



EBA

Project Report



2021



2024



Executive Summary

The Evidence Based Approach (EBA) Project Report 2021-2024 showcases four years of collaboration, innovation, and capacity-building across universities in the Asia-Pacific region. This report covers activities starting from April 2021 to the end of 2024. It highlights stakeholder contributions, including partner universities' efforts, learning outcomes from participants, interactions with local communities, and recent developments guiding the project's future initiatives.

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- 2022 Diversity Fieldwork
- 2022 Minamata Fieldwork
- 2023 Kumamoto Fieldwork
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A Look into the Future of EBA Project



Chapter

1



Introduction

➔About SOI Asia Community and EBA Project

SOI Asia was established in 2001 with the objective of achieving education collaborations between Southeast Asian universities on the internet, utilizing the infrastructure technology developed by AI³ Project.

The SOI Asia community has been implementing human resource development programs in Asia across the field of information technology, security, marine technologies, environmental issues, cultural understandings, disaster management, sustainability, and many more.

EBA (Evidence Based Approach) Project is one of the projects within SOI Asia, aiming to foster leaders of tomorrow in the Asia-Pacific region capable of identifying and tackling complex social issues based on evidence, multidisciplinary teamwork, and cross-cultural engagement.

The project offers a curriculum consisting of online courses, fieldwork activities, and internships based on the EBA method. The method proposed by the project comprehends a cycle of data collection, data analysis, evidence building, storytelling and taking action in order to understand social issues, think about solutions, and trigger actions. The method and environment provided by the EBA Project cultivates empowered communities for a more resilient and interconnected future across the Asia-Pacific region.



Chapter

2

Four Years of EBA at a Glance



→EBA World





19

Universities/
Institutions

11

Countries in
Asia Pacific



Create a collaborative
community for designing
resilient future society

→EBA Partners



01 - Nepal

Tribhuvan University

02 - Bangladesh

Bangladesh University of
Engineering and
Technology

03 - Myanmar

University of Computer
Studies, Mandalay,
University of Computer
Studies, Yangon

04 - Thailand

Chulalongkorn University

05 - Cambodia

Institute of Technology of
Cambodia

06 - Vietnam

Hanoi University of
Science and
Technology,
Vietnam - Japan
National University

07 - Malaysia

Universiti Malaya,
Universiti Sains
Malaysia

08 - Indonesia

Institut Teknologi
Bandung,
Universitas Brawijaya,
Universitas
Hasanuddin,
Universitas Sam
Ratulangi,
Universitas Syiah Kuala

09 - Timor Leste

Universidade Nacional
Timor Lorosa'e

10 - Philippines

University of the
Philippines Diliman

11 - Japan

Keio University

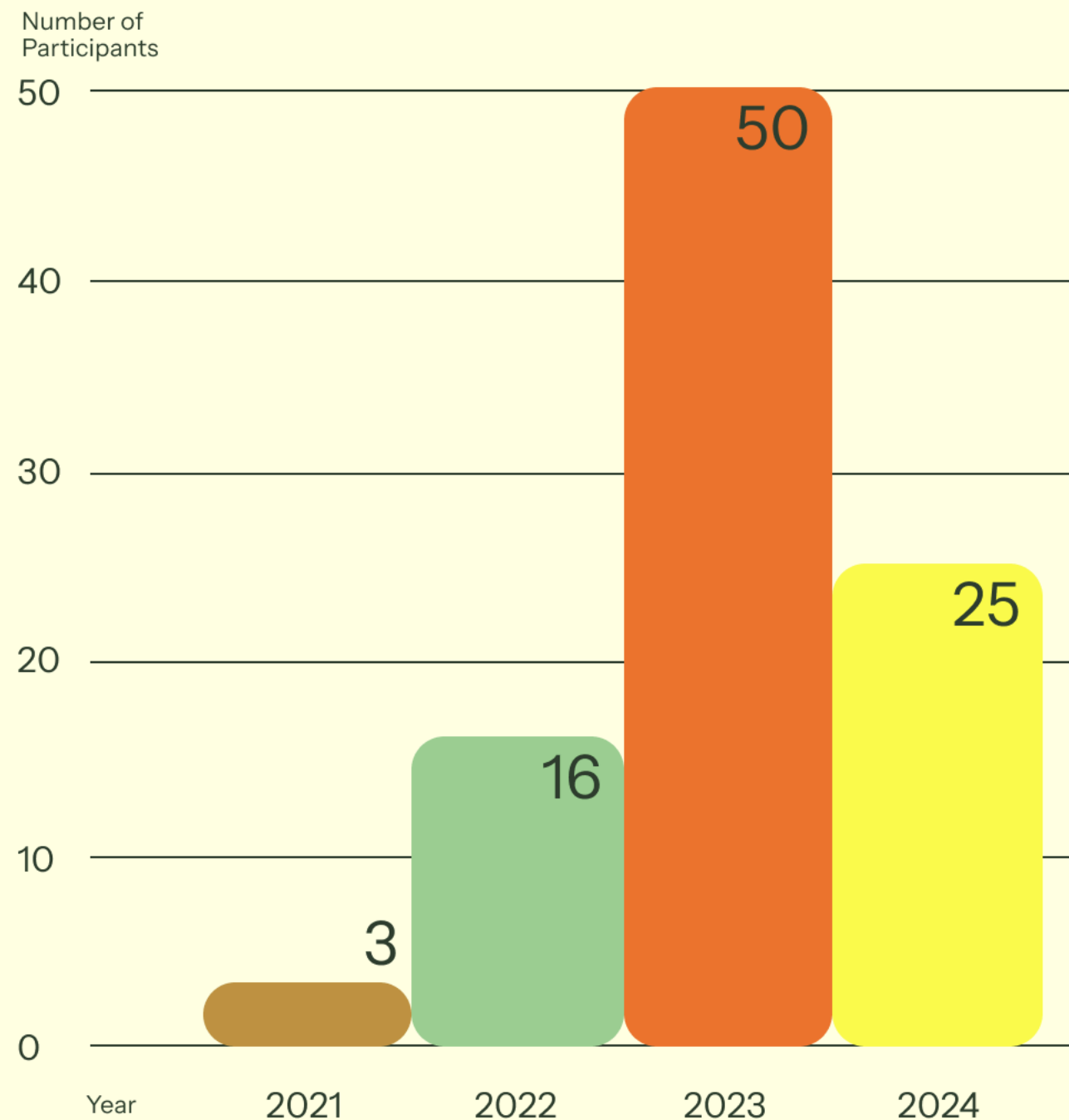
Regional

UNESCO (United
Nations Educational,
Scientific and Cultural
Organization)

→EBA Fieldwork Engagement

01 | By Year

Fieldwork Program Participation by Year

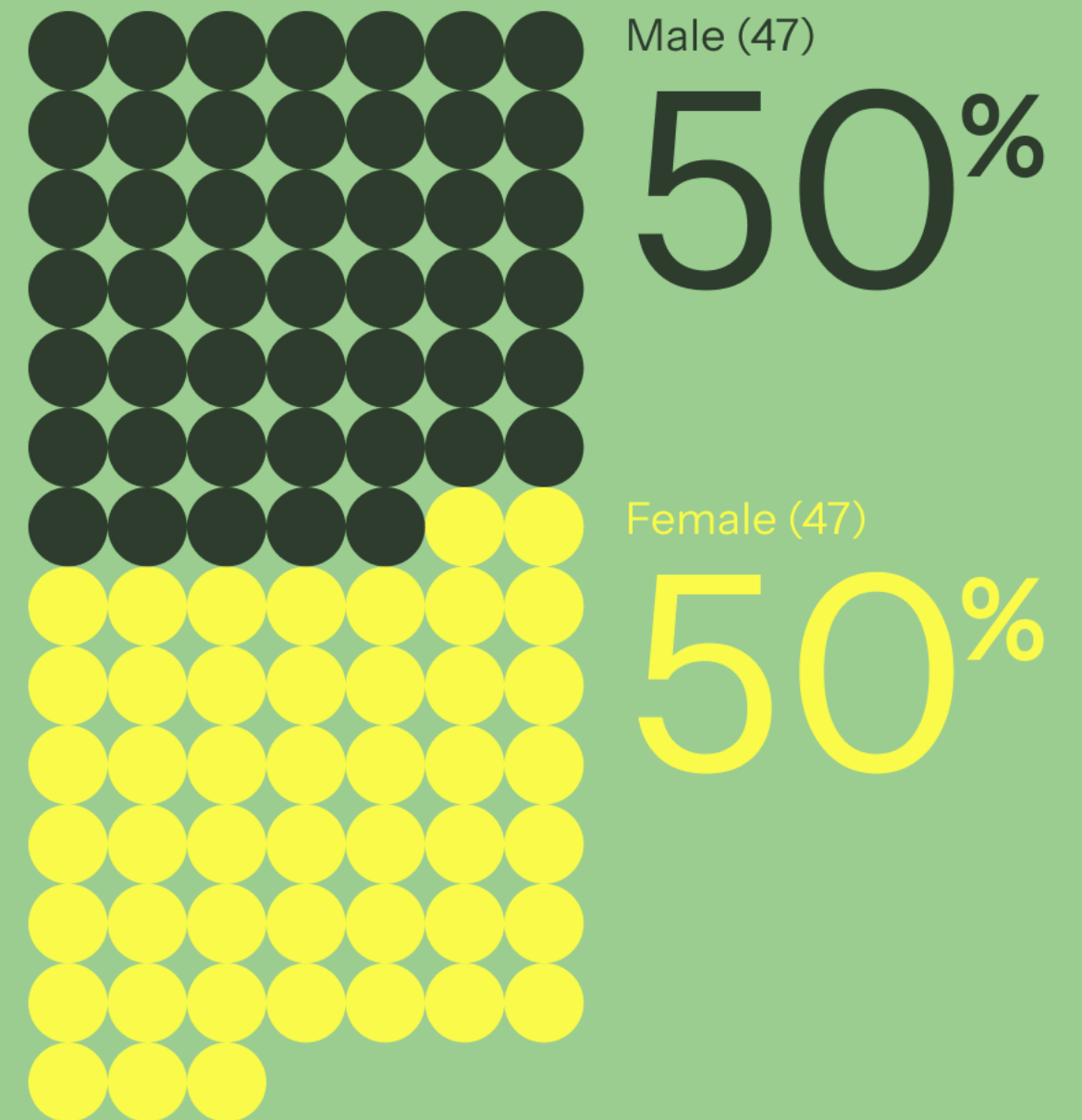


02 | By Gender

Gender Distribution for EBA Fieldwork Participants (2021-2024)

Total
Participants

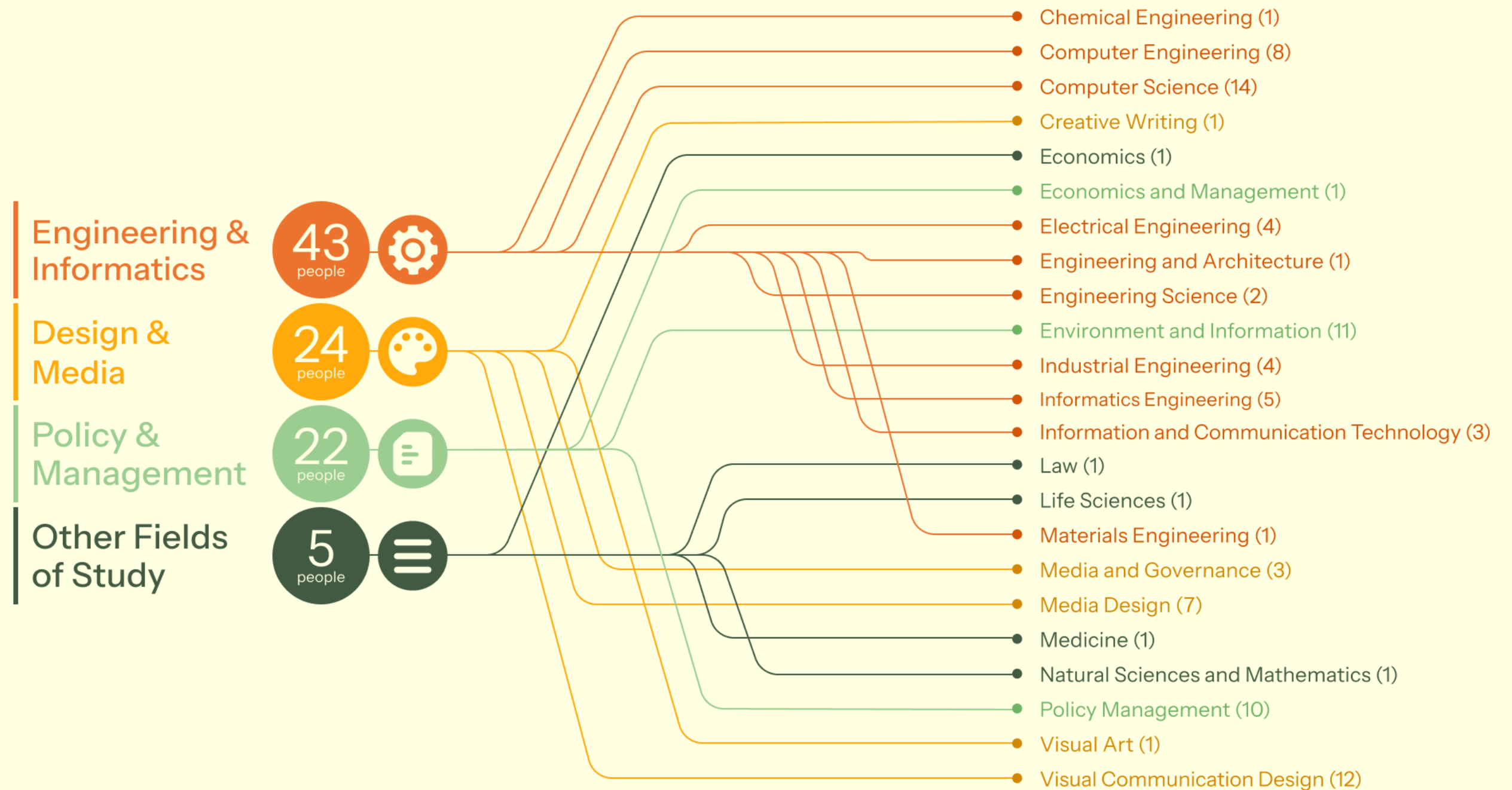
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→EBA Fieldwork Engagement

03 | By Domain of Expertise

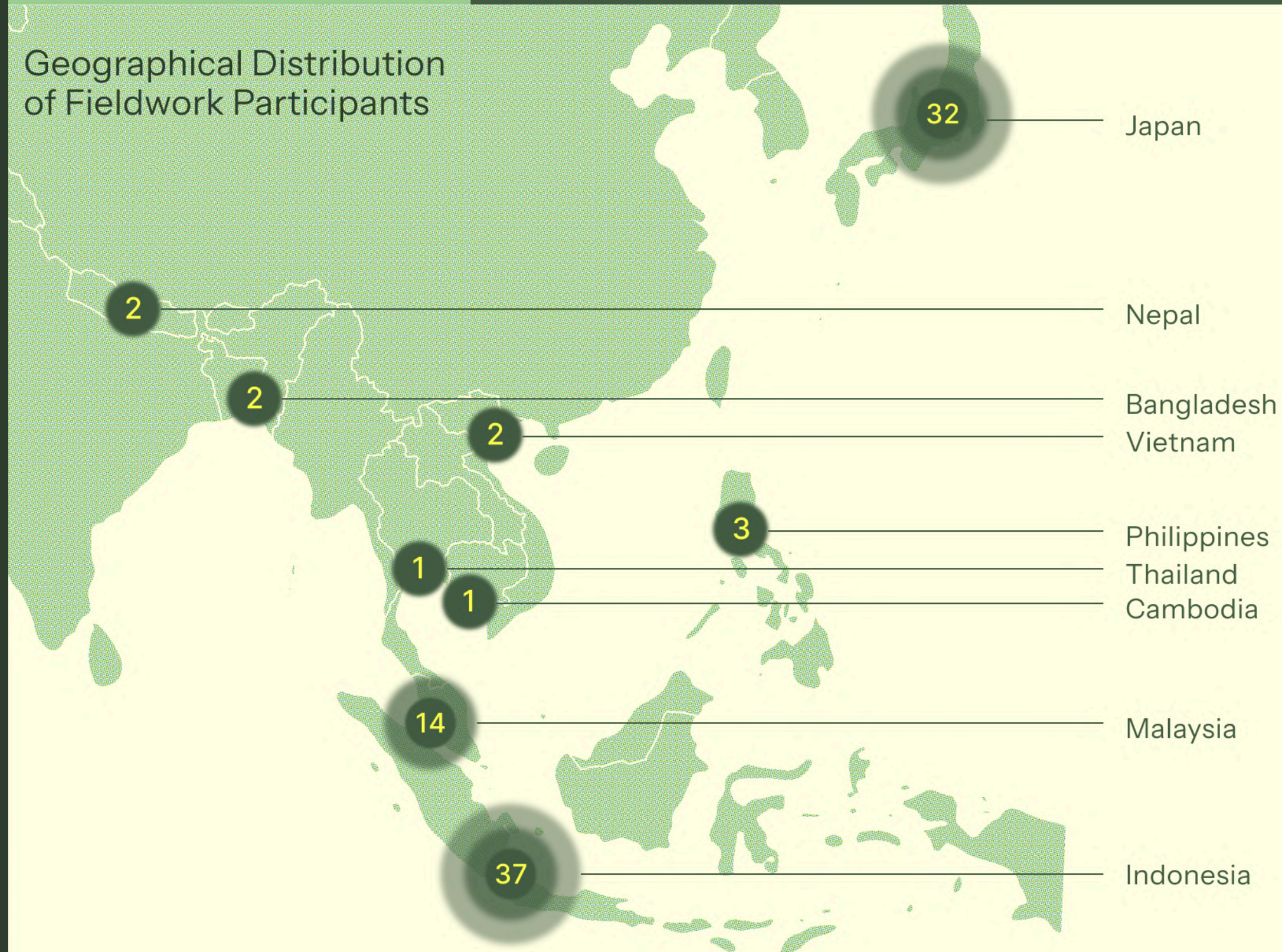
Academic Background of Fieldwork Participants



→EBA Fieldwork Engagement

04 | By Location of Home Institution

Geographical Distribution of Fieldwork Participants



Chapter

3

EBA Fieldworks and Events



➔About EBA Fieldwork

Short-term intensive fieldwork, called EBA Fieldwork, is at the core of the curriculum developed and offered by the project, providing students from partner universities with opportunities to practice the EBA method, which is the **process proposed by the project for understanding social issues and considering solutions to them.**

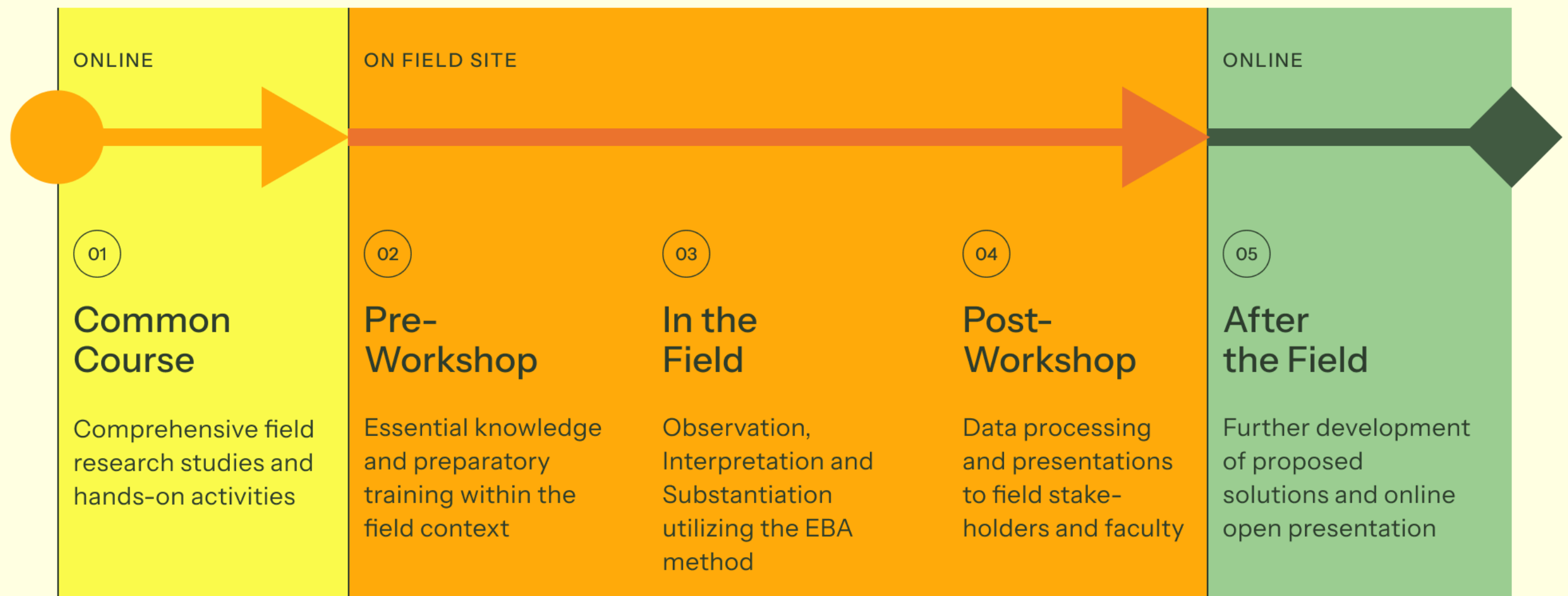
In EBA Fieldwork, a social issue common to the Asia-Pacific region is taken up as the theme, and participants experience a series of steps in which they actually visit the field, understand the essence of the problem through the collection, analysis, and visualization of various data, develop solutions in collaboration with other participants from diverse background, and present their solutions.

Considering that field issues are often complex and multifaceted, EBA considers that a diverse group of participants can approach issues from different angles and notice different perspectives. The exchange between these participants will then lead to a more complete understanding of the problems and potential solutions.



The current EBA Fieldwork format begins with online preparatory activities, including an introductory course on field research fundamentals and the EBA method, along with lectures and self-guided research to help students understand their field of study. Before heading to the field, participants engage in a pre-workshop to build essential skills, from data collection techniques to understanding local customs.

In the field, they collaborate across disciplines to observe, collect data, build evidence, and develop insights, working closely with faculty. They then consolidate their findings, presenting them to local stakeholders during a post-workshop. After the field, groups refine their work into a final presentation for the SOI Asia community, contributing unique perspectives based on their backgrounds. This structured process empowers participants to craft their own meaningful contributions through evidence-based, hands-on research and multi-stakeholder engagement.



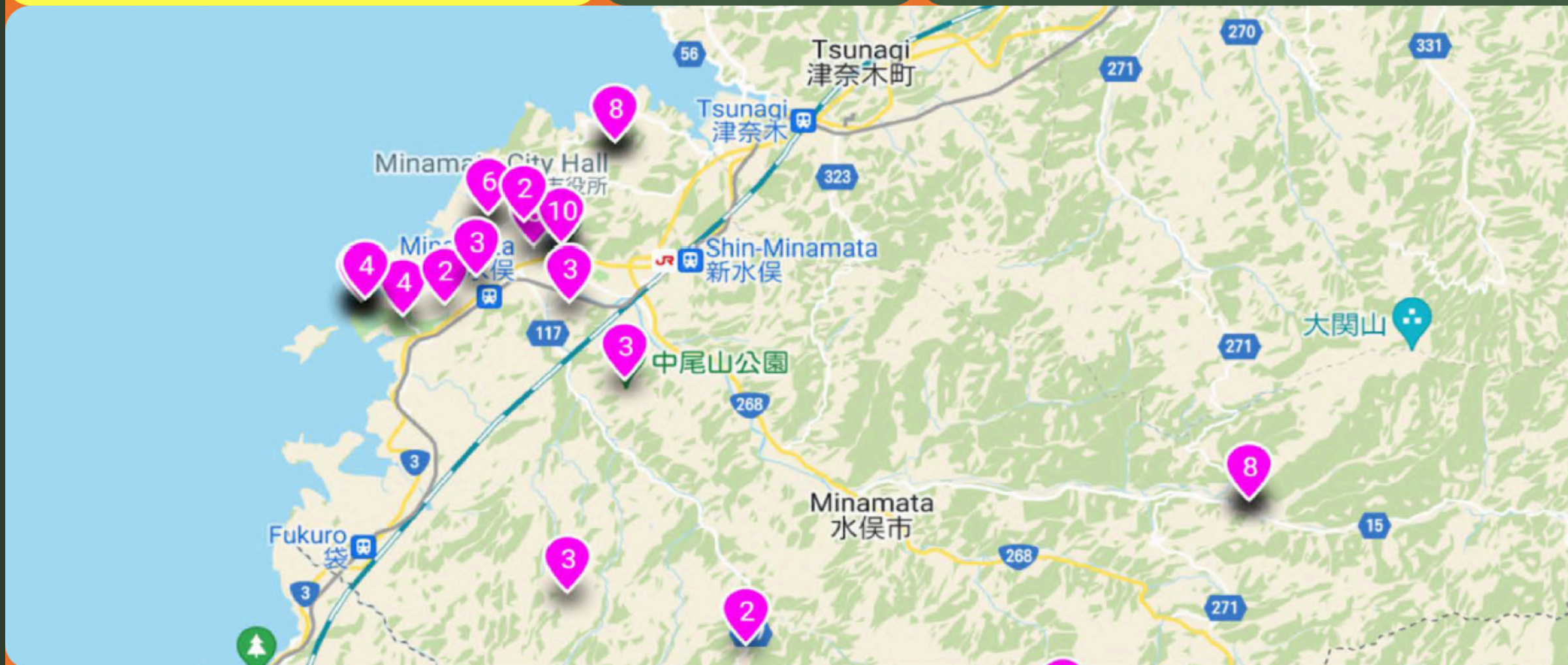
→Fieldworks



2022 Minamata Virtual Fieldwork

Location:
Minamata, Japan

Schedule:
November 2021 - January 2022 / March - June 2022



★ Topic:

Revitalization of
Minamata City

Participants:

7 (Female: 6, Male: 1)

Host:

Keio University

The participants joined a virtual fieldwork activity about Minamata city. They received on-demand lectures about Minamata city, its history and the impacts of mercury poisoning.

2022 Minamata Virtual
Fieldwork

The participants explored the city utilizing an interactive online map system, which contains several types of content and data, including: drone and sensor images, 360-degree photos and videos, matterports, official documents, documentaries and other media formats. By familiarizing themselves with these contents, the participants could explore the city further and collect relevant information. With the data they collected, they were able to utilize the EBA method to suggest ways for Minamata city to be revitalized. They were able to give their own unique perspectives on the topic, based on their different background and areas of study. The virtual format of this fieldwork later became the seed of online sessions and Common Course development.

Program:

- | | |
|---------------------------------|-----------------------------|
| ① Introduction Session | ④ Research Question Review |
| ② Asynchronous Data Exploration | ⑤ Data Storytelling Session |
| ③ Research Question Submission | ⑥ Final Presentation |





2022 Minamata Virtual Fieldwork

Learning Outcomes:

- Understand the issues and challenges related to the Minamata disease.
- Understand the current situation of Minamata city by gathering data online, exploring the city environment virtually, and investigating official publications, reports and content produced by researchers and local authorities.
- Propose possible solutions to Minamata city covering the sustainable development goals which are defined by the United Nations.

Students' Work:



Digital Badge:



Voice from the Participants:



It makes me not want to just become a regular graphic designer but also a graphic designer that could make a human centered design.





2022
Diversity Fieldwork

Location:
Tokyo, Japan

Schedule:
May - June 2022



★ **Topic:**

Inclusivity



Participants:

3 (Female: 3)



Host:

Keio University

This EBA Fieldwork offered an opportunity for participants to think, learn and reflect about the question “How can Japan become a more inclusive place?” from the perspective of younger generations from the Brazilian community in Japan.

2022
Diversity Fieldwork

They investigated the lives, career paths, and future aspirations of Brazilian youth residing in Japan. The study aimed to understand the current state of globalization and immigration in Japan and explore the theme of creating an inclusive and sustainable society. Through collaboration with the “Fieldwork Masters” and local Brazilian junior high and high school students, workshops on career paths and aspirations were provided online. A total of 49 students pre-registered for the workshops, with 37 actively participating. In addition, interviews were conducted with Brazilian families raising children in Japan and Brazilian students attending graduate schools in Japan.

Program:

- 5/14 Members Introductions, Guidance on EBA Project and the Study Field
- 5/21 Evidence-based Skills Acquisition
- 5/23 Data Collection in the Field
- 6/3 Online Fieldwork Preparation
- 6/4 Online Fieldwork, Discussion with Brazilians living in Japan
- 6/11 Discussion and Sharing Session
- 6/29 Reflection Session





2022 Diversity Fieldwork

Learning Outcomes:

- Understand the issues and challenges related to the access of education and work information by international communities in Japan.
- Collect primary data (quantitative and qualitative) in online environments.
- Propose possible solutions to increase and promote access to information with bilateral contributions of Japanese and international students from different grades.

Students' Work:



Digital Badge:



Voice from the Participants:



I enjoyed being able to explore the reality of the topic (inclusiveness) during this fieldwork.

Voice from the Participants:



What made a lasting impression on me was having the opportunity to interact directly with Japanese-Brazilian children.





2022 Minamata Fieldwork

Location:
Minamata, Japan

Schedule:
July - August 2022



★ **Topic:**

Revitalization of
Minamata City



Participants:

9 (Female: 6, Male: 3)



Host:

Keio University

Following up from the Minamata Virtual Fieldwork, participants applied the EBA method in the actual field in Minamata.

This fieldwork also invited 2 faculty members as a part of EBA faculty development.



2022 Minamata Fieldwork



Participants engaged in discussions with various stakeholders in the local community for a deeper investigation of the issues related to the mercury pollution in the region from a chemical factory in the 1950's and how the city has evolved since then. Comparing the data exploration that they did beforehand with the evidence that participants experience themselves in the field, they propose possible solutions for sustainable development in Minamata city.

Program:

- 7/29 Arrival in Japan, Welcome Session, Survival in Japan Hands-on Session
- 7/30 Miraikan visit
- 7/31 Pre-workshop: Capturing Data using 360-degree Camera Hands-on Session, VR Sharing Session, Minamata VR Session
- 8/1 Team Building Activity, Minamata Departure Preparation
- 8/2 Mobilization to Minamata, Minamata Environmental Academia, Minamata Disease Municipal Museum, and Minamata Eco Park Visit, Discussion with Minamata Disease Survivor
- 8/3 National Institute of Minamata Disease, Fukuda Farm, JNC Minamata Factory, and Minamata Environmental Clean Center Visit, Stor
- 8/4 RBS, Act-B Recycling, and Samukawa Water Source Visit, Kugino Village Exploration
- 8/5 Sharing Session with Local Stakeholder, Mobilization to Tokyo
- 8/6 Tokyo Exploration
- 8/7 Departure from Japan



2022 Minamata Fieldwork

Learning Outcomes:

- Understand the issues and challenges related to the Minamata disease.
- Understand the current situation of Minamata city through the lessons from Minamata disease and eco-rehabilitation of a pollution-devastated city.
- Propose possible solutions to Minamata city covering the sustainable development goals which are defined by the United Nations.

Students' Work:



Digital Badge:



Voice from the Participants:



EBA (fieldwork) helps me to understand what Minamata had been through. And I think EBA (fieldwork) can be utilized for issues in Indonesia as well.

Voice from the Participants:



Minamata has a tragic history, but the citizens were able to get up and continue their living in a sustainable way. Impressive.





2023
Kumamoto Fieldwork

Location:
Kumamoto, Japan

Schedule:
January - March 2023



★ Topic:
Disaster Recovery



Participants:
14 (Female: 7, Male: 7)



Host:
Keio University

Kumamoto prefecture, located on Kyushu island, is known in Japan as a haven for nature lovers, with wild rivers and active volcanoes: such as Mount Aso, one of the world's largest active volcanoes and the largest volcano in Japan. Minamata city is also located in Kumamoto Prefecture.



2023 Kumamoto Fieldwork



In April 2016, they experienced devastating earthquakes which claimed over 270 victims and partially damaged some 43,000 homes around that area. The area also experienced deadly torrential rains that brought floods and mudslides that hit southwestern Japan in July 2020. Participants collected evidence from various places and stakeholders in Kumamoto prefecture that experienced both the natural and man-made disasters. Learning from how the Kumamoto people have been tackling them, the participants explored the question, “What action will you take to tackle the disaster in your local area?”

Program:

→ ONLINE SESSIONS (JANUARY)

→ FIELDWORK (FEBRUARY 20 - MARCH 1)

- 2/20 Arrival in Japan, Mobilization to Kumamoto, Pre-workshop: Welcome to EBA Session
 - 2/21 Pre-workshop: Data Collection, Guest Talk on Kumamoto Earthquake, Data Collection Planning Session
 - 2/22 Pre-workshop: Data Analysis and Visualization, Group Discussion Session
 - 2/23 Earthquake Disaster Area Visit - Tokai University (Aso Campus), Local People Meeting
 - 2/24 Kumamoto Gakuen Visit, Minamata Environmental Clean Center Visit, Discussion Session with Minamata City and Local Community, Group Work
 - 2/25 ECO-NET Minamata Visit, Minamata Disease Historical Places Visit, Discussion Session with Minamata Disease Survivor, Minamata Disease Historical Museum Visit
 - 2/26 Mobilization to Tokyo
 - 2/27 Preparation for Sharing Session
 - 2/28 Sharing Session
 - 3/1 Departure from Japan
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→ FINAL PRESENTATION AND OUTPUT (MARCH 29)



2023 Kumamoto Fieldwork

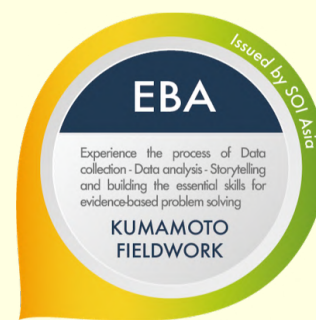
Learning Outcomes:

- Understand the EBA method, which consists of Data Collection, Data Analyzation, Data Visualization, and Storytelling, and practiced it in the fieldwork.
- Understand natural and man-made disasters that occurred in Kumamoto Prefecture and how Kumamoto people have tackled to overcome the disasters.
- Propose possible solutions to disasters of participants' local area based on learning from the cases in Kumamoto-city and Minamata-city.

Students' Work:



Digital Badge:



Voice from the Participants:



I saw earthquake remnants that I had never seen before in my life. It was great evidence to share with others.

Voice from the Participants:



Good exposure on fieldwork using 360-degree video recording to create an immersive experience for viewers.

Voice from the Participants:



We can learn not only about how to tackle disaster, but also explore Japan's technologies and innovation.

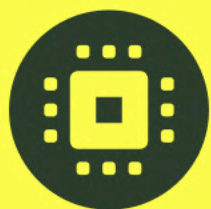




2023
Minamata Fieldwork

Location:
Minamata, Japan

Schedule:
June - September 2023



★ **Topic:**

Revitalization of
Minamata City



Participants:

13 (Female: 5, Male: 8)



Host:

Keio University

Minamata city is located in Kyushu island, southern part of Japan. The city is known for the Minamata Disease tragedy, which was caused by mercury pollution from a chemical factory in the 1950.

2023
Minamata Fieldwork

It is the first disease caused by the food chain due to environmental pollution. Participants learned the overview of the area and, afterward, engaged in discussions with stakeholders for a deeper investigation of the issues faced by the local community. Then, propose possible solutions for sustainable development in Minamata city based on the questions:

1. In the digital era, how can we revitalize Minamata city? Provide proposals considering the current situation in Minamata city. or,
2. How could the Minamata disease incident have been avoided if modern technology had been available? What should we do now to apply the lessons learned?

This fieldwork also invited 2 faculty members as a part of EBA faculty development.

Program:**→ ONLINE SESSIONS (JUNE)**

→ FIELDWORK (JULY 28 - AUGUST 5)

- 7/28 Arrival in Japan, Welcome Session, Survival in Japan Session, Team Building Activity
- 7/29 Pre-workshop: Data Collection Session, Independent Fieldwork in Tokyo
- 7/30 Pre-workshop: Data Visualization and Basic Graphic Design Session, Sharing Session
- 7/31 Pre-workshop: About the Field in Minamata Lecture
- 8/1 Mobilization to Minamata, Minamata Environmental Academia, Minamata Disease Municipal Museum, Minamata Disease Archive, and Minamata Eco Park Visit, Discussion with Minamata Disease Survivor
- 8/2 JNC Minamata Factory, National Institute of Minamata Disease, Fukuda Farm, Act-B Recycling, and Tanaka Shoten Visit, Storytelling About Minamata Sea Session
- 8/3 Kugino Village Exploration, Minamata High School Workshop
- 8/4 Sharing Session with Local Stakeholders, Mobilization to Tokyo
- 8/5 Departure from Japan

→ FINAL PRESENTATION AND OUTPUT (SEPTEMBER 27)



2023 Minamata Fieldwork

Learning Outcomes:

- Understand the issues and challenges related to the Minamata disease.
- Understand the current situation of Minamata city through the lessons from Minamata disease and eco-rehabilitation of a pollution-devastated city.
- Propose possible solutions to Minamata city covering the sustainable development goals which are defined by the United Nations.

Students' Work:



Digital Badge:



Voice from the Participants:



Interacting with the students from Minamata High School offered valuable insights beyond the EBA program and I aim to apply these insights and newfound knowledge back home.





2023
UM Fieldwork

Location:
Kuala Lumpur, Malaysia

Schedule:
June - September 2023



Topic:
Urbanization and
Ecological System



Participants:
9 (Female: 4, Male: 5)



Host:
Universiti Malaya

Urbanization has the ultimate effect on the hydrology system of an area which eventually degrades the quality of both surface and groundwater. Urbanization increases the sediment load carried by the streams, decreases groundwater recharge, promotes eutrophication which eventually causes temperature variation.



These changes tend to alter water quality which affects the hydrological parameters and habitat disturbance of dragonflies and butterflies. Participants learned and practiced the EBA method by collecting, analyzing, and visualizing evidence from various locations in urban and rural locations around Kuala Lumpur, Malaysia to explore the question, “How much is the impact of Urbanization on Water Quality and Ecological System.”



Program:

→ ONLINE SESSIONS (JUNE)

→ FIELDWORK (AUGUST 19-28)

- 8/19 Arrival in Malaysia
 - 8/20 Introduction Session, Team Building Activity, Fieldwork Topic Input Session
 - 8/21 Data Collection and Analysis in Urban Area: Rimba Ilmu and Varsity Lake - University Malaya, Discussion Session
 - 8/22 Data Collection and Analysis in Rural Area: Sungai Chilling Fish Sanctuary, Discussion Session
 - 8/23 Data Collection and Analysis in Urban Area: Elmina Recreational Park,, Discussion Session
 - 8/24 Data Collection and Analysis in Rural Area: Sungai Congkak Recreational Forest, Discussion Session
 - 8/25 Post-workshop: Data Analysis and Visualization, Sharing Session Preparation
 - 8/26 Post-workshop: Data Analysis and Visualization, Sharing Session Preparation
 - 8/27 Sharing Session
 - 8/28 Departure from Malaysia
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→ FINAL PRESENTATION AND OUTPUT (SEPTEMBER 27)



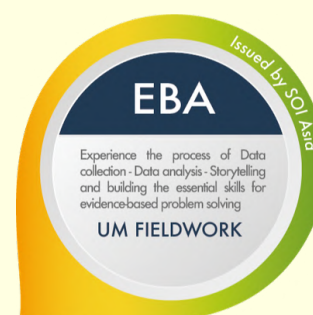
Learning Outcomes:

- Learn the basic skills to measure the water quality assessment.
- Gain knowledge of river water quality and its ecosystems.
- Think together with other participants from different backgrounds about a sustainable environment.

Students' Work:



Digital Badge:



Voice from the Participants:



I'm impressed with how EBA decided to study the impact of urbanization based on the bioindicator instead of other parameters. It's insightful.

Voice from the Participants:



We unlocked our new skills to analyze the water quality and make correlation for the population of the butterflies and dragonflies.





2023
Hokkaido Fieldwork

Location:
Hokkaido, Japan

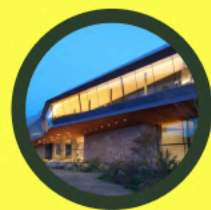
Schedule:
September - November 2023



★ **Topic:**
Indigenous
Communities



Participants:
14 (Female: 8, Male: 6)



Host:
Keio University / Keio
Museum Commons

Hokkaido, the northernmost island of Japan, has a rich history marked by its indigenous Ainu people and diverse natural landscapes. While Hokkaido is recognized for its scenic beauty and distinct culture, there is a growing emphasis on preserving its indigenous heritage, environmental diversity, and inclusivity in society.



During this fieldwork, the participants will perceive these as ‘resources,’ and reflect on how we can preserve them for the next generation. Participants used the EBA method to collect evidence of Indigenous communities’ traditions and rights, investigate the pressing environmental challenges facing the region, and explore the social aspects crucial for diversity and inclusion. Continued by reflecting on the following 3 questions:

1. How has this experience changed your perspective?
2. What would you like to pass on to the next generation?
3. What actions can “you” take from now on?

Program:

→ ONLINE SESSIONS (SEPTEMBER)

→ FIELDWORK (OCTOBER 17-26)

- 10/17 Arrival in Japan and Mobilization to Hokkaido, Orientation Session
- 10/18 Hokkaido Refinery Visit, Upopoy National Ainu Museum and Park Exploration
- 10/19 Upopoy National Ainu Museum Exploration, Discussion with Elderly people at Shiraoi Grandma, Group Discussion
- 10/20 Hokkaido University Exploration (guided and independent)
- 10/21 Group Discussion, Hokkaido University Exploration
- 10/22 Sapporo Field Exploration, Mobilization to Tokyo
- 10/23 Input and Planning Session for Exhibition
- 10/24 Exhibition Preparation
- 10/25 Group Exhibition, Individual Presentation Session
- 10/26 Departure from Japan

→ FINAL PRESENTATION AND OUTPUT (NOVEMBER 29)



Learning Outcomes:

- Understand the current situation related to Indigenous communities' traditions and rights and pressing environmental challenges in Hokkaido, Japan.
- Learn new data visualization styles in the form of Art Exhibition.
- Think together with other participants from different backgrounds about diversity and inclusion.

Students' Work:



Digital Badge:



Voice from the Participants:



I discovered the linguistic richness of the Ainu people, a language standing distinct from Japanese, yet endangered in the face of modernization. Underscored the urgent need to preserve and promote the Ainu heritage, a mission that goes beyond cultural respect to cultivate a diverse and inclusive society.

Voice from the Participants:



It left a very lasting positive impression that given the right circumstances anyone's history and culture can be preserved.





2024
Kalimantan Fieldwork

Location:
East Kalimantan, Indonesia

Schedule:
April - August 2024



★ **Topic:**
Sustainable City



Participants:
12 (Female: 4, Male: 8)



Host:
Institute Teknologi
Bandung

Kalimantan, one of the big islands in Indonesia has gone through tremendous changes in the past 10 years. Aside from the development of the new capital city of Indonesia, there are also transformations in other sectors such as tourism, migration, and infrastructure.



In this fieldwork participants learned and utilized the EBA method to explore how the aspects of human, culture, and nature are integrated in the development of a sustainable city in East Kalimantan. Combining a multidisciplinary perspective such as Visual Communication Design, Design Ethnography, and Life Science (Biology), they investigated the following questions in the field:

1. What is the definition of an ideal sustainable city?
2. How the rapid and massive development of the region, coupled with multicultural conditions transform the aspect of nature, human, and culture in its surrounding?
3. What could we do, relating to our major, to respond to this transformation?
4. What solution could we make/suggest regarding the transformation?

Program:

→ ONLINE SESSIONS AND EBA COMMON COURSE (APRIL 17 - JUNE 12)

→ FIELDWORK (JUNE 28 - JULY 6)

- 6/28 Arrival in Indonesia, Welcoming Session, Team Building and Survival in Indonesia Lecture
 - 6/29 Pre-workshop: Design Ethnography, Feature Video, and 360-degree Camera Hands-On Session, Independent Fieldwork in Jakarta
 - 6/30 Pre-workshop: Sharing Session, Research Question Discussion, Mobilization to East Kalimantan
 - 7/1 The Capital City of Nusantara (IKN) Site Visit, Discussion with Tirtonegoro Foundation
 - 7/2 Sungai Bawang Village Visit, Sustainable City Workshop at SMAN 1 Samarinda
 - 7/3 Samboja Lodge Visit, Group Discussion
 - 7/4 Sharing Session with Local Stakeholders
 - 7/5 Masjid Raya Balikpapan Exploration, Mobilization to Jakarta
 - 7/6 Departure from Indonesia
-

→ FINAL PRESENTATION AND OUTPUT (NOVEMBER 29)



2024 Kalimantan Fieldwork

Learning Outcomes:

- Understand the concept of a sustainable city including the related challenge and opportunity.
- Understand the current situation in East Kalimantan and relevance of sustainability for the development of Indonesian capital.
- Creating a visual storytelling in the form of video defining an ideal concept of sustainability for the region of East Kalimantan.

Students' Work:



Digital Badge:



Voice from the Participants:



I found it fascinating that working with diverse people led to brilliant ideas that I had never thought of before. My thinking also became more open, and I learned how to communicate politely but still comfortably with others.

Voice from the Participants:



I was impressed by the culture and history of the people of Kalimantan and wanted to study the symbolism further!



2024
Minamata Fieldwork

Location:
Minamata, Japan

Schedule:
May - August 2024



★ Topic:

Revitalization of
Minamata City



Participants:

13 (Female: 4, Male:
9)



Host:

Keio University

Minamata city is located in Kyushu island, southern part of Japan. The city is known for the Minamata Disease tragedy, which was caused by mercury pollution from a chemical factory in the 1950.

2024
Minamata Fieldwork

It is the first disease caused by the food chain due to environmental pollution. Participants learned the overview of the area and, afterward, engaged in discussions with stakeholders for a deeper investigation of the issues faced by the local community. They were also able to combine and compare the different perspectives from different stakeholders in Minamata, from the government, private sector, Minamata Disease survivors, younger generations, etc. Then, propose possible solutions for sustainable development in Minamata city based on the questions: “In the digital era, how can we revitalize Minamata city? Provide proposals considering the current situation in Minamata city.”

Program:

→ ONLINE SESSIONS AND EBA COMMON COURSE (MAY 15 - JULY 17)

→ FIELDWORK (AUGUST 1 - AUGUST 8)

- 8/1 Arrival in Japan, Welcome Session, Team Building and Survival in Japan Session
 - 8/2 Pre-workshop: Fieldwork Planning Session, Independent Fieldwork in Tokyo
 - 8/3 Pre-workshop: Sharing Session, About the Field in Minamata Lecture
 - 8/4 Mobilization to Minamata, Minamata Environmental Academia and Minamata Eco Park Visit
 - 8/5 JNC Corporation, Supporting Center for Minamata Disease (Shoshisha), Minamata Disease Museum, Fukuda Farm, Eco-town, and Environmental Clean Center Visit, Storytelling About Minamata Sea Session
 - 8/6 Kugino Village Exploration, Minamata SDGs Digital Art Workshop with Minamata High School
 - 8/7 Sharing Session with Local Stakeholders, Mobilization to Tokyo
 - 8/8 Departure from Japan
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→ FINAL PRESENTATION AND OUTPUT (AUGUST 27)



2024 Minamata Fieldwork

Learning Outcomes:

- Understand the issues and challenges related to the Minamata disease.
- Understand the current situation of Minamata city through the lessons from Minamata disease and eco-rehabilitation of a pollution-devastated city.
- Propose possible solutions to Minamata city covering the sustainable development goals which are defined by the United Nations.

Students' Work:



Digital Badge:



Voice from the Participants:



Forest conservation and recycling business gave me lots of insight on how to create a sustainable environment.

Voice from the Participants:



Minamata city is a beautiful place and has not only recovered from the disease but developed in ways more than people expect. It's truly amazing how far they've come since the incident.

→ Events and Publications

→2023 EBA Faculty Meeting



EBA Faculty Meeting brings together members of EBA Project to discuss opportunities for more extensive collaboration and continued improvement of the EBA Project.

The topics of discussion include curriculum design, operational schemes, and community building among faculties and EBA alumni. The first EBA Faculty meeting was held on November 23-24, 2023 at the Hiyoshi campus of Keio University in Kanagawa, Japan, and allowed participants to join physically. 28 participants from 17 organisations attended the meeting.

The 2-day meeting discussions highlighted the need for comprehensive educational strategies to expand and further develop EBA Project's activities. Action plans were discussed, and concrete next steps were defined for the preparation and design of upcoming activities and for the refinement of EBA Project's structure.



→2023 EBA Faculty Meeting

Day 1 featured discussions on educational development in the Asia-Pacific, emphasizing EBA's role in community-based learning, global collaboration, and data-driven methods. Participants highlighted experiential learning, cross-discipline collaboration, and the importance of pre and post-fieldwork activities for a comprehensive education.



Day 2 started focusing on pre and post-fieldwork activities, designing action plans for future workshops. Later, discussions covered curriculum structure, internships, fieldwork selection, credit transfer, alumni networks, and the importance of the Letter of Intent (LOI) in formalizing and expanding EBA activities.



What's Next: Moving forward, the EBA Faculty Meeting is intended to be an annual event, serving as a platform for continued collaboration and advancement of the EBA Project. Future meetings will aim to deepen discussions, strengthen networks, and foster innovative collaboration.





→Academic Publications

- 01 **Hundzinski, L., Assilmia, F., Okawa, K., & Vu, L.** (2024, May). Exploring the significance of 360-degree video technology on fieldwork learning in higher education: Students' perspectives. In Proceedings of the 16th International Conference on Computer Supported Education (CSEDU 2024). doi.org/10.5220/00127072000003693
-
- 02 **Itagaki, K., Akashi, E., Sato, C., & Okawa, K.** (2024, March). Designing fieldwork to foster diverse perspectives in human resource development program for solving common social issues in Asia Pacific – EBA (Evidence Based Approach) Kumamoto Fieldwork. 12th National Conference of Society for Serviceology, 5–7 March 2024, Tokyo, Japan.
-
- 03 **Ikeda, R., Akashi, E., Hundzinski, L. N., & Assilmia, F.** (2022, April). Evidence-based approach (EBA) project. Beyond SDGs Innovation Research, 2(2), 19–23. doi.org/10.51097/bsir.2.2_19



→Academic Presentation

- 01 **Miyakita, G., Akashi, E., Itagaki, K., Homma, Y., & Okawa, K.** (2024, September). From marginalization to exhibition: Embracing indigenous Ainu history through cross-cultural dialogues. In 7th World Conference of the International Federation for Public History (IFPH 2024), 3–7 September 2024, Belval, Luxembourg.



→Media Publications



(2024, September). **The Asahi Shimbun:** いまミナマタを学ぶ意味とは 国内外の大学生が現地で研修



(2024, July). **Suara Kaltim:** Mahasiswa Asia-Pasifik Kolaborasi Membangun Konsep Kota Berkelanjutan di Kalimantan Timur



(2024, July). **Kaltim Today:** Bentuk Perspektif Kota Berkelanjutan di Kaltim, 12 Mahasiswa dari Berbagai Universitas di Asia Pasifik Ikuti Program EBA-ITB Fieldwork 2024

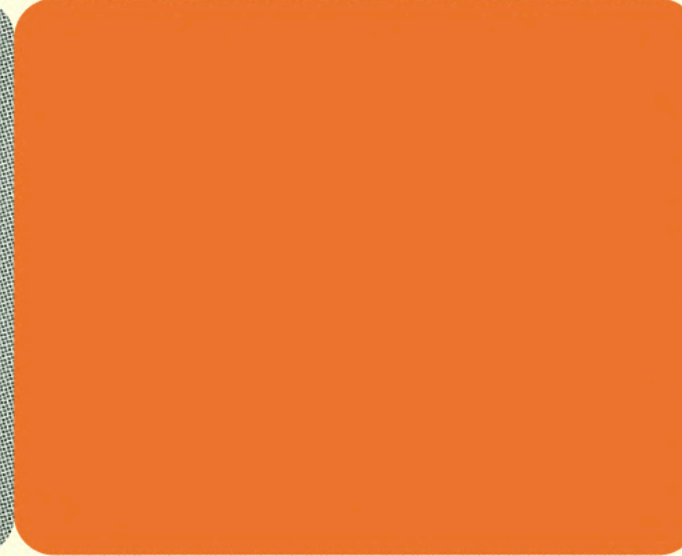
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Chapter

4

Voices of the EBA Community





→Voice from SOI Asia Director



As director of SOI Asia, Prof. Keiko Okawa is a central figure in the EBA Project, shaping the program's vision of fostering resilience and community engagement through multidisciplinary collaboration. Reflecting on the EBA Project's progress over the past five years, Prof. Keiko emphasizes its positive impacts on students and partners.



Cultivating the Skills Necessary for a Resilient Society

Prof. Keiko Okawa
(Keio University, Director of SOI Asia)

She reflected on students' journey on EBA in the last 4 years, highlighting how participants seem more confident in utilizing the data from the field to bring awareness to the issues they researched. Some of the factors that might have contributed to this, according to Prof. Keiko, was the recent addition of the common course and also the experimentation of different formats of final presentations.

→Voice from SOI Asia Director

For students that would like to participate in EBA, Prof. Keiko said: “We do not know what kind of world is coming to you during your age. It is important to have resiliency and skills to survive. EBA develops very fundamental human skills to make things happen. Once you have something happening related to society, it is fundamental to have the skills to get data, analyze data and tell the story to others. Those three skills will follow you through your whole life.”

Related to the development of the new fieldwork programs, she highlighted the collaborative effort between partners and the EBA team as a driving mechanism for the design of successful fieldworks. Prof. Keiko emphasized the importance of integrating a variety of perspectives when designing and hosting each fieldwork, as multidisciplinary approaches enhance students' learning and understanding of how to address complex challenges.

As a message to all partners involved in the EBA Project, Prof. Keiko said:

“Sitting in the classroom era is over. Let your students go out to collaborate with other countries and please think of EBA as a part of your educational program. I really believe everyone has to have skills to look at people, fields, communities and the environment.”

Prof. Keiko mentioned three main pointers for EBA, charting a path for the project to further expand its contributions: First, embed participants with a mindset for data digitization, leading to obtaining more data from the field. Second, create mechanisms to ensure data preservation, fostering data sharing and an open data culture. Third, utilize EBA's unique skills and expertise to collaborate with other projects within SOI Asia, benefiting from the linkage with projects such as Open Science and CBR.

Prof. Keiko's reflections highlight the EBA Project's commitment to cultivate resilience, equip participants with the skills and adaptability needed to address real-world challenges, strengthen data literacy and foster international collaboration. The future looks promising, as the EBA team, partners and participants work together to expand EBA's impact in society.



Voice from EBA Faculty

Fostering Student Participation and University Strategy



Dr. Muhammad Niswar
(Universitas Hasanuddin)

As a key figure at Universitas Hasanuddin (UNHAS), Dr. Muhammad Niswar supports the university's vision of global engagement by encouraging students to join the EBA Fieldwork program. This initiative aligns with UNHAS's broader strategy to foster international collaboration through student mobility.

Based on student feedback, Dr. Niswar emphasizes the importance of structured activities before and during the fieldwork, such as online workshops and structured field notes, to ensure participants have clear guidance. He also highlights that he would like to involve EBA alumni to mentor new participants, forming a more close-knit community that fosters long-term engagement and collaboration among EBA participants.

While credit transfer remains a challenge as each higher education institution has their own criteria, Dr. Niswar suggests alternative ways to recognize EBA participation through internal courses, such as allowing students to integrate fieldwork experiences into final exams or assignments for university classes. Lastly, he highlights how he observes the positive changes brought by EBA fieldwork for his students:

"Besides networking and meeting new friends from overseas, they improve in soft skills, presentation skills, teamwork and more."



Voice from EBA Fieldwork Host

Fostering Growth Through Interdisciplinary Engagement



Dr. Dianing Ratri
(Institut Teknologi Bandung)

Dr. Dianing Ratri, a lead contributor to the Kalimantan Fieldwork program and faculty member at Institut Teknologi Bandung, highlights the activity's transformative impact on student growth through interdisciplinary collaboration. Reflecting on the program, she notes:

"EBA fieldwork is an activity where both host staff and participants learn together—not only through research but also by engaging with the local community."

Dr. Dianing was particularly impressed with the participants' progress. She observed how they effectively conducted field research using 360-degree cameras, taking ethnographic notes, and remaining open to new perspectives. She believes that the pre-workshop in Jakarta was a crucial element of the program's design. It provided students with essential orientations on navigating the field and collecting data effectively.

The fieldwork design played a key role in fostering teamwork and diversity among participants. By mixing diverse genders, nationalities, and academic backgrounds, the program encouraged students to understand each other in a multicultural environment. Dr. Dianing noticed that, initially, they struggled to collaborate. But as time progressed in the field, participants discovered each other's strengths and developed a cohesive understanding of the field. Their teamwork ultimately culminated in the creation of impactful videos that showcased the lessons learned in Kalimantan.

As a closing message, Dr. Dianing expressed her hopes for the program's continued growth: "I hope EBA can continue expanding its activities. It is truly meaningful for students, local communities, and all stakeholders involved in the fieldwork program."



Voice from EBA Fieldwork Host

From Fieldwork to Art: Students' Stories
Through Exhibitions

Dr. Goki Miyakita

(Keio University – Keio Museum Commons)

Dr. Goki Miyakita, a senior assistant professor at Keio Museum Commons (KeMCo), was one of the key figures responsible for designing the EBA Fieldwork in Hokkaido in 2023. With a background in digital public humanities, he recognized Hokkaido as an ideal setting to highlight the region's indigenous Ainu culture and center minority and underrepresented communities in an immersive, culturally rich fieldwork experience.

Sharing their knowledge about university museums, Dr. Goki and other professors elaborated a unique format for students to share the output of their field experience: as an art exhibition. Dr. Goki felt this format allowed participants to capture “unlistened words” that might otherwise be lost in more rigid formats:

“Many students from Asian countries are very shy and do not want to express themselves too much. By having the exhibition format, we could have them express themselves in a different format, rather than having an oral presentation and poster part. The exhibition allows more freedom and more flexible ways for expression.”

Dr. Goki recognizes that supporting formats to share outcomes can bring opportunities to improve data collection and preservation within fieldwork activities. With robust data management, the scope of the field activities can be broadened, fostering creative action and leading to a deeper understanding among participants, allowing a wider audience to connect with the issues explored on the field.



Voice from EBA Fieldwork Participant

Opening Up My Eyes to Southeast Asia



Carlos Harry Anit De Taza

(University of the Philippines Diliman)

Carlos Harry Anit De Taza joined the EBA UM Fieldwork in 2023, hosted by Universiti Malaya. He is an economics major, originally interested in studying abroad, and had participated in another program in Hokkaido, Japan two months prior to participating in EBA.

When asked what he thought of the fieldwork he joined, his immediate response was that it was better than he had expected: “It’s my first time to go to Southeast Asia other than the Philippines. So, it’s a very different perspective. Usually, people want to go to Japan or Europe... So, when I went to Southeast Asia, I was able to realize more opportunities, more connections and fellows in Southeast Asia.”

Until then, Carlos had only been interested in Japan and Europe, but the EBA UM fieldwork opened his eyes to Southeast Asia. He also noted that his experience in EBA made him more open and interested in his surroundings and biodiversity. Carlos also became more aware of multiculturalism through his interactions with participants from other Asian countries such as Malaysia and Indonesia, and he began to wonder whether UPD was a Muslim-friendly university. He keeps in touch with some teammates from the EBA fieldwork.

Finally, Carlos sent a message for future EBA participants: “Be ambitious.” He is currently enrolled in a master's program and plans to study abroad in the U.K., and his experience in EBA seems to have had a positive impact on his ability to broaden his horizons and become a global player.



Voices from EBA Fieldwork Participants

What's Unique and Common in the EBA Fieldwork



Muhammad Amirul Aiman Bin Asri (Amirul)
(Universiti Malaya)



Wan Syamimi Binti Wan Kamarul Zaman (Mimi)
(Universiti Malaya)



Muhammad Danish Bin Razlanshah (Danish)
(Universiti Malaya)

Amirul, Mimi and Danish from Universiti Malaya joined the EBA fieldworks twice. Amirul and Mimi joined the EBA Kumamoto Fieldwork in 2022 as participants and the EBA UM Fieldwork as Teaching Assistant (TA) in 2023. As for Danish, he participated in both the EBA UM Fieldwork and the EBA Hokkaido Fieldwork as a participant.

When Amirul and Mimi joined the EBA Kumamoto Fieldwork, they were both pleasantly surprised to be able to join the fieldwork, as it is rare that such opportunity was given to post-graduate students. Amirul found field data collection new compared to usual desk research. Mimi was thrilled to use a 360-degree camera for data collection in Kumamoto. Both emphasized that they learned the importance of storytelling and data collection with both quantitative and qualitative data. As TAs for the EBA UM fieldwork, they were more focused on the logistics of the program, and enjoyed observing participants' learning experiences from the program.

Danish was one of the participants of the EBA UM fieldwork and joined the EBA Hokkaido Fieldwork in the same year. He appreciated the opportunity to join these 2 EBA fieldworks, saying that the UM fieldwork gave him more concrete and structured assignments, whereas the Hokkaido fieldwork gave him more open assignments that required creativity. While the EBA methodology was common to both fieldworks, he enjoyed and appreciated the differences and uniqueness of each fieldwork.

Lastly, as a message to future EBA participants, they said:

“Be curious and be open to everyone!”
- Amirul

“Take this opportunity to learn something new!”
- Danish

Mimi gave her message to the EBA project:

“I hope the EBA program continues. Let's maintain UM-EBA collaboration and make more programs together!”



Voice from EBA Fieldwork Participant

Gaining Courage to Dive into Unfamiliar Environments



Wataru Yamamoto
(Keio University)

Wataru Yamamoto participated in three different EBA fieldwork: EBA Minamata and EBA Hokkaido in 2023, and EBA Minamata in 2024. Reflecting on his participation, he always felt a vague sense of enjoyment in all of them, and that this was the driving force behind his multiple involvement.

Delving into the vague enjoyment concept, Wataru described that he experienced two axes of enjoyment: one is straightforward and easy to grasp, when one could engage with new people from different countries and work on a shared project, while the second one was more about the enjoyment of inconvenience. He said:

“I thought the inconvenience was fresh and interesting because in my mother tongue, I could easily win an argument. But because communicating in English is inconvenient for me, it actually allows me to engage more deeply with the other person's viewpoint.”

This experience of inconvenience led him to want to understand others better and encouraged his dream of studying English abroad. He went to Cebu to learn English after his second EBA fieldwork.

Wataru shared that EBA gave him the courage to dive into new experiences without overthinking the consequences. He would have hesitated to join the EBA fieldwork if he knew how much English is needed to communicate. However, participating without knowing this helped a lot in his development. Wataru concluded by saying that his EBA fieldwork experience was invaluable and expressed a wish to contribute to the project again if the chance arises.



Voice from EBA Fieldwork Participant

Learning Across Borders: From Virtual Exploration to Life in Japan



Brigitta Anindya
(Institut Teknologi Bandung & Keio University)

During the COVID-19 pandemic, Brigitta Anindya joined the EBA Minamata Virtual Fieldwork, which introduced her to Minamata's environmental and social challenges through tools like interactive maps, 360-degree videos, and data from prior fieldwork. These resources gave her a strong foundation, which proved invaluable when she later visited Minamata in person during the EBA Minamata Fieldwork 2022. These virtual tools and resources provided context, enriching her firsthand experience of the community and its history.

Reflecting on her time in the program, Brigitta emphasized the inclusive and collaborative environment of EBA. She appreciated how it encouraged her to share her thoughts openly, a contrast to earlier academic settings where she sometimes felt overlooked.

This experience helped her grow in confidence, express her opinions more freely, and connect with people from diverse perspectives:

“For Indonesian people, especially the younger generation, it opens up their point of view and helps them accept other people's opinions.”

The impact of EBA extended beyond the fieldwork itself. The program's emphasis on collaboration and openness inspired her to pursue further studies in Japan. Brigitta is now a second-year master's student at Keio University's Graduate School of Media Design.



Voice from Local Communities

Passing on Minamata Disease Lessons to Future Leaders of Sustainable Communities



Dr. Minoru Koga

(Director of Minamata Environmental Academia)
Stakeholder of Minamata Fieldwork - Japan

The Minamata Environmental Academia was established in April 2016 in Minamata, Kumamoto, Japan, as a center for higher education, research, and collaboration between industry, academia, government, and the general public. Since then, the Academia has welcomed high school students, university students, and researchers from Japan and abroad. The EBA Minamata fieldwork participants are among them.

Dr. Koga described the EBA participants as very motivated, and also commented on the program content, saying that he learned a lot from Professor Uehara, who has been leading the EBA Minamata fieldworks, on his attentiveness to changes in Minamata City and his willingness to try new approaches. Dr. Koga also mentioned that the participants' final presentations were easy to understand, and their proposals for the revitalization of Minamata City, the use of tourism resources, and the creation of a sustainable local community were helpful and reminded him of the local resources that should be cherished.

"I believe and hope that the EBA participants from Southeast Asia have learned that while the population is growing and various industries are thriving in many of their countries now, eventually there will be a decline in population and environmental pollution will have serious consequences."

Dr. Koga concluded by saying that it was his honor to be a part of Keio University's EBA project and hopes it will continue in the future.



Voice from Local Communities

Fostering Cultural Exchange Through EBA Fieldwork



Dr. Rahmad Azazi Rhomantoro

(Founder of Tirtonegoro Foundation)
Stakeholder of Kalimantan Fieldwork - Indonesia

The Tirtonegoro Foundation is a center for cultural activities focused on supporting children's education and preserving local heritage. During the EBA Kalimantan Fieldwork in 2024, the foundation warmly welcomed EBA participants to East Kalimantan. According to Dr. Rahmad Azazi Rhomantoro, founder of the Tirtonegoro Foundation, their decision to host activities together with EBA was driven by a desire to promote open dialogue and introduce participants to the foundation's unique environment and mission. It was also an opportunity to showcase East Kalimantan's vibrant artistic and cultural literacy to other communities.

Reflecting on the experience, Dr. Azazi described it as transformative and intimate, despite lasting only a few hours:

"It felt like being with family, not wanting to part ways."

He added that seeing visitors appreciate what Tirtonegoro Foundation had built was both encouraging and inspiring. The collaboration also brought visibility, attracting media coverage and inspiring local artists to share their work and mission more widely through partnerships like EBA.

Lastly, Dr. Azazi expressed gratitude to ITB and EBA, hoping that future collaborations can be extended and reach more remote and marginalized regions, continuing to foster meaningful cultural exchange and community development.

Chapter

5

A Look into the Future of EBA Project



As the EBA Project continues to grow and aims to shape a resilient future society in the Asia-Pacific region, it is crucial that we envision the future steps we should take together.

To drive this vision, we will pour our efforts in:

01

Capacitating the Leaders of Tomorrow

EBA is committed to fostering an evidence-based mindset across the SOI Asia community. This begins with the introduction of the Common Course, designed to prepare fieldwork participants for data collection and consistent research. By building foundational skills, participants can build resilience to adapt and thrive in an ever-changing world.

02

Establishing Signature Fieldwork Locations

EBA aims to develop core fieldwork sites as long-term research hubs, enabling the accumulation of longitudinal data that reveals changes over time. This approach supports iterative course improvements, enhances participants' learning experiences, and fosters a growing repository of insights for effective evidence-based collaboration across the SOI Asia community.

03

Building an Open Data Ecosystem

One of the main priorities of EBA is to improve data collection practices and make data more reliable, relevant, and shareable. Improvements in this area would enable the creation of a repository of open data, which could be accessed within and outside the SOI Asia community to engage in collaborative research, leveraging the insights and findings of fieldwork activities.

04

Creating a Sustainable Development Path

As EBA participants find more opportunities to develop themselves with training and availability of data, so does their ability to collaborate with other projects within the SOI Asia community. In the long run, participants' experiences in the EBA Project can create meaningful cross-pollination with other projects, as they share their abilities to address pressing social issues and conduct evidence-based research.

The following sections will explore how the EBA Common Course, evolving fieldwork practices, and a roadmap for the next five years will bring this vision to life, **aiming to shape a resilient and collaborative future for the Asia-Pacific region.**

→EBA Common Course



Syllabus

The Common Course is a new effort in the EBA Project, aiming to deepen the understanding of the EBA method. **This course is offered to participants preceding their participation in the EBA Fieldwork activities, promoting a more comprehensive fieldwork experience where they can better apply the EBA method during their visit to the field.** Through this course, the participants are assisted in developing evidence-based research mindset, basic data handling and exploration skills, as well as research communication technique.

The Common Course combines online synchronous sessions, independent on-demand learning and project based activities. The learning topics are structured around two mini projects to help participants practice the EBA method in their respective locations before going to the fieldwork. The first mini project emphasizes observational techniques, giving them a chance to explore and record their surroundings, uncovering valuable insights through careful observation. The second mini project is focusing on interview-based data collection, allowing them to gain perspectives directly from the people. Both approaches are widely used across various EBA Fieldworks, equipping learners with basic skills to explore, analyze, and engage with real-world contexts.

Mini Project 1

Research Mindset

⁰¹ EBA Intro

⁰² Research & Evidence



Data Handling

⁰³ Data Collection

⁰⁴ Data Analysis



Data Exploration

⁰⁵ Exploring Visualization

⁰⁶ Data Interpretation



Mini Project 2

Research Dissemination

⁰⁷ Storytelling

⁰⁸ Visualization to Make a Point

⁰⁹ Visual Communication

Pilot

The pilot version of the Common Course was tested with participants from Kalimantan Fieldwork 2024 (Prototype 1) and Minamata Fieldwork 2024 (Prototype 2), using two delivery strategies. Both prototypes included **online synchronous sessions, on-demand learning, and project-based activities**. Prototype 1 was more focused on synchronous sessions, while Prototype 2 relied more on a classroom management platform for self-paced learning.

Review

The result showed that participants felt well-supported, with effective course navigation and clear information. They appreciated the engaging structure and valued the mini projects for connecting theory to practical skills. The synchronous sessions in Prototype 1 helped clarify assignment goals and increased engagement. On the other hand, Prototype 2 was seen as having a better balance of pace and task load. The classroom management platform in Prototype 2 allowed learners to progress at their own pace, while still following a structured timeline. Participants suggested more team-based activities to enhance collaboration and community-building.

The next step

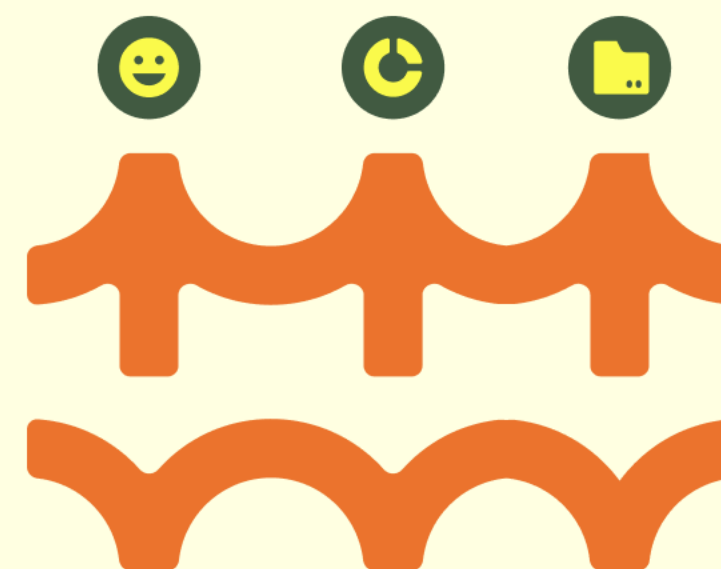
Moving forward, the course will be designed combining both self-paced and synchronous elements, promoting collaboration within the SOI Asia community. This will also include combined final presentations among fieldworks programs, offering opportunities for participants to learn from each other's experiences and gain a broader understanding of social issues.

→The Evolving Field

Evidence Based Approach thrives when sufficient data is collected to form robust evidence capable of guiding decision-making processes. Observing and understanding how data changes over time provides valuable insights, enabling more trustworthy and resilient findings.

Building on this vision, the EBA Project seeks to establish core fieldwork locations that can serve as long-term research hubs. Revisiting these sites over time will allow participants to gain a deeper understanding of how local conditions, challenges, and community dynamics evolve. By comparing their findings with data collected by previous participants, they can uncover valuable longitudinal insights and contribute to a richer, more comprehensive understanding of the field.

This approach opens opportunities for fieldwork programs within EBA to mature through iterative improvements in their structure and design. These enhancements provide participants with a more robust and refined learning experience while increasing the overall impact of EBA activities on local communities and stakeholders.



Furthermore, this strategy supports the creation of a growing repository of knowledge and data to be shared across the SOI Asia community and beyond. Over time, this shared knowledge will foster collective understanding of field issues, laying the foundation for more effective data-driven and evidence-based collaborative efforts. Anchored in diverse perspectives and unified by a commitment to action, the EBA Project aspires to build resilient communities and sustainable collaboration across the Asia-Pacific region.

→ Strategic Roadmap for the next 5 years



Expansion of the Common Course

Integration as a Mandatory Component

Make the Common Course a standard prerequisite for students participating in any EBA Fieldwork, ensuring everyone arrives with foundational evidence-based skills.

Stand-alone Offering

Develop the Common Course as a separate, more comprehensive program (e.g., “Introduction to Evidence Based Approach Fieldwork”), opening possibilities to extend the course for a broader audience within and beyond the SOI Asia community.



Strengthened Continuity in Fieldwork

2

Long-Term Partnerships

Secure ongoing collaborations with field partners, focusing on regular fieldwork development.

Sustained Impact & Evolving Knowledge

Build a robust framework for tracking and analyzing changes in these fields over time, enhancing the long-term value of EBA for both local communities and the academic community.

Scale Student Participation

Gradually increase the number of participants as fields mature and undergo multiple iterations, increasing engagement with local communities and deepening research contributions.

→ Strategic Roadmap for the next 5 years



Enhanced Open Data Infrastructure

3

Data Collection Standards

Define and implement clear criteria for collecting and processing fieldwork data, improving consistency and reliability to enable sharing.

Open Sharing Mechanisms

Establish a platform or repository where EBA data can be easily shared and accessed, encouraging collaboration and follow-up studies by other researchers and communities.



Increased Dissemination and Community Engagement

4

Academic Results & Community Sharing

Host regular EBA Faculty Meetings, Monthly Seminars, and other events where students and educators involved in EBA present findings, fostering dialogue and collective learning.

Cross-Project Collaboration

Strengthen synergy with other SOI Asia initiatives like APIE and CBR, enabling participants to apply their EBA skills to diverse challenges within the region.



EBA

Project Report

2021 ————— 2024

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