FACULTY MEETING 2025 & INTERNATIONAL EBA SYMPOSIUM

Summary Report

May 15-16, 2025

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INTRODUCTION

About EBA Project

The 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, aiming for a more resilient and interconnected future across the Asia-Pacific region.

About EBA Faculty Meeting

The EBA Faculty Meeting brings together members of EBA Project to discuss opportunities for more extensive collaboration and continued improvement of the EBA Project. The first EBA Faculty Meeting was held in November 2023 in Keio University, Yokohama, Japan. The second EBA Faculty Meeting was held this year, 2025, in Chulalongkorn University, Bangkok, Thailand.

Executive Summary: EBA Faculty Meeting

The first part of day 1 focused on reviewing recent EBA activities and on finding opportunities for improvement of EBA Fieldwork. The EBA Report 2021-2024 was shared with all attendees, emphasizing the project's efforts in recent years and future directions for the upcoming 5 years, including: expanding the common course, increasing fieldwork participation, developing open data repositories, and enhancing inter-project/community engagement. In another session, information about Minamata Fieldwork and Kalimantan Fieldwork held in 2024 were shared, highlighting students' interdisciplinary collaboration, hands-on projects, and the involvement of

local stakeholders in the design and execution of the fieldwork activities. Reflecting on it, meeting participants discussed the need for a common framework for data collection and evaluation of different fieldwork outcomes, creating more possibilities for building on previous fieldwork efforts and on shared data. Discussions also included ideas on opening new opportunities for student participation, considering possibilities for integrating online and physical participation in fieldworks, and ways to share obtained data with students that were not able to join the field to be able to get involved and research. The possibility of co-hosting fieldwork was also considered, with initial conversations about involving different institutions together in the same fieldwork program design.

The second part of Day 1 started by focusing on possibilities for improving EBA. Discussions were centered on pre-survey results from all participating institutions, highlighting key areas for improvements on curriculum design by integrating fieldwork on students course components, community engagement with increasing alumni participation, and shared evaluation criteria for fieldwork. After this sharing session, attendees were divided into teams to explore specific topics such as improvement opportunities, evaluation methods, and future project possibilities. Key themes from the discussion included: standardization of data collection methods, importance of alumni involvement, integration of artificial intelligence (AI) into fieldwork projects. After this session, all participants joined the EBA Fieldwork Design Workshop. Participants brainstormed about fieldwork locations and topics, including learning experience and possible local partners. They followed EBA Fieldwork direction, as a guided, educational, and evidence-based experience, focusing on the EBA learning path: online course, fieldwork, and potential future internships and research participation. Regarding the organization of programs, topics such as cultural sensitivity, diversity, and safety measures were also shared related to hosting fieldwork in different countries.

The Day 2 of the EBA Faculty Meeting started with a presentation about upcoming fieldwork activities planned for EBA 2026. Chulalongkorn University presented about the Kanchanaburi area, with a focus on flood and forest fire disasters as main topics of field research, with the possibility of including several datasets to assist with data collection. Hasanuddin University presented the Maros Pangkep Geopark as a possible fieldwork location, where topics such as biodiversity and cultural heritage can be considered as a focus for field research. Keio University also presented the possibility of Haneda Fieldwork, utilizing the space of Haneda Innovation City and connection with local companies to promote a fieldwork focused on new technologies such as artificial intelligence, fast prototyping and understanding the changing world situation with new technologies.

Action Points

Main points raised during the event, highlighting recurring themes, actionable suggestions, and shared goals emphasized by multiple speakers and discussed during this year's EBA Faculty Meeting.

1. Make data collection more systematic

    - Common framework for data collection and programme evaluation, so results and data can be compared across sites.
    - Structured format for comparing learning outcomes between different fieldwork.

2. Expand fieldwork opportunities

    - Encourage more institutions to host fieldwork, including potential mini or local fieldwork models to complement international ones.
    - Foster digital participation with different types of activities based on EBA Fieldwork data, such as participation with on-site data gathering teams and online peers.

3. Fieldwork co-design

    - Increase co-planning with local communities and integrate as part of the EBA Fieldwork activities.
    - Mobilization of partner institutions to co-design an EBA Fieldwork that could have the same target while taking place in the same country but in different locations.

4. Utilizing new tech for Fieldwork

    - Faculties expressed interest in possibilities for AI utilization, such as integrating AI in data analysis for current and future collected data.
    - Explore utilization of GIS data from satellites in fieldwork activities and for data collection.

5. Develop alumni community

    - Keep alumni connected with online platforms, and promote opportunities for exchange and continuous participation in the EBA community, such as teaching assistant and support opportunities.

PROGRAM

Meeting Day 1 - May 15th, 2025

Opening ● Self-introduction ● SOI Asia overview ● EBA overview
EBA Activity review ● Presentation about EBA Report 2025 ● Report Experience from each Fieldwork (Minamata and Kalimantan) ● Discussion
Improvement of EBA Fieldwork ● Group discussion ○ How can we improve EBA Fieldwork? ■ Education/content/evaluation ■ Community ■ Process ○ What kind of themes are necessary for Asian countries? (Environment and Energy / Health and Public Health / Disaster Prevention and Security) ○ How can we evaluate our program ● Sharing
EBA Fieldwork Design Workshop

Meeting Day 2 - May 16th, 2025

Future of EBA ● Fieldwork idea for coming two years ○ Presentations about upcoming fieldwork ideas ■ Chula ■ UNHAS ■ Keio ○ Others (Who would like to host EBA Fieldwork in 2027 and beyond)
Open Discussions
Closing

Symposium - May 16th, 2025

Welcome & Opening Remarks
"What is EBA?"
Student Presentation "From the Field: What It's Like to Join EBA Fieldwork"
Panel Discussion: The EBA Fieldwork Experience • Moderator: Keisuke Uehara (Keio University) • EBA Role in Developing Resilient Future Society: Keiko Okawa (Keio University) • Experiencing EBA Fieldwork: Rahmad Dawood (Syiah Kuala University - USK) • Why Join EBA Fieldwork? Reasons and Benefits: Muhammad Niswar (Universitas Hasanuddin - UNHAS)
Q&A Session
Voices from the Audience
Closing and Announcements

MEETING ATTENDEES (32 participants, 18 organisations)

*online participants

Affiliation	Name
APNIC Foundation, Australia	Marcos Sadao Maekawa
Bangladesh University of Engineering and Technology, Bangladesh	Md Liakot Ali *
Chulalongkorn University	Natt Leelawat
	Surat Kwanmuang
	Phuwadech Doungmanee
	Maethavee Haew-U
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Hanoi University of Science and Technology, Vietnam	Hoa Thi Xuan Nguyen
Institut Teknologi Bandung, Indonesia	Hafiz Aziz Ahmad
Institute of Technology of Cambodia, Cambodia	Samnang Khiev *
Keio University, Japan	Achmad Husni Thamrin
	Eliko Akashi

Affiliation	Name
	Fathima Assilmia
	Keiko Okawa
	Keisuke Uehara
	Kiyoko Itagaki
	Leandro Navarro Hundzinski
Tribhuvan University, Nepal	Sushant Chalise *
Universitas Brawijaya, Indonesia	Achmad Basuki *
	Raden Arief Setyawan
Universitas Hasanuddin, Indonesia	Adi Maulana
	Amil Ahmad Ilham
	Muhammad Isran Ramli
	Muhammad Niswar
Universitas Sam Ratulangi, Indonesia	Alwin Melkie Sambul
Universitas Syiah Kuala, Indonesia	Rahmad Dawood
Universiti Malaya, Malaysia	Norrima Mokhtar *
Universiti Sains Malaysia, Malaysia	Azleena Binti Mohd Kassim *
University of Computer Studies, Mandalay, Myanmar	Win Mar Oo
University of Computer Studies, Yangon, Myanmar	Si Si Mar Win
University of the Philippines Diliman, Philippines	Ronel Ortil Laranjo
Vietnam Japan University, Vietnam	Nguyen Thi Hoang Ha

MEETING SUMMARY

Day 1



Opening

Self-introduction

Warm welcome by Okawa and Uehara. Introduction of participants on-site and remote participants.

SOI Asia overview

Okawa shared the history of SOI Asia, and how the EBA Project is positioned in the bigger picture. EBA aims on social resilience, and has matured with continuous collaboration of partners. Within the SOI Asia landscape, EBA Project now has possibilities to further expand with other initiatives such as Community-Based Research (CBR), Asia Pacific Internet Engineering Program (APIE) and Digital Humanities Asia/And Science Hub (DHASH), contributing to inter project activities and adding a unique perspective on solving issues by social science, data collection and fieldwork approach.

EBA overview

Uehara talked about the motivating factors that brought the EBA Project to life. He emphasized that increasingly complex problems can only be solved by collaboration between different

countries, reflected in the participation of students from different locations in the program. Uehara also highlighted the importance of preparing students to understand and be well-versed in data collection, analysis and storytelling as part of necessary skills to solve complex issues. With the combination of ICT, data-driven focus, and collaboration, the EBA Project aims to prepare students, as well as motivate their mobility within the institutions participating in EBA (19 universities from 11 countries).

EBA Activity Review

Presentation about EBA Report 2025

Leandro presented the newly released EBA Report, covering the years 2021–2024. He emphasized that the report was designed to serve a wide audience (faculty, students, and local partners), offering a comprehensive overview of the EBA Project's goals, activities, and structure. The report begins with an introduction to the EBA methodology and highlights the diversity of student participation, noting a balanced gender representation and a wide range of academic disciplines.

The report outlines the evolution of EBA's structure, including the introduction of a preparatory online course prior to fieldwork. It details each fieldwork activity and provides access to student outputs through QR codes and hyperlinks, reflecting EBA's commitment to transparency and peer learning.

Further sections feature testimonials from students, faculty, and local collaborators, capturing the project's impact from multiple perspectives. Leandro also introduced the EBA strategic roadmap for the next five years, which includes expanding the online course to more students, strengthening local partnerships, promoting open data practices, and deepening engagement with the broader SOI Asia initiatives.

The report is available online via the following link 🔗EBA website and social media channels.

Report Experience from each Fieldwork (Minamata and Kalimantan)

Minamata

Uehara presented the Minamata fieldwork, which centers around the historical and environmental lessons of Minamata City, a place marked by the devastating mercury poisoning incident known as Minamata Disease. This tragedy, which began approximately 70 years ago, not only caused severe health impacts but also fractured the local community, dividing citizens between support for the polluting factory and advocacy for the victims. Today, Minamata has transformed into an "eco-city," and the fieldwork invites students to explore this transformation while reflecting on the city's complex past.

The core mission for participants was to respond to one of two questions: how to revitalize Minamata in the digital era, or how modern technology might have prevented the Minamata incident and what lessons can be applied today. The program structure focused on immersive, in-person learning in the field and did not include pre- or post-workshops in this particular presentation.

Students visited several significant sites:

- The Minamata Disease Municipal Museum and National Archive, which together offered personal, historical, and scientific perspectives on the disaster.
- A talk with a local storyteller, whose family was deeply affected by the disease, sharing first-hand experiences.
- A visit to the original polluting factory, JNC, which still operates today with government support due to its economic importance.
- The Minamata Disease History and Archaeology Museum, run privately and focused on advocacy and patient support.
- Local eco-friendly facilities, including a bottle reuse center and a waste incineration site, to understand the city's current environmental efforts.
- A session with a local diver, who shared observations on the recovered marine life in Minamata Bay.
- A trip to the mountainside region of the city, often overlooked, to learn about nature conservation efforts in upland areas.
- A collaborative workshop at Minamata High School, where local and international students exchanged ideas and experiences.

On the final day, students were divided into groups to prepare poster presentations summarizing their reflections and proposals. These were presented to faculty members, researchers, and high school participants, promoting active dialogue on the city's past, present, and future.

Uehara emphasized the educational value of placing students in direct contact with local people, especially youth, and enabling them to grapple with real-world issues of environmental justice, recovery, and sustainability. He noted that preparing students to reflect deeply on historical trauma while envisioning future solutions made the Minamata fieldwork a particularly meaningful experience.

Kalimantan

Silmi presented the Kalimantan fieldwork, hosted by ITB and focused on the theme of "Sustainable City." This fieldwork explored how rapid development in East Kalimantan, triggered by Indonesia's plan to relocate its capital, impacts local communities. The program aimed to define the concept of a sustainable city through three main lenses: culture, human, and nature. These were selected in alignment with the expertise of the organizing faculty, combining approaches from design and biology.

Prior to the fieldwork, participants engaged in an online preparatory course covering the basics of the EBA method, sustainable city planning, and Kalimantan ecology. In Jakarta, students took part in team-building activities and workshops on ethnographic methods, video storytelling, and 360° video production before heading to Kalimantan.

During the fieldwork, students visited five key locations:

- Nusantara City (new capital city development);
- Tirtonegoro Foundation (cultural preservation);
- Sungai Bawang Village (traditional Dayak community);
- A high school in Samarinda (youth engagement);
- Samboja Lestari (orangutan and sun bear conservation).

The participants, from diverse academic backgrounds, worked in interdisciplinary teams to develop short videos responding to the concept of sustainability. Their work was first presented to local stakeholders, including educators, cultural experts, and journalists, for feedback before being finalized and shared in an online EBA presentation and a physical exhibition at ITB.

Silmi highlighted several takeaways and challenges:

- The pre-fieldwork preparation was essential in maximizing the students' experience;
- Interdisciplinary collaboration led to meaningful outputs, despite initial difficulties in communication across fields;
- The engagement of local stakeholders added depth and authenticity to students' understanding;
- Logistical issues, such as travel fatigue and uneven workload distribution in video production, were important lessons for future planning.

Discussion

Xuan Hoa asked whether a common questionnaire exists for data collection across EBA Fieldworks, as a way to benchmark and enrich data for the future. Leandro responded that EBA currently uses a basic common questionnaire for student feedback across fieldworks, with some variations based on specific topics and by each fieldwork host institution. Xuan Hoa acknowledged the need to customize questionnaires for different fieldwork topics but emphasized that shared concerns like digital transformation or sustainable development exist across countries. She suggested that, despite variations, it would be valuable to develop a common questionnaire focused on these broader themes to enable cross-country comparison.

Alwin raised a related point, asking whether there are defined learning outcomes for students participating in EBA Fieldwork. He asked if there is any measurement being done to evaluate if the participants are reaching these learning outcomes or not. Leandro confirmed that each fieldwork has specific learning targets linked to tasks students must complete, which are also tied to the Inxignia badges they receive. He appreciated the suggestion to more actively reflect

on learning outcomes as faculty and noted that, while fieldwork methods may vary, the core outcomes of data collection, interpretation, and presentation are shared.

Hafiz suggested combining in-person fieldwork with online sessions, allowing participants from other institutions to engage and learn through shared discussions and data. He emphasized that if EBA aims to build a digital platform, this kind of hybrid interaction would be feasible and valuable. Leandro agreed, noting that while EBA students currently present their findings to both local stakeholders and the broader SOI Asia community, there is room to expand. He reflected on the Minamata virtual fieldwork, where students explored the site online before visiting. Although this approach has not yet been extended to non-participating students, there is potential to broaden its use across other fieldwork experiences.

Uehara added that during the Minamata virtual fieldwork, he supported students' interests by personally visiting a farm in Minamata to collect data based on their questions. After sharing it, students responded with follow-up questions, prompting another visit. He emphasized how this interactive exchange enriched the learning experience. With current technology like smartphones, he noted, students on site can stream or share data in real time with peers participating virtually. This kind of hybrid setup not only broadens access but also increases motivation among students who may later wish to join fieldwork in person. He supported the idea as a good direction for future EBA development and possibility of sharing the activities with a large number of students.

Setyawan raised a question on behalf of their vice rector, asking whether it would be possible to include more students in the EBA program through university funding, especially when the goals align with their existing outbound programs. He explained that each year, their university sends 5,000–6,000 students to over 1,000 villages across Java to conduct fieldwork and solve local issues. Niswar suggested that data and challenges from these efforts could be shared and aligned with EBA activities, creating a richer pool of data for collaborative analysis and contributing to a shared vision. Silmi responded that while expanding participant numbers is a desirable goal, it is not solely a financial matter. Practical limitations, such as accessibility of field sites and transportation constraints, also play a significant role. Silmi also shared that there are efforts currently to expand the introductory EBA course to be accessible more broadly, even to those not joining EBA Fieldwork directly. This would allow students from other universities or local programs to apply EBA methods independently in their own contexts.

Leandro added that online participation offers many exciting possibilities and could include expansion of the number of students, especially if the activities are well designed. For instance, someone could experience the field through VR or a livestream, provided there is enough connectivity. This setup would let participants compare what they learn on-site with what others absorb virtually.

Niswar mentioned that there are opportunities for co-hosting fieldwork activities, citing that having several partners in Indonesia can be helpful to start this. Uehara mentions that the human resources part for booking the flights and organizing for students to attend is a

challenging point that needs to be thought of in advance, considering the increase in number of participants on this.

Norrima suggested a hybrid model to expand participation in EBA Fieldwork, with physical students going on-site to collect data, while online students join during a workshop phase. This could increase the number of participants and diversify the activities.

Azleena asked if the pre-workshop content is the same among all fieldwork. Silmi clarified that all students take a shared online course covering basic skills, but each fieldwork has an additional, tailored pre-workshop depending on the field activities. Azleena suggested that a model that supports participation from online and on-site participants on pre-workshop could be interesting and allow for comparison of different data and contribution to the same fieldwork.

Ronel asked for information related to funding and cost management by the host university / EBA. Uehara said that it is basically EBA funded, after an excel sheet and communication with the office team. However, in order to host a large amount of fieldwork, it is helpful if there is a possibility to share part of the budget if available. Silmi exemplified with the case of Kalimantan Fieldwork, in which some of the reservations for rooms for presentation and lunch costs were handled by ITB, while flights and hotel were covered by EBA. However, that is different fieldwork by fieldwork.

Hoang Ha asked whether the learning outcomes could go beyond knowledge to include skill development, such as communication and technology use, as well as fostering changes in thinking and behavior. She also questioned how EBA could evolve from a multidisciplinary model to a more integrated inter- or transdisciplinary approach. Additionally, she raised the challenge of collaboration in large, diverse groups and suggested smaller or inter-group formats to improve teamwork. Uehara responded that her question reflects the central purpose of the current meeting: to define the outcomes needed for EBA's next phase. He explained that in Phase 1, the decision was not to create new courses on foundational topics like statistics or data analysis, since those are covered by partner universities, but to focus on collaboration skills, diversity, and global awareness. Now, in Phase 2, the community can reconsider this strategy and potentially develop new shared courses, such as one on applying AI to local issues.

Alwin suggested shifting perspective on participation. Instead of only trying to increase the number of students in EBA Fieldwork by integrating with existing programs like KKN (public service projects in Indonesia), he proposed that EBA formalize its approach into a clear model or framework. This evidence-based fieldwork model could then be adopted by individual universities and applied to their own local activities. By doing so, institutions could benefit from EBA's methodology without necessarily relying on direct participation in every EBA-organized fieldwork. Niswar responded that creating a unified model or framework would be challenging because each EBA Fieldwork is based on a different case study. Rahmad suggested that instead of building a framework around specific fieldwork themes, EBA should focus on formalizing its core approach as presented, centered on evidence-based methodology. This

includes how issues are identified, how data is collected, analyzed, and presented through storytelling. He emphasized that this general methodology is adaptable across different contexts, whether environmental, cultural, or others, and could be shared with institutions such as the Indonesian government or universities. He concluded that the model should highlight EBA's unique process and stages, not specific tools or topics, to ensure broader applicability. Alwin agreed with Rahmad, emphasizing that the focus should be on the general aspects of EBA activities when creating a framework. He highlighted the value of capturing the sequence of steps, from problem identification to data collection and analysis, as the foundation of a model that reflects EBA's unique methodology. He suggested focusing on these general methodological elements rather than the technical details or case-specific differences across each fieldwork.

Azleena added that she agrees with the view that different case studies can still be related. Although the topics of fieldwork may vary, such as environmental or cultural, what matters is how the data is approached, visualized, or interpreted. By tuning the observation and presentation methods, she believes it is possible to achieve similar outcomes and apply a common model. Hafiz added that while it is possible to create a unified framework, one crucial element that must not be overlooked is collaboration. He emphasized that all activities should highlight collaboration, not only among host students but also with students from other institutions. He noted that the strength of the EBA project lies in the diversity of perspectives, which is what makes it valuable and impactful. Niswar added that it is important to co-design fieldwork activities with local stakeholders to ensure alignment with community priorities and local knowledge. While this approach may have been implemented in places like Minamata or Hokkaido, they expressed uncertainty about its application in Indonesian or Malaysian contexts. Citing feedback from a student who attended Kalimantan Fieldwork, he noted concerns about logistical arrangements, such as transportation. They emphasized the need for stronger involvement of local stakeholders in planning the fieldwork.

Okawa noted that the booklet summarizing learning outcomes for each fieldwork is a valuable starting point. By reviewing it, the team could identify common outcomes that all fieldworks aim to achieve, as well as fieldwork-specific goals. She emphasized the importance of this section and supported involving more partners in the design process, as their perspectives and resources could strengthen the program. She also suggested organizing review events or meetings to gather broader input and make the design process more inclusive.

Improvement of EBA Fieldwork

Group discussion: How can we improve EBA Fieldwork?

Uehara facilitated a group discussion session focused on improving the EBA Fieldwork model. The session was based on a pre-meeting survey completed by participants, which identified key areas for development. These areas included curriculum design, community engagement, evaluation criteria, and long-term planning. Uehara listed the following key points from the survey summary:

- Curriculum and Educational Content: Partners emphasized the importance of clarifying learning outcomes for students and aligning fieldwork content with evidence-based methodologies, SDGs targets, and students' diverse academic backgrounds.
- Community Building: Suggestions included organizing annual alumni meetings and creating a digital platform to connect EBA alumni and partner universities.
- Evaluation and Selection: There was strong interest in establishing clear evaluation criteria for EBA Fieldwork proposals, both to assess quality and manage limited resources. Uehara clarified that the aim was to evaluate the fieldwork programs themselves, not the student participants.
- Themes for Future Fieldwork: Proposed thematic areas included climate adaptation, disaster prevention, cultural preservation, and social challenges linked to education and health. Integration with SDGs and ESG concepts was also encouraged.
- Long-Term Strategy (until 2030): Partners listed future priorities for EBA, such as expanding curriculum beyond fieldwork and collecting and utilizing qualitative and quantitative data effectively.
- Promotion and Visibility: The survey noted that while EBA is valued within participating institutions, awareness remains limited. Ideas for increasing visibility included improved web content, promotional materials, and student outreach events.

Partners were divided into five groups (including one online group) and asked to choose two or three discussion topics from the survey. Each group was given 30 minutes to discuss and prepare a two-minute presentation summarizing their ideas. Topics covered by the groups included fieldwork improvement, evaluation frameworks, project focus areas, data utilization, and strategies for raising EBA's institutional profile.

Group 1 proposed several ideas for improving EBA Fieldwork.

They emphasized the importance of co-designing activities with local stakeholders to avoid logistical and planning issues. For participant selection, they recommended adopting the APIE Camp approach that uses a short self-paced course to identify motivated students rather than relying on nominations. To attract a diverse group of students, they suggested more effective promotion strategies and involving EBA alumni as teaching assistants or participants in future fieldwork and online activities.

They also proposed post-fieldwork collaboration by encouraging students from different fieldworks within the same institution to work on local issues together and present their outcomes locally or to peers from other universities. A key challenge identified was the need for an effective platform to connect alumni, as there is no single online space currently used by all students.

For fieldwork selection criteria, they recommended assessing how global the issue is, the interdisciplinary potential of proposed solutions, stakeholder engagement, diversity of participating countries, the ability to connect with other EBA sites, and practical

concerns such as feasibility and cost. They also raised the open question of who should be responsible for evaluating future fieldwork proposals.

Group 2 focused on outlining four main criteria for evaluating EBA Fieldwork proposals.

First, they emphasized the importance of selecting a theme that addresses common issues across EBA member countries and has wide applicability. The proposal should also include a smart and feasible organizational plan that considers logistics and participant convenience, as well as demonstrate the host university's capabilities in terms of budget and time commitment.

Second, they highlighted the need for well-defined participant selection criteria. They proposed going beyond academic metrics like GPA to include a student's involvement in social activities and potential contribution to the fieldwork and broader EBA network. Evaluating learning outcomes and participant commitment to future EBA activities was also suggested.

Third, they proposed evaluating post-program impact by monitoring participant interest and behavior changes. A strong proposal would ideally result in high registration numbers and allow for effective selection, while also demonstrating skill or mindset development among participants.

Finally, they recommended assessing dissemination plans, especially how well the EBA image and results are shared both locally and internationally. Proposals that include strategies to engage more universities or expand the EBA network were viewed favorably, particularly those aiming to bring in new institutional members.

Group 3 focused on improving data collection practices across EBA fieldwork by proposing greater standardization and integration.

They noted that many Indonesian universities already require one month of student fieldwork, and that EBA's more structured approach could serve as a valuable model. To strengthen data continuity and comparability, the group suggested categorizing common themes such as pollution, disasters, agriculture, and fisheries, and developing standardized surveys with core questions applicable across locations. This would allow both local relevance and broader data synthesis.

They also emphasized integrating different methodologies, such as combining EBA with Community-Based Research (CBR), citing examples like working with farmers in Batu to monitor improvements after technology use. This integration could yield measurable insights and shared outcomes.

Furthermore, they proposed using similar survey instruments across various field sites simultaneously, enabling comparative analysis by region, topic, or timeline. This would help identify patterns, progress, and differences in local responses.

Group 4 focused on a proposed EBA Fieldwork theme exploring the relationship between artificial intelligence and human beings.

The group noted that many institutions had mentioned AI in the pre-survey, either as a fieldwork topic or as a type of knowledge or skill students should gain. They emphasized that attitudes toward AI tend to be polarized. Some see it as a helpful tool that can do everything for them, while others fear it and believe it threatens human relevance. Both extremes, they noted, are problematic and limit meaningful engagement with the technology.

Their suggested research questions included whether AI should be seen as a collaborator or a threat, how people can work with AI in a balanced way, and what it means to be human when AI can replicate many outputs. They explored various angles, such as how AI impacts art and copyright, and how students might envision their own careers and learning paths in light of emerging AI capabilities. A key insight was that while AI can generate results, it lacks human passion and does not bear responsibility for outcomes.

In terms of fieldwork application, they proposed data collection through interviews, observations, and online sources such as social media, where attitudes toward AI are actively expressed. Universities or technology hubs were suggested as potential fieldwork locations. The goal would be to understand public perceptions and ethical considerations around AI use in society, while encouraging students to reflect critically on its implications.

Hoang Ha agreed that the AI and human topic is very interesting but suggested expanding it to include nature as well. Rather than focusing solely on AI and humans, the topic could become AI, nature, and human beings, highlighting the importance of the natural environment. This would allow students from different academic backgrounds to engage in fieldwork that emphasizes both ecological and human dimensions. Additionally, the professor proposed another relevant theme aligned with United Nations priorities: climate-resilient development. This would involve integrating climate adaptation and mitigation into sustainable development planning across countries, offering a strong basis for interdisciplinary and cross-cultural exploration.

Azleena supported the idea of incorporating AI into EBA Fieldwork while staying aligned with its original objectives. She emphasized that AI revolves around data, so designing fieldwork to generate or access suitable data is key. If students are introduced to AI concepts in pre-workshops, they could then apply that knowledge in the field. The feasibility depends on the nature of the fieldwork, disaster-related topics, for instance,

could offer data for analysis. She noted that existing data from collaborators or past activities, like stories collected in Minamata, could be used to extract insights such as sentiment using AI tools.

Group 5 proposed three key thematic categories for EBA Fieldwork through 2030: (1) environmental and disaster-related issues, (2) heritage and cultural preservation, and (3) economy and sustainability, including livelihood and food security. They emphasized that all topics should be clearly linked to national policies and SDGs.

They suggested expanding EBA's curriculum through initiatives such as a mentorship program (pairing alumni with current participants), open online courses on evidence-based analysis, hybrid (online and physical) participation models, and internships through institutional networks. To strengthen community building, they recommended forming an active alumni network, involving past participants in ongoing activities (e.g., voting, feedback), and maintaining long-term collaborations with municipalities and NGOs.

On data collection, they outlined a framework based on fieldwork types—quantitative (surveys, measurements), qualitative (interviews, storytelling, sentiment analysis), and visual (photos, videos)—that can feed into posters or academic outputs. They also proposed boosting EBA's visibility among younger audiences by using more dynamic social media strategies, such as TikTok trends or viral content, to raise awareness and build engagement across generations.

EBA Fieldwork Design Workshop

Silmi introduced the final session of the day by reflecting on what makes EBA Fieldwork distinct. She described it as sitting between recreational field trips and intensive, independent academic fieldwork. EBA Fieldwork maintains a balance: it is structured and guided to support student learning, yet still allows for some independence and enjoyment, especially important for undergraduate participants.

She reinforced EBA's mission: addressing Asia-Pacific issues through real-world engagement, community collaboration, and an evidence-based approach aimed at nurturing globally-minded, action-oriented future leaders.

Silmi then outlined the current EBA learning path: beginning with a self-paced, project-based online course that introduces students to basic research concepts and methods (observation and interview), followed by fieldwork, and potentially leading to internships, such as returning as teaching assistants or joining partner organizations. She detailed the existing online course, which includes modules on research basics, data collection and analysis, and storytelling, with a focus on accessibility for students of varied academic levels.

The EBA Fieldwork Design Workshop's main goal is to brainstorm future fieldwork designs. Participants were guided to think about how to choose locations and topics for fieldwork, using a

set of practical criteria. Ideal fieldwork locations should allow meaningful data collection, involve local collaborators, offer unique experiences to students, and be reasonably accessible. Suitable topics should address common regional or global issues, impact a broad group of stakeholders, remain relevant over time, and ideally allow for longitudinal data collection.

Silmi proposed four thematic categories for fieldwork: (1) Wisdom of the Past (e.g., Minamata), (2) Ongoing Development (e.g., Kalimantan), (3) Speculative Futures (e.g., AI and society), and (4) Continuous, where data can be tracked over time. Participants were then given time to begin designing their own fieldwork ideas using shared templates.

Silmi guided participants through designing the learning experience of the fieldwork, emphasizing three stages: before, during, and after. Before the trip, students should understand the field context, develop key skills, and prepare through adaptation and team-building. During the fieldwork, they engage directly with local communities, collect data, and apply what they've learned. After returning, they analyze findings, build evidence, and prepare outputs to share publicly. The experience should balance clear objectives with flexibility for students to shape their own direction. Silmi provided a worksheet for participants to brainstorm elements such as learning goals, methods, data strategies, and presentation plans. Participants worked individually, then exchanged feedback with peers to refine their ideas.

Silmi concluded the session by emphasizing key considerations beyond the learning design. Organizers must account for cultural differences, including language support and respect for local customs, to ensure strong community relationships. Diversity should be fostered throughout, from participant selection to group dynamics. Student independence is encouraged, but must be balanced with safety and supervision, including attention to health, dietary needs, and well-being, especially for those traveling abroad for the first time. Emergency preparedness is essential, with plans in place for accidents or disasters. These elements, though not part of the curriculum itself, are critical for successful fieldwork and will be supported throughout the planning process.

Day 2


Future of EBA

Fieldwork idea for coming two years: presentations about upcoming fieldwork ideas

Chula

Natt presented a proposed EBA Fieldwork plan in Kanchanaburi Province, Thailand, focusing on disaster-related themes. The region offers opportunities to explore two pressing environmental issues: flash floods and forest fires. Both are recurrent in the area, with forest fires sometimes originating across the border from Myanmar. The fieldwork will build on existing collaborations with local agencies already active in disaster response and data collection.

The program will begin with a GIS workshop at Chulalongkorn University, where students will learn the principles of geographic information systems and gain hands-on experience using open-source data. Afterward, the group will travel to Kanchanaburi Province for a multi-day field component.

Key planned activities include:

- A stop at Mahidol University (Kanchanaburi Campus), where environmental engineering faculty and students will share localized knowledge through a joint workshop.
- A visit to Srinakarin Dam, an important infrastructure for water management and agriculture. Students will learn about disaster prevention measures and ongoing monitoring efforts, such as water level tracking and risk mitigation protocols.
- The group will stay near Kanchanaburi National Park, with time dedicated to both data collection and environmental appreciation. A visit to the Erawan National Park waterfalls is planned, blending ecological learning with peer engagement among local and international students.
- A visit to local historical or cultural sites may be included, such as the World War II-era bridge constructed by Japanese forces. Site selection will depend on proximity to fieldwork areas.

- Back in Bangkok, students will analyze the collected data and prepare presentations comparing open-source GIS data with field findings. They will be encouraged to freely choose the format and focus of their analysis, potentially producing heat maps or uncovering new insights relevant to disaster preparedness and environmental planning.

Q&A

Rahmad commented that while the Chula fieldwork involved strong field activities, it would benefit from more direct engagement with local stakeholders. He highlighted the value of interactions like those in the USK fieldwork, where students met with community members or officials to better understand the local context, identify key issues, and begin shaping their problem-solving approach. He suggested that including these perspectives would enrich the learning experience and provide deeper insights beyond the expert-led content. Natt confirmed that they have people coming from that area that can help to support these interactions.

Norrima asked for more details on the data to be collected and relation to the objective. Natt explained that the current plan focuses on disaster-related data, particularly floods and forest fires, but the team intends to collect more data in the future . Before visiting the actual site, students will use open-source data to create preliminary maps, such as risk or heat maps, based on their interests. Once on-site in Kanchanaburi province, students will collect water level data, identify potential flood zones, and document burn areas. If forest fires are not active during the visit, they may retrieve historical air pollution data from forest agencies. The goal is for students to overlay their field data with the earlier maps using GIS to assess and compare conditions. Sapanyu Jiramiti (Chula) added that historical disaster data, like floods or forest fires, is accessible through open sources such as Google Earth Engine in the form of satellite imagery with fairly good accuracy. This data can serve as a baseline for students during the pre-workshop phase. After comparing it with field-collected data, students can uncover critical areas not visible in satellite images and draw more meaningful insights. To support this, the team plans to teach students how to extract such data themselves and use generative AI to streamline the data collection process. If time is limited, some data preparation may be done in advance.

Hoang Ha mentioned that integrating the disaster data with local community based management of the disaster can be helpful and provide valuable insights for this fieldwork.

Xuan Hoa asked more details about the GIS system utilization for collection of data. Natt informed that it will be mainly focused on QGIS and that the maps will be prepared all the maps and overlay with data, this way facilitating the students' process for this type of data collection.

Si Si mentioned an overlap of interest on this, as their university also conducts research about preventing problems with forest fire, seeing possibility for collaboration.

UNHAS

Niswar proposed a future EBA Fieldwork site at Maros-Pangkep Geopark in South Sulawesi, one of Indonesia's ten UNESCO Global Geoparks. Known for its extensive karst landscape, the second largest in the world, the geopark features 115-million-year-old limestone formations, underground rivers, coral reefs, and prehistoric cave paintings that date back 40,000 years.

The location offers rich interdisciplinary research opportunities in several fields. Students could explore geological formations, caves, and fossils. They could study local flora and fauna for biology, examine ancient cave art for archaeology, and engage with local traditions for anthropology. Tourism and conservation studies are also relevant, given the growing visitor interest in the area.

Located only 35 minutes from Makassar and Universitas Hasanuddin, the geopark is easily accessible and well-connected for fieldwork activities.

Niswar highlighted several current issues affecting the site. These include illegal mining near the caves, environmental pressure from infrastructure projects such as a new railway, and ecological damage from rising tourism. Local communities often depend on mining for income, presenting both a challenge and a key area for potential impact.

Q&A

Rahmad raised a concern about the sensitivity of focusing on illegal mining as a fieldwork topic, especially given the need to interact with local communities. He noted potential security risks and suggested that it might not be the safest or most appropriate area to explore. Instead, he recommended focusing on other important issues, such as the tension between development and conservation—like the impact of railway construction on local ecosystems—or the challenges of ecotourism, citing examples like Venice where over tourism has led to restrictions.

Niswar acknowledged the concern and agreed that illegal mining could be a sensitive topic, confirming that it's something he is also cautious about.

Norrima asked for clarification on the type of data to be collected in the proposed fieldwork. She noted that she would like to hear about the data link between both focus areas, biodiversity and cultural heritage. Niswar explained that the topic is still being developed and that they are currently in the process of narrowing down the specific issue to address. He shared that further discussions with the local geopark management are planned to help define both the focus and the kinds of data to be gathered during the EBA Fieldwork.

Hoang Ha supported the idea of balancing conservation and development, noting ecotourism and mining as key local activities. She emphasized the environmental risks of mining and suggested surveying local communities to understand their readiness to shift toward ecotourism for sustainable development.

Keio

Leandro introduced a conceptual fieldwork proposal centered on AI and its societal impact, to be based at Haneda Innovation City. This location offers strong potential for collaboration with companies working on cutting-edge technologies, as well as access to workshop and prototyping spaces that support hands-on learning.

The proposed fieldwork explores the evolving relationship between humans and artificial intelligence, focusing on how AI shapes education, decision-making, and future career paths. Inspired by speculative approaches, the idea encourages students to explore how AI might influence society in the coming years and to begin collecting data early that can be tracked over time.

The concept also connects closely to broader EBA goals. Students would not only examine AI's technical applications but also reflect on its ethical, cultural, and societal implications. UNESCO's framework for a human-centered approach to AI in education was referenced to highlight the importance of promoting intellectual development, equity, and cultural diversity in AI design and use.

The proposal includes opportunities for students to engage in critical and creative activities, such as:

- Identifying good and bad uses of AI in learning and research;
- Exploring the biases in training data and their impact on AI-generated outputs;
- Experimenting with AI tools to support problem-solving and design thinking;
- Investigating AI's role in broader themes, such as climate adaptation, resilient societies, and workforce transformation.

The Haneda site's accessibility and infrastructure make it suitable for repeated fieldwork, allowing long-term tracking of trends and reflections on AI's evolution. A key advantage is the possibility of refining research questions and data types over time, building a robust learning framework.

Leandro noted that this fieldwork plan is still in the ideation phase. Ongoing feedback from faculty discussions and pre-meeting surveys is being compiled to help shape its final structure. Updates and collaborative planning will continue through the SOI Asia Monthly Seminar, where participants are invited to contribute to the development of this innovative theme.

Q&A

Azleena asked whether the Haneda fieldwork would focus on collecting new data or use existing datasets from previous EBA projects, especially those with similar disaster-related themes. Leandro replied that both approaches are valuable. The plan includes gathering new data specific to AI while also exploring the potential of reusing and processing existing fieldwork data to extract broader insights.

For this fieldwork, Norrima proposed a more participant-centered approach to data collection. Since the fieldwork focuses on AI, she suggested that the participants themselves could become part of the research, by being asked to use AI tools to solve problems and then reflecting on their experience. This would allow for direct data collection on how students engage with AI, including how often they use it, in what contexts, and whether they feel they could function without it. This way, valuable evidence-based insights could be generated from actual usage patterns rather than relying solely on external data sources. Leandro welcomed the idea, emphasizing that if the Haneda fieldwork becomes a recurring activity, it could enable continuous data gathering over time. He also noted the potential to combine participant-driven data with other types of data collection focused on specific field topics, creating a richer and more layered understanding of AI's role in society.

Xuan Hoa recommended using simple tools like prompt engineering or no-code platforms to make AI more accessible for non-IT students. She also emphasized the need to define a clear topic, such as AI in education or disaster preparedness, to help students focus their efforts, preparing relevant datasets in advance would also support more effective fieldwork. Leandro agreed, adding that having a defined theme and early preparation, both in content and data, would enhance the fieldwork experience.

Ronel suggested including AI ethics as a key component of the fieldwork. Instead of the usual faculty-driven ethical guidelines, students could reflect on their own perspectives on how they use AI in academic settings, and what they see as responsible or questionable use. Leandro appreciated the idea, noting that students often fall into extremes: either secretly using AI without understanding it, or becoming overly dependent. He emphasized the importance of helping students see AI not just as a tool, but as a learning companion. He added that ethics may vary by discipline: technology students might embrace AI easily, while those in humanities could feel threatened. Thus, exploring these differences could lead to valuable insights.

Azleena reflected on her past experience with the Fujiyoshida fieldwork, where students collected environmental data onsite and also worked with data from previous cohorts. This approach allowed them to both contribute to future research and analyze existing datasets. She suggested applying a similar model for AI-focused fieldwork: students could use historical data (e.g., on floods or landslides) and combine it with onsite collection. With this, they could learn to apply AI tools for prediction or analysis, gaining practical, hands-on experience in working with real-world data. Leandro agreed, saying this integration of past and present data collection aligns well with the goals of AI-related fieldwork, helping students gain deeper understanding through both analysis and active participation.

Uehara shared background context about the Haneda Innovation City and its location. He explained that the area close to Haneda was once a hub of small factories and a key part of Japan's industrial engine 50 years ago. However, many of those factories now struggle to survive or collaborate with larger companies, creating a need for innovation. He noted that this history could be important for students to understand before joining the Haneda fieldwork. The challenge lies in how emerging technologies, including AI, can be applied to support

revitalization and innovation in the area, making it a meaningful and context-rich environment for the students' engagement.

Others (Who would like to host EBA Fieldwork in 2027 and beyond)

Husni introduced Hazemon, a sensor-based air quality monitoring system developed by AIT, with active installations across Southeast Asia. He suggested that integrating Hazemon into EBA Fieldwork, especially in locations like Kanchanaburi, could offer valuable environmental data and foster collaborations between EBA, CBR, and APIE within the SOI Asia framework.

Okawa expanded on this idea by highlighting the rich research data already produced by universities such as UB, USM, and ITB. She stressed that student involvement in setting up and analyzing sensor data could strengthen interdisciplinary learning. She also emphasized that combining sensor-based monitoring with AI and storytelling would help students interpret real-world problems more deeply.

In parallel, Husni proposed incorporating satellite data, such as via the European Copernicus program, into EBA's common course and pre-fieldwork training. By using both satellite and ground-level observations, students could conduct comparative analyses across multiple field sites, including both forested and urban areas. This approach could enrich their understanding of topics like disaster risk, public infrastructure access, and environmental change.

Open Discussion

Azleena inquired about the real-time and historical capabilities of satellite data. Azleena also mentioned her work in Sabah (Kundasang), where daily soil movement in a landslide-prone area could benefit from a combined satellite and drone approach.

Rahmad asked about the resolution of the satellite images. Husni confirmed that while resolution is limited (typically 10x10 meters), the long-term and broad-scale historical datasets are highly valuable, especially when combined with high-resolution tools like drones or on-site surveys.

Rahmad echoed the relevance of this method for online EBA Fieldwork, which would allow students to conduct remote research using digital data. He shared his own experience using drones to monitor mangrove degradation and carbon storage, and highlighted how AI could detect illegal logging or mining activity based on satellite patterns.

Niswar introduced a real-world case from Lake Tondano in North Sulawesi, which is undergoing rapid sedimentation due to invasive water hyacinth. He suggested that satellite monitoring could help local authorities track plant overgrowth and prioritize manual removal efforts, supporting ecological management strategies.

Azleena noted the potential for predictive modeling, especially if integrated with AI tools.

Natt mentioned that this data can be utilized in Thailand fieldwork in July 2026, also considering using Generative AI whenever relevant.

Silmi invited all of the EBA community to participate in the Monthly Seminars, a place to exchange research opportunities, project updates and ideas. The seminars usually happen on the last Wednesday of the month.

Closing

Uehara closes the faculty meeting highlighting the discussions on criteria and improvements of EBA Fieldwork, including the interesting outputs from group discussions and new fieldwork ideas. He remembers that two fieldworks are scheduled this year (USK and Minamata), with efforts to host more fieldwork activities in 2026, such as the ones presented in the future fieldwork ideas session.

International EBA Symposium

Welcome & Opening Remarks

Natt welcomed participants to the symposium, noting Chulalongkorn's long-standing involvement with the EBA program, including hosting a past fieldwork. He highlighted the value of being part of a diverse network, which allows students to engage in fieldwork hosted by partner institutions.

Opening by CHULA Engineering Dean

Assoc. Prof. Witaya Wannasuphoprasit, Ph.D., Dean of Engineering at Chulalongkorn University, warmly welcomed EBA community members and expressed pride in hosting the 2025 EBA Symposium. He thanked participants for the valuable discussions and collaboration during the faculty meetings. He praised EBA's impact, highlighting over 600 students engaged in real-world fieldwork, cultural exchange, and leadership development. Emphasizing the program's role in shaping a sustainable future, he announced that the Faculty of Engineering will host the 2026 EBA Fieldwork Program and pledged full support to ensure a meaningful and inclusive experience for all.

What is EBA?

Uehara from Keio University introduced the EBA project by emphasizing the need for regional collaboration to solve complex issues across Asia. He explained that EBA stands for Evidence-Based Approach, promoting the collection and analysis of data to build evidence before addressing problems. He highlighted the importance of combining science, communication, and intercultural collaboration skills to prepare students for global leadership.

The EBA consortium includes 19 institutions from 11 countries, offering students opportunities to study and collaborate across borders. EBA Fieldwork is designed as guided, hands-on research experiences that let students apply their knowledge in real contexts, collect and analyze data, and share findings with communities. Unlike sightseeing or study tours, EBA Fieldwork focuses on investigation and solution-building.

Students begin with online preparation, join field activities, and follow up through presentations and continued engagement. Uehara encouraged more universities and students to join and help build a future-ready, data-literate, and collaborative generation.

Student Presentation “From the Field: What It's Like to Join EBA Fieldwork”

Chanon Manee, a participant in the EBA Kalimantan Fieldwork 2024, shared his experience with the EBA Program to other Chulalongkorn students. He emphasized EBA as an example of STE(A)M education, combining science and technology with creativity and the arts to develop both hard and soft skills. He shared the value of diversity in collaboration, with multidisciplinary and multicultural teams across universities, and stressed that participants gain knowledge, skills, and personal growth. He concluded by encouraging others to join for enriching learning and international exposure.

Panel Discussion: The EBA Fieldwork Experience

Moderator: Keisuke Uehara (Keio University)

EBA Role in Developing Resilient Future Society: Keiko Okawa (Keio University)

Okawa introduced the SOI Asia community and explained how EBA fits into its mission to build a resilient society through collaboration in education and research. She emphasized that resilience means not only recovering from disruption but growing through it. She highlighted the importance of human and social capacities like communication, collaboration, and evidence-based decision making, in both physical and digital spaces. Okawa stressed that these capacities are essential for future leaders, and that EBA, by fostering data literacy and critical thinking, is a key for developing them. She concluded by inviting all to participate n in the EBA community.

Experiencing EBA Fieldwork: Rahmad Dawood (Syiah Kuala University - USK)

Rahmad shared reflections on his students' experiences with EBA, highlighting its immersive, interdisciplinary, and multicultural nature. Students work in diverse teams to explore complex global issues, gaining a broader perspective beyond classroom learning. The hands-on fieldwork fosters personal growth, cross-cultural understanding, and real-world problem-solving. He emphasized the value of collaborative storytelling and multimedia presentations to communicate findings. Rahmad also previewed USK’s upcoming EBA Fieldwork in July, which will focus on preserving Aceh's historical tombstones through digital methods, offering students a unique blend of cultural heritage and technological engagement.

Why Join EBA Fieldwork? Reasons and Benefits: Muhammad Niswar (Universitas Hasanuddin - UNHAS)

Niswar shared reflections on why students should join EBA Fieldwork, based on his students' experiences. He emphasized the value of hands-on learning, critical thinking, and interdisciplinary collaboration. Students gain research and communication skills, improve English proficiency, and grow more confident through teamwork in diverse, multicultural groups. He noted personal transformations: students becoming more expressive, engaged, and globally aware. EBA also helps uncover hidden talents and builds valuable international networks. Niswar highlighted how these experiences prepare students for future careers and praised EBA as a powerful tool for both academic and personal development.

Q&A Session

During the discussion, Uehara prompted reflections on the value of EBA Fieldwork. Niswar emphasized how it strengthens students' soft skills, particularly communication and confidence. Rahmad highlighted the intercultural and interdisciplinary learning, rare in traditional university settings. Okawa linked EBA to SOI Asia's mission, stressing its role in helping young people internalize social issues as part of their reality.

They also discussed English communication challenges, with all speakers agreeing that EBA creates vital practice opportunities. Okawa noted the broader benefits of using English in international collaboration, despite initial discomfort.

On student selection, Niswar explained that his university uses a departmental rotation system to ensure diverse representation from fields like civil engineering, industrial engineering, architecture, and others. He suggests pre-workshop to make the nomination process more natural. Rahmad works with the student organization, asking for assistance in nomination from a different perspective.

A question from the floor by Husni raised the idea of localized mini-EBA Fieldworks. Okawa supported this as an entry point, adding that one route is to explore together with some classes and offer smaller fieldwork activities to introduce them to EBA Fieldwork. Uehara also agrees that this is a good idea as a starting point, reinforcing that the current EBA Fieldwork experience gives a different experience with the opportunity for many students to go abroad and see reality in a different way. Rahmad added that even local, mini versions should include international elements, such as guest students or online collaboration, to preserve the EBA spirit. Niswar noted some existing initiatives (like CBR projects) already offer such models for mini-fieldwork, which could be an initial approach with an environment for international students.

The session closed with a shared commitment to expanding EBA opportunities and encouraging broader participation.

Voices from the Audience

Leandro invited the audience from Chulalongkorn University to participate in an interactive activity and tested their knowledge of the EBA program so far.

Closing

Uehara closed the session by thanking all participants and Chulalongkorn University for hosting the symposium. He emphasized the team's commitment to expanding international collaboration opportunities and warmly encouraged students to get involved in future EBA activities, expressing hope to see everyone again soon.