from <https://en.unesco.org/covid19/educationresponse/>

<sup>4</sup> The World Bank. (2020). IQBAL, S., AZEVEDO, J., GEVEN, K., HASAN, A., & PATRINOS, H. (2020). We should avoid flattening the curve in education – Possible scenarios for learning loss during the school lockdowns. Retrieved 7 July 2021, from <https://blogs.worldbank.org/education/we-should-avoid-flattening-curve-education-possible-scenarios-learning-loss-during-school>

<sup>5</sup> PISA - PISA. (2021). Retrieved 7 July 2021, from <https://www.oecd.org/pisa/>

<sup>6</sup> PISA - PISA. (2021). Retrieved 7 July 2021, from <https://www.oecd.org/pisa/>



5. Family involvement; and
6. Economic issues related to education.

#### D: Eligible Applicants

1. A national of a SEAMEO Member Country only\*;
2. Holder of advanced degrees;
3. Not more than 55 years of age at the time of application;
4. Not currently associated with or employed by any of the SEAMEO Centres/Network or SEAMEO Secretariat;
5. Not previously received any awards organised by SEAMEO Secretariat;
6. For studies/projects conducted by a team of researchers, only one author will be eligible for nomination. The submission should include a written note from the co-author(s) waiving any claim to the Award, in case the research is selected; and a statement indicating the nominee's level of responsibility (in percentage) for the research work; and
7. Physically fit to travel; certification by a competent physician may be requested before travelling.

*\*SEAMEO Member Countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, and Vietnam.*

#### E: Eligible Research Entries

1. The research must be a completed research study/project conducted in Southeast Asia (covering one country or more in the Southeast Asia region) relating to the identified theme for the Award.
2. The research must have been completed within the past two years.
3. All submissions, including photo captions and other materials, must be in English.
4. All research entries conducted for graduate/post-graduate theses or doctoral dissertations **will not be** accepted.
5. Research entries from previous winners of the SEAMEO-Jasper Research Award and other SEAMEO Awards **will not be** accepted.
6. A research entry should comprise:
  - a) The 20-page summary of the research paper;
  - b) a one-page abstract of the research paper; and
  - c) Complete research paper.



7. Research entry should have the following essential sections:
  - a) Introduction (including rationale, statement of the problem, research objectives);
  - b) Methodology;
  - c) Results and Discussions;
  - d) Conclusions and Recommendations;
  - e) References; and
  - f) Appendices.
  
8. Non-winning research entries may be selected in SEAMEO's Southeast Asian Journal of Education, subject to permission/approval from the author.

#### **F: Award Selection Process**

This year the selection will be comprised of **two stages**:

##### **1. Review**

Officials of SEAMEO will review the submitted entries. Only shortlisted papers that pass this primary process will be forwarded to experts' review.

##### **2. Selection**

A Selection Committee composed of representatives from relevant international organisations, experts in the field covered by the theme, shall conduct the final review of the qualified paper. Selection will be based on the research report's quality, relevance to the theme, and improving education in Southeast Asia and its potential for promoting better understanding between Canada and Southeast Asia.

#### **G: Benefits to SEAMEO-Jasper Research Awardee**

1. The winner of the SEAMEO-Jasper Research Award will be awarded a Plaque of Recognition at the 44<sup>th</sup> SEAMEO High Officials Meeting in November 2021, Bangkok, Thailand.
2. The SEAMEO-Jasper Research Award winner will receive a travel fellowship to Canada or to any two (2) of the SEAMEO Member Countries to disseminate the results of winning research to Canadian embassies in Southeast Asia/relevant education/research institutions.
3. The fellowship includes 8-day travel expenses\*\* to Canada/Southeast Asian countries (including travel time). However, the fellow must be responsible for costs related to immigration, such as passport and visa, which occur before the visit. The fellowship will include assistance by the SEAMEO Secretariat in travel and meeting arrangements. The



fellowship visit shall be done within twelve months from the date of the winner's announcement.

*\*\*The travel expenses to be provided refer to an economy-class round-trip air ticket, accommodation, and per diem (SEAMEO rate).*

#### **H: Submission of Research Entries**

Candidates are expected to submit one set of the electronic files of the followings:

1. Completed application form (Download the form here)
2. A 20-page summary of the research paper (including rationale statement of the problem, objectives, methodology, results, and discussions, conclusions and recommendations; and references/appendices);
3. A one-page abstract of the research paper; and
4. Complete research paper.

Electronic submissions must reach the SEAMEO Secretariat on or before **31 August 2021**. The research submissions as above-mentioned should be marked and addressed to **SEAMEO-Jasper Research Award: [seameojasper-research@seameo.org](mailto:seameojasper-research@seameo.org)**

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