

UBC ORICE

2024 Annual Report



THE UNIVERSITY OF BRITISH COLUMBIA

Office of Regional & International Community Engagement
Faculty of Arts

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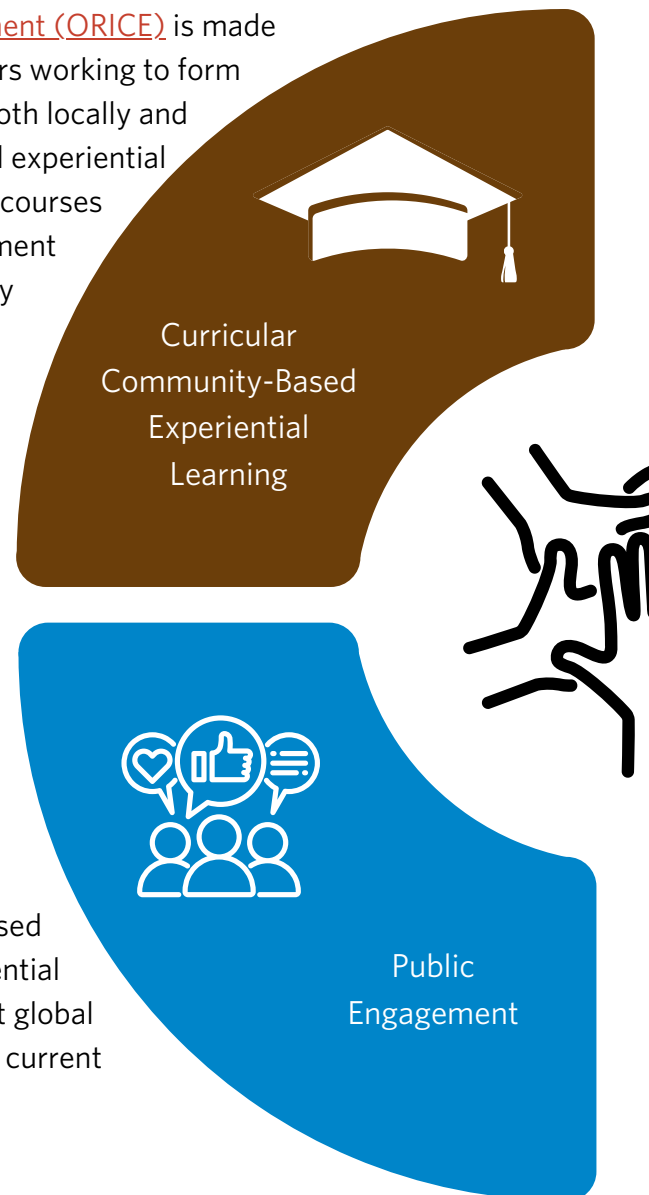
About ORICE

Background

The [Office of Regional and International Community Engagement \(ORICE\)](#) is made up of a team of students, staff, faculty, and community partners working to form thoughtful connections between academia and civil society, both locally and globally. Through our interdisciplinary, community-based, and experiential approach, we collaborate with faculty to offer a wide range of courses and initiatives that focus on collaborative community engagement and which address complex community challenges. Constantly reflecting on what ethical community engagement means, ORICE aims to broaden traditional conceptions of teaching and learning by:

- **Prioritizing process alongside outcome;**
- **Questioning roles of expertise;**
- **Valuing reciprocity; and,**
- **Collaboratively re-imagining spaces of learning**

Our team works to understand how experiential learning can prompt students and the community to interrogate the potential, the limits, and the application of disciplinary knowledge to global priorities. We do this through initiatives such as community-based research collaborations, course-based immersive placement programs abroad, course-based experiential learning assignments, and public engagement initiatives about global topics and processes that bring community partners and their current areas of focus into the classroom and onto campus.



About ORICE

Our Collectives

ORICE houses two Collectives: [the UBC Human Rights Collective](#) and [the Gender+ in Research Collective](#). The work of the Collectives cuts across all the work ORICE does as intersectional and human-rights based frameworks and approaches are integral to community-based research and community-engaged work. The Collectives collaborate with ORICE on various programs and projects, in addition to their own programming and creating resources for the larger community and in support of ORICE's programming.

Land Acknowledgement

ORICE is physically located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) First Nation and also works in partnerships with many organizations and peoples across the globe whose histories and current realities have been shaped by the violence of colonialism. We are committed to bringing these realities into all components of our programming and learning efforts and is dedicated to holding ourselves accountable to the continuous journey of truth and reconciliation.

Our Commitment to EDI

For ORICE, engaging in equity, diversity, and inclusion (EDI) requires centering the needs of those most affected by intersectional inequities and proactively working towards creating equitable access and engagement. We consider that EDI and anti-racist/anti-oppressive principles and practices require consistent reflection and reconsideration, and we forefront this in our work, programs, recruitment, and hiring practices. ORICE offers an [Experiential Education Accessibility Award](#) to support the participation of historically, persistently, or systematically marginalized students in our engagementship programs



Co-Curricular
Community-
Based
Experiential
Learning



Community-Based
Research

A Message from the Director

TAMARA BALDWIN

I am delighted to share with you this year's annual report from the Office of Regional and International Community Engagement (ORICE). As I reflect on the past year, I am continually inspired by the dedication and passion of the students, staff, faculty, and community partners who collaborate to drive meaningful change across a wide spectrum of local and global issues.

This year, ORICE expanded its efforts to provide meaningful, community-based experiential learning opportunities for students across UBC. We partnered with 37 international and regional community organizations to facilitate over 7,000 hours of engagement through curricular programs and co-curricular initiatives. These experiences deepened student learning and provided invaluable opportunities to bridge theory and practice in collaboration with community organizations.

In the following pages, you will find highlights from our work, including courses on global mental health, sustainable economic development, and human rights, as well as our public engagement events on a wide range of topics. These programs and events not only allowed us to expand our reach to new audiences but also reinforced ORICE's commitment to fostering reciprocal partnerships and creating impactful learning spaces for students and community partners alike.

None of this would be possible without the ongoing support of the entire ORICE community, and I want to extend my gratitude to everyone who has contributed to the success of our programs this year. Your dedication, energy, and commitment are at the heart of ORICE. As we continue to innovate and collaborate, I invite you to explore the stories in this report and to connect with us if you are interested in learning more or joining us in our efforts.

Sincerely,



Tamara Baldwin, Director



ORICE At a Glance

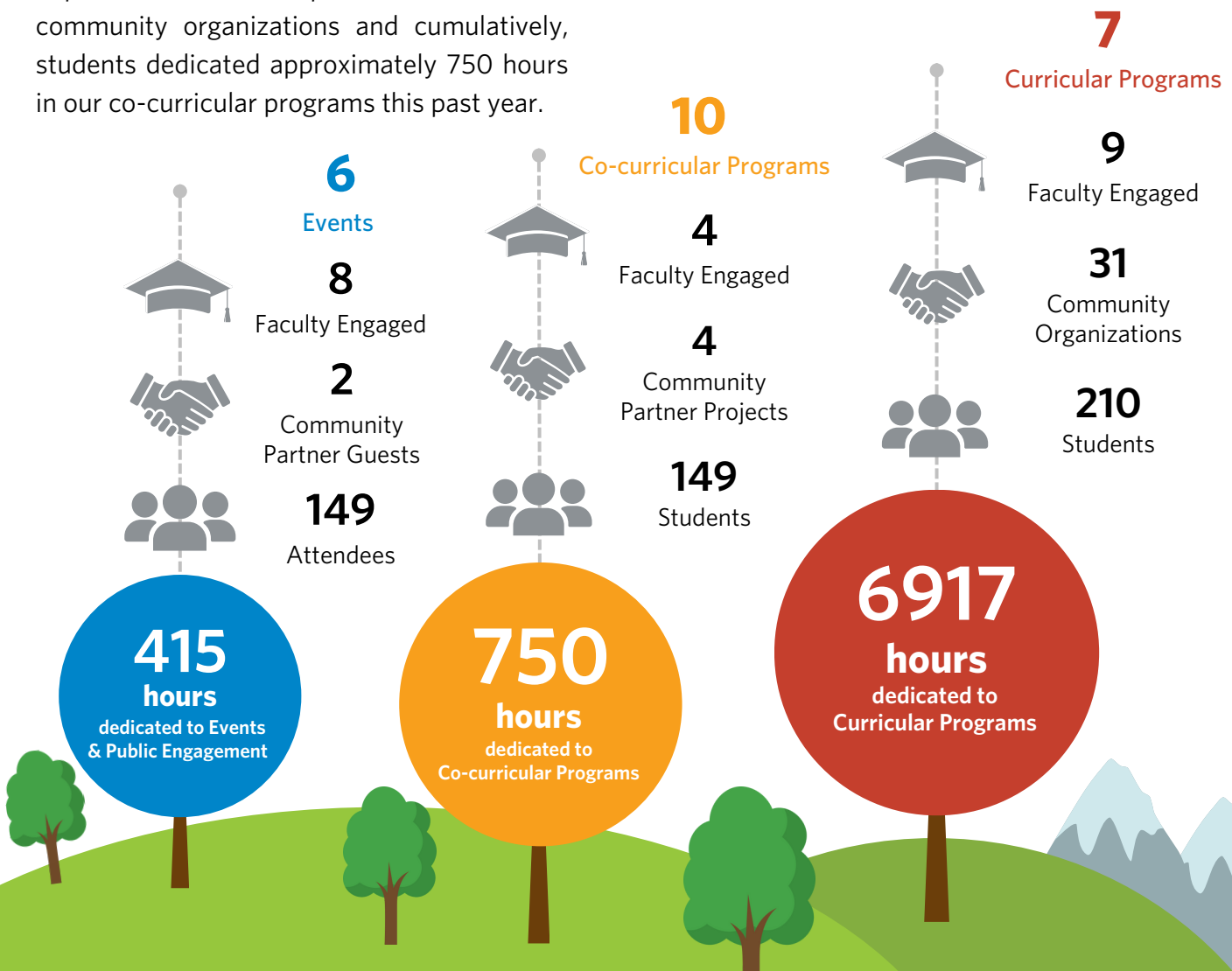
May 2023-April 2024

ORICE supported curricular community-based experiential learning for students in the Faculty of Arts and Applied Sciences. 31 community partners (international and regional) partnered to provide community-engaged opportunities to these courses for a total of 6917 hours.

From May 2023 to April 2024, 149 students have participated in co-curricular community-based experiential learning programs (8-12 weeks in duration), representing many faculties and departments. We partnered with 4 community organizations and cumulatively, students dedicated approximately 750 hours in our co-curricular programs this past year.

ORICE developed captivating and pertinent public engagement events, offering students, staff, and the wider UBC community a space to engage with the world around them. Approximately 150 UBC students, staff, and community members were reached through online webinars and public engagement events since May 2023.

None of these events and programs would be possible without the collaboration of many guest speakers, faculty members, & community partners.



Curricular Community-Based Experiential Learning

AT A GLANCE

ORICE works with faculty from across UBC, acting as an interdisciplinary hub for collaboration in which innovative and engaging courses and assignments can be codeveloped. Initiatives range from full immersion programs to assignments which can be embedded into course syllabi to facilitate community engagement and learning. These courses aim to bridge the gap between students' academic learning and the wider society through experiential learning.

FEATURED CURRICULAR PROGRAMS

- [CHBE 264: Chemical and Biological Engineering Laboratory](#)
- [PPGA 391A 001 Human Rights In A Globalized World: Interdisciplinary Perspectives and Practical Applications](#)
- [SOWK 440J/571: Global Mental Health](#)

These course offerings allowed students to critically engage with disciplinary questions and issues facing society through engagement with community partners.



210

Students



31

Community
Organizations



6917

Cumulative
Participant
Hours

Featured Curricular Program

CHBE 264 & 473: CHEMICAL AND BIOLOGICAL ENGINEERING LABORATORY

CHBE 264 is a second-year chemical and biological engineering lab-based course taught by [Dr. Pranav Chintalapati](#). One of the final assignments, co-designed with ORICE, is the production of a scientific poster where students use a systems thinking approach to undertake a root cause analysis when examining cases of industrial pollution exposure from Prof. David Boyd's report on "Sacrifice Zones". An important part of this analysis is for students to understand the systemic factors and decisions (ie. environmental racism) that lead to pollution exposure in the first place.

This past year, Dr. Chintalapati partnered with [Dr. Naoko Ellis](#)' fourth-year students in CHBE 473 Environmental Engineering and Sustainability Leadership Course. Students in CHBE 473 provided mentorship to CHBE 264 poster teams. The aim of using peer-based mentorship was to reinforce the importance

of critical reflection about solutions beyond chemical engineers' technical approaches, such as the disproportionate impacts on historically and systemically marginalized communities when process safety, the environment, and public health are neglected in the pursuit of other goals.

Bringing in the expertise of ORICE, especially into a STEM course, is an exceptional opportunity to expand how students think about technical problems and ultimately make them better at designing solutions.

Dr. Pranav Chintalapati

As part of this partnership, ORICE director, Tamara Baldwin, provided guest lectures to each course to prompt students to think about the underlying root causes and contextual factors of engineering analysis and processes, and discuss the opportunities that students have to shape what is considered as a minimum good practice in solution design with the field of chemical and biological engineering.

ORICE COLLABORATION



**ORICE
Guest Lecture**



**Poster
Assignment**

Featured Curricular Program

PPGA 391A 001 HUMAN RIGHTS IN A GLOBALIZED WORLD

In Term 2 of 2023, the [School of Public Policy and Global Affairs](#), in collaboration with the Human Rights Collective (HRC) and ORICE, piloted:

[PPGA 391A: Human Rights in a Globalized World: Interdisciplinary Perspectives and Practical Applications](#)

as part of a two-year [TLEF](#) project led by [Dr. Jenny Peterson](#) and ORICE Director Tamara Baldwin. This course provided a unique opportunity for 34 students to critically engage with diverse human rights topics, including environmental rights, disability rights, artificial intelligence and data rights, through legal, political, social, and artistic advocacy.



PPGA 391A students presenting their final project

What interested me about the course was the overall uniqueness, the fact that you don't really get to see this kind of experiential learning coupled with a lecture-based environment very often.

Lolita Persad
PPGA 391A Student

Core to this course was the experiential learning component, coordinated by ORICE, which facilitated collaborations with eight community organizations across Canada. These projects were designed to address current human rights challenges while simultaneously enhancing student learning. In total, nine distinct projects were developed in close consultation with community partners to ensure mutual benefit for both the organizations and the students.

One such project involved a partnership with [Disability Without Poverty \(DWP\)](#), a national movement advocating for the Canada Disability Benefit (CDB). Four PPGA 391A students collaborated closely with DWP, building on DWP's nationwide survey of nearly 5,000 hard-to-reach disabled individuals. Students conducted interviews during an Accessibility Rally at the Vancouver Art Gallery. These interviews aimed to highlight the potential impact of a well-funded disability benefit in alleviating poverty and improving the quality of life for disabled Canadians. Inspired by DWP's "Activism" initiatives, students developed promotional materials, infographics, flyers, and videos to raise awareness of the extent of poverty among those receiving disability assistance.

There's a big distinction between a research paper you might write for a class versus something you produce for a community partner organization. It isn't just a matter of reproducing the same information...it is about applying this information and thinking about what realistic recommendations and findings we can provide for the community partner.

Karam Sikand
PPGA 391A Student

The project culminated in March 2024, just weeks before the federal government's 2024 budget announcement, which allocated significantly less funding than anticipated for the Canada Disability Benefit. This development led the students to adjust the messaging of their videos to reflect the ongoing nature of DWP's advocacy work. Despite the initial setbacks in funding, the students' work with DWP has continued to amplify the voices of disabled Canadians and highlight the urgent need for a more comprehensive approach to addressing disability poverty in Canada.

PPGA 391A SUMMARY



34
Students



8
Community Organizations

Projects such as this collaboration with DWP provided students with the opportunity to learn about human rights at a macro scale, while also gaining an understanding of the strategies, passion and resilience of organizations that advocate for the implementation of policies and practices necessary to truly uphold basic human rights.

Featured Curricular Program

SOWK 440J/571: GLOBAL MENTAL HEALTH

This global mental health course offers undergraduate and graduate Social Work students the opportunity to advance competencies in global health practice and research, such as the global burden of mental health, social and economic determinants of mental health, the globalization of biomedical psychiatry, global mental health governance and leadership, human rights, and equity. Taught in Nairobi, Kenya, the course challenges the often privileged and Westernized approaches to addressing mental health topics. This approach emphasizes culturally appropriate psychosocial and spiritual interventions, which are frequently overlooked in favour of Western methodologies.

Taught by [Dr. Mohamed Ibrahim, PhD, MSW, RN](#), an Assistant Professor at UBC's School of Social Work and an internationally trained scholar and clinician, the course is co-designed and facilitated with ORICE.

I feel I have gained various perspectives on how others learn and heal, different forms of facilitation and connection, as well as trauma-informed approaches. These learnings will translate to my career as a social worker and to my life.

Emmy Livsey
SOWK 440J/571 Student



SOWK 440J/571 Students with Community Partner, Green String Network

Forefronting ethical community based experiential education pedagogies, students participated in pre-departure learning sessions in the term prior to departure.

The month-long course, conducted from May to June 2024, included joint lectures with students from the [Kenya Medical Training College \(KMTCC\)](#) and community-based placements with local mental health organizations. Fifteen students were placed across four community partner organizations—[BNBR](#), [Kamili](#), [Refuge Point](#), and [Green String Network](#)—accumulating a total of 1200 participant hours.

These placements allowed students to gain both theoretical and practical knowledge while learning from local experts in context. ORICE also facilitated orientation and workshops during the placement period, further enriching the students' learning experience.

Co-curricular Community-Based Experiential Learning

AT A GLANCE

ORICE's co-curricular programs provide more flexible opportunities for students looking for experiential education opportunities beyond our curricular programming. These programs draw upon and reinforce students' academic learning and emphasize interdisciplinary collaboration, taking shape in various forms, from internship-style research **engagementships**, to a workshop series and conversation spaces often organized in collaboration with the ORICE collectives.

'Engagementships'

Engagementships are semester long programs that offer students the opportunity to engage with a research question or objective, often with a community partner. They are hosted in remote/virtual, hybrid, and in-person spaces, are flexible and often student-led, and facilitated by the ORICE team.

This past year, we further developed two of our programs from our Collectives. The [Scholars in Prison Engagementship](#) offered with the Human Rights Collective and the Scholars at Risk Network gives students the opportunity to engage in research and scholarly-informed activism while supporting SAR's mission to advance academic freedom and free wrongfully imprisoned scholars. The [\(De\)Mystifying Gender+ in Research Workshop Series](#) aims to build community and introduce students around gendered and intersectional research practices and theory.

FEATURED PROGRAMS

- [Gender+: \(De\)Mystifying Gender+ In Research - A Workshop Series & Conversation Space](#)
- [UBC HRC: Scholars in Prison Engagementship](#)



149 Total Participants



4 Community Partners

Featured Program

(DE)MYSTIFYING GENDER+ IN RESEARCH A WORKSHOP SERIES & CONVERSATION SPACE

The [\(De\)Mystifying Gender+ in Research: Workshop and Conversation Space Series](#) was created to support students interested in both conducting and deepening their learning about gendered intersectional and power-informed research.

This is the second iteration of this program with an expanded capacity (from 12 to 25) due to high interest and increased demand. Participants noted the lack of learning and discursive spaces around gendered and intersectional research thus noting the need for programs like these. The program was open to graduate and undergraduate students regardless of discipline to facilitate more interdisciplinary and diverse discussions.



(De)Mystifying Participants (not all pictured) & Facilitators

They helped me learn about different ways to engage in gender+ research that has started some really fruitful conversations within my research group about tackling some of our research questions.

(De)Mystifying Participant

The workshop series format was intended to build community and create a sense of continuity for students through weekly sessions. The program was structured to begin with foundational concepts on positionality and intersectionality; going on to unpack more practical/applied aspects of gender+ research practices; and finally zooming out to think about the theoretical, methodological, and academic discourses around gender and research.

The program was co-facilitated by Gaylean Davies (ORICE Advisor) and Krystal Go (Gender+ Program Assistant) and featured two guest speakers, Balie Tomar (past Gender+ Graduate Program Assistant) and Anneke Dresselhuis (past Gender+ program participant), who spoke on the topics of Colonial Knowing and Data Justice respectively.

Featured Program

SCHOLARS IN PRISON ENGAGEMENTSHIP

The [Scholars at Risk \(SAR\) Network](#) is an international initiative for advocacy, protection, and learning of human rights and academic freedom. Over the years, ORICE has partnered with SAR to offer immersive and co-curricular engagement opportunities such as the [Scholars in Prison Engagementship \(SIP\)](#), allowing students to engage in research and scholarly-informed activism while supporting SAR's mission to advance academic freedom and free wrongfully imprisoned scholars.

This included organizing a film screening of "Courage" (2021) in solidarity with Marfa Rabkova and other Belarusian scholars and hosting a webinar with Dr. David Boyd to discuss Niloufar Bayani's case and the challenges of environmental advocates.



536
Total Student Hours

In the 2023/24 academic year, eight students participated in the SIP Engagementship, focusing on cases of imprisoned scholars in India, Iran, and Belarus. Students produced two key deliverables for SAR to aid in human rights monitoring and reporting and engaged in various advocacy and outreach activities, engaging 50 members of the UBC community.

Additional advocacy efforts included a briefing note to the Canadian Subcommittee on International Human Rights and a short documentary on Dr. Saibaba's case.

In March 2024, six students attended SAR's "Student Advocacy Days" in Washington, D.C., where they participated in workshops, collaborated with other university students, and organized meetings with members of Congress, the Senate, and various NGOs advocating for wrongfully imprisoned scholars.

Community-Based Research in Action

AT A GLANCE

Community-based research involves collaborating with community organizations on questions and initiatives that are a priority to them. In these cases, we are invited as students, staff and faculty to learn and act alongside our hosts. This type of research can take the form of organizational program assessments, advocacy-based research, and much more. Additionally, ORICE collaborates with faculty members to advance experiential education pedagogical research through various teaching and learning initiatives. In these initiatives, students are hired as research collaborators, providing them with the opportunity to enrich their own educational experience while contributing to institutional praxis.

Highlighted in this section are three projects including the Intergenerational Connections & Futures (ICF) Afghanistan project and the Gender+ Scholarly Spotlights and the Socio-economic impact study of Afripads. The ICF project aimed to connect Afghan students in the diaspora with each other and with other at-risk Afghan scholars and activists to discuss, exchange ideas, and document possible 'pathways' for the socio-political development of Afghanistan. The Gender+ Scholarly Spotlights were a three-part series aiming to build community and highlight gendered and intersectional research across the UBC campus. The AFRIpads study aimed to assess the factory's socio-economic impact on the surrounding Kitengesa community.

FEATURED PROJECTS

- [UBC HRC: Intergenerational Connections & Futures \(ICF\) Afghanistan](#)
- [ECON 364B: Assessing the Socio-Economic Impact of AFRIpads in a Rural Ugandan Community](#)
- [Gender+ Scholarly Spotlights](#)

Featured Project

INTERGENERATIONAL CONNECTIONS & FUTURES (ICF) AFGHANISTAN

The IDRC-funded project, [Placement, Preservation, and Perseverance: Afghan At-Risk Scholars, Activists, and Students \(PPP\)](#), was developed to address the current crisis in Afghanistan – specifically the targeting of the higher education community by the Taliban. The project, developed by [Dr. Melanie Adrian \(Carleton\)](#), [Dr. Shuchi Karim \(Carleton\)](#) and [Dr. Jenny Peterson \(UBC\)](#), brought together a team of faculty, students, and scholars from Carleton University and UBC for a 30-month-long project.

The project supported scholars, civil society actors, activists, and journalists from Afghanistan, especially women and ethnic minorities, who have been forced to flee as a result of the Taliban takeover in August of 2021. The project sought to empower their integration into new scholarly and civil society communities whilst leveraging their intellectual contributions to Afghanistan's past, present, and future.

The [Intergenerational Connections and Futures \(ICF\)](#) was the UBC arm of the project, and it aimed to connect Afghan students in the diaspora with each other and with other Afghan at-risk scholars and activists to discuss, exchange ideas, and document possible 'pathways' for the socio-political development of Afghanistan.

ICF PROJECT DELIVERABLES



WORKING PAPER SERIES:

Afghan Displacement, Diaspora(s) & Knowledge Networks



AN ANTHOLOGY:

Afghan Scholar and Student Displacement, Emplacement & Support



AVAILABLE ON THE HRC WEBSITE

To mark the end of the PPP Project, an academic conference was held at UBC on May 2nd and 3rd, 2024. The conference was attended and led primarily by Afghan scholars, activists, and students, who shared their invaluable expertise and experiences to discuss the state of higher education in Afghanistan. Conference attendees led and participated in several roundtables, panels, and sessions centred on discussing diaspora issues, academic barriers, advocacy, and the work of students and scholars supported by PPP.

Featured Research Project

ASSESSING THE SOCIO-ECONOMIC IMPACT OF AFRIPADS IN A RURAL UGANDAN COMMUNITY

Part of ECON 364B: Economic Sustainable Development

ABOUT AFRIPADS

Since its founding in 2010, [AFRIPads Uganda Ltd.](#) has empowered women through business, innovation, and opportunity. Based in rural Masaka, AFRIPads produces reusable menstrual products while providing sustainable employment to women in the area. The construction of their 3,000-square-metre factory in 2018 marked a significant investment in Ugandan-based manufacturing and rural economic development. With 86% of the factory's salaried workforce being women, AFRIPads has contributed to improvements in health, education, and livelihoods, aligning with several United Nations Sustainable Development Goals (SDGs).

In partnership with AFRIPads, ORICE has supported a series of research initiatives to assess the factory's socio-economic impact on the surrounding Kitengesa community.



ECON 364B Students in Kitengesa, Uganda with Student Colleagues from Uganda Martyr's University

PROJECT BACKGROUND

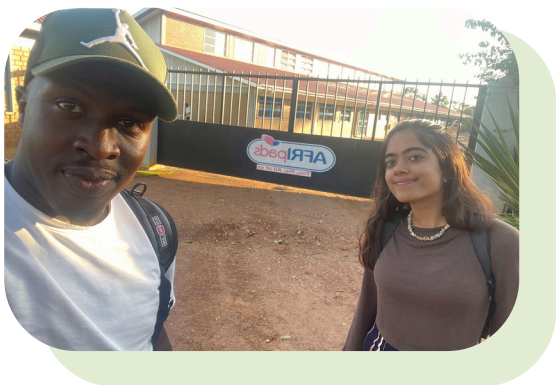
In 2018, a baseline study conducted by UBC students surveyed 245 households in the area, exploring key indicators such as employment, education, land use, and access to banking. The study predicted that the new factory would improve living standards in the community. Five years later, a follow-up study was launched to determine if these positive changes had occurred and to understand the effects of the COVID-19 pandemic on the region.

Through [ORICE's International Immersive Placement Program](#), 4 students from UBC's ECON 364B course were selected for this project to collaborate with AFRIPads to carry out the follow-up research. The project allowed UBC students to partner with students from Uganda Martyrs University and to apply their classroom learning on economic development and community-based research methods while gaining valuable insights into the lived experiences of households in the surrounding area. Using a mixed-methods approach, the study combined updated household surveys with in-depth interviews conducted with local community leaders.

RESEARCH FINDINGS

The findings revealed significant socio-economic changes in the region. Qualitative data highlighted the impact of COVID-19, particularly in areas such as transportation restrictions, price fluctuations, and school closures. For instance, transportation restrictions during lockdown disrupted the livelihoods of many, especially farmers who struggled to sell their crops. Meanwhile, inflation, which persisted post-pandemic, created financial uncertainty for households. In addition, long-term school closures were reported to have had a lasting impact on education, particularly for girls.

However, despite these challenges, many community members also spoke of resilience and adaptation. Several households noted that the presence of AFRIPads had provided stable employment opportunities, helping to weather the economic difficulties brought on by the pandemic. The factory's commitment to employing local women enabled families to invest in education and healthcare even amidst broader economic uncertainty.



Student from Ugandan Martyr's University & ECON 364B student at the AFRIPads Gate in Kitengesa

PROGRAM VALUE

For the student researchers, this project was a meaningful learning experience. They deepened their understanding of sustainable development and community-based research, and they honed their skills in qualitative and quantitative analysis.

Working on this project shaped my understanding of academia as I realized the nuances of data collection and analysis of empirical ideas as facts. I learned what it means to research in the global development context.

Lucas Mehling
ECON 364B Student

For AFRIPads, the research provided crucial data on the socio-economic impact of their factory, helping them better understand the challenges and opportunities faced by the communities in which they are situated. Initial findings have also provided important data to advocate for further investment in rural business development within the country.

This ongoing partnership between ORICE and AFRIPads will continue as a new group of students will be selected for the 24/25 academic year to assist with a research design project for AFRIPads to understand the impacts of their employment model on the people, the majority of whom are women, who work with them in Masaka.

Featured Project

GENDER+ SCHOLARLY SPOTLIGHTS

The Gender+ Scholar Spotlight Series included a three-part series of features on UBC faculty and their work with gendered and intersectional lenses in teaching and research. In these conversational pieces, the scholars talk about the critical nature of their work and the challenges they face within their respective fields when developing research around gender.

The series was created to highlight gender+ work and perspectives of UBC across disciplines, and provide a space for the UBC community to find scholars of interest who include this lens in their research and teaching.

There is trust between participants and researchers to interpret experiences in a caring way. I hope I can do a good job in representing their experiences, that their experiences are heard instead of misrepresented.

Dr. Yue Qian
Associate Professor, UBC Sociology

With the launch of the new Gender+ website and social media, the Collective aims to build relationships and establish spaces for UBC faculty and students interested in gendered and intersectional research. This series, in part, led to the development of the [Gender+ Scholarly Directory](#) for current UBC faculty member or current UBC graduate student engaged with gendered and intersectional research. Interested scholars can complete the registry form available on the Gender+ website.

2024 GENDER+ SCHOLAR SPOTLIGHTS

- [A Conversation with Dr. Yue Qian on Gender, Family, Quantitative Research & Intersectionality](#)
- [A Conversation with Dr. Agnes d'Entremont - Multiple Perspectives for Better Engineering: The Importance of EDI & Intersectionality](#)
- [A Conversation with Dr. Jade Boyd - The Negotiations of Conducting Research Within Institutions & With Communities](#)



AVAILABLE ON THE GENDER+ WEBSITE

Public Engagement

EVENTS

During the past year, ORICE hosted various public engagement events, including online webinars, discussion sessions, and workshops. These events brought together students, community partners, academics, and the public to discuss important issues. By hosting these events, ORICE aims to build awareness, foster learning, and create connections through community engagement. Over the past year, these initiatives have reached 160 UBC students, staff, and community members with over 410 cumulative hours of engagement.

Our events have involved longstanding international partners and collaborators, covering themes like human rights and the environment, equitable community engagement, academic freedom, policy analysis, and interdisciplinary learning and research. ORICE values reciprocity and sustainability, and we recognize that our partners significantly contribute to our understanding and work. In addition to providing rich educational opportunities, we aim to re-imagine spaces of learning through these collaborative efforts.

FEATURED EVENTS

- [Action Amplified: ORICE Annual Symposium](#)
- [UBC HRC "Activating Advocacy" Speaker Series](#)



149

Students



2

Community
Partners



8

Faculty
Engaged

Featured Event

ACTION AMPLIFIED: ORICE ANNUAL SYMPOSIUM

The [2023 ORICE Annual Symposium on Global Community Engagement](#) convened 61 participants from the UBC community, comprising student presenters, guests, speakers, and volunteers. Centered around the theme "Action Amplified," the event fostered critical dialogue and exploration of social, ecological, and economic challenges that impact local and global communities.



[ORICE program participants presenting in a concurrent session](#)

This annual gathering reaffirms ORICE's commitment to advancing sustainable and equitable community engagement through interdisciplinary dialogue and collaborative action.

"Action Amplified" featured an engaging keynote address by [Ash Peplow Ball](#), [Executive Director of Women Transforming Cities](#), who shared her journey and insights on movement building for climate action and democratic participation.



[Ash Peplow Ball \(Executive Director, Women Transforming Cities\) giving her keynote address](#)

Following the keynote, UBC students and ORICE program participants led two concurrent sessions presenting their findings from community-based research and learning initiatives conducted during the summer of 2023 curricular and co-curricular programs. These sessions showcased diverse organizational approaches from ORICE community partners and their impacts on community engagement. The evening concluded with a vibrant reception and networking opportunity for participants to continue their conversations and cultivate new connections.

Featured Event

UBC HRC “ACTIVATING ADVOCACY” SPEAKER SERIES

During Term 1 of the 2023 Winter Session, the Human Rights Collective hosted workshops under its “[Activating Advocacy](#)” series to provide interactive learning opportunities in human rights advocacy, policy analysis, and data visualization strategies. The three-part “Activating Advocacy” series was a key deliverable of the [Human Rights Training Program](#), funded by the UBC Teaching and Learning Enhancement Fund. It aimed to develop a coordinated and resourced network of people, modules, and courses dedicated to interdisciplinary learning and research about human rights education.



52

Total Participants

The first workshop, [Human Rights Advocacy 101](#), led by Don Wright from Amnesty International, discussed learned key advocacy tools for addressing human rights challenges globally and locally, such as online activism, effective letter-writing campaigns, and engaging governmental bodies on human rights concerns. In the second workshop, [Policy Analysis Fundamentals: Techniques and Strategies](#), led by Dr. Grace Jarmillio,



participants learned tools for identifying target audiences, selecting appropriate analytical frameworks, and structuring findings coherently. In the final workshop, [Getting Started with Data Visualization for Human Rights](#), led by Dr. Kemi Ola, participants explored innovative techniques to visually depict disparities in income, gender, and healthcare, which are particularly useful skills in advancing human rights agendas and developing impactful advocacy and research.



HIGHLIGHT: THE RESOURCE CATALOG

Check out this interdisciplinary hub which provides 50+ valuable resources (including some developed for and from “Activating Advocacy” series) for human rights research and advocacy.



AVAILABLE ON THE [HRC WEBSITE](#)

Student Collaboration

STUDENT LEADERSHIP AND REFLECTIONS

Integral to the ongoing success of ORICE's programs are our WorkLearn students. Whether they diligently work behind the scenes or actively engage with students and community partners, students are able to shape their experiences at ORICE to develop their own career and life goals, while fulfilling the duties of their roles. Reciprocity is a core value for partnerships at ORICE, and it is one that we strive to bring into the professional relationships we develop with student staff.



Emma Villalobos
WorkLearn Student 2024

"I joined ORICE as a Human Rights Collective Program Assistant in the summer of 2023. In my role, I worked on some incredible projects, including developing the HRC Resource Catalog and workshops for our "Activating Advocacy" speaker series. Through these projects, I gained skills that will be valuable in my personal and professional life. I am grateful to the ORICE team for always being supportive and entrusting me with opportunities to grow my skill set. Working at ORICE has been an incredibly fulfilling experience!"

"My time working at ORICE was significantly impactful to my personal, academic and career-oriented life. The various events, workshops and programs I was fortunate to assist in curating/facilitating presented me with opportunities to sharpen my critical and creative thinking skills. Beyond this, I was grateful for the holistic and care-based approach shown to WorkLearn students at the office. The frequent support, guidance and reassurance shown to me by the ORICE staff ensured that I could always show up the best version of myself, both within and outside the workplace - something I am very grateful for!"



Mutuma (Caelan)
WorkLearn Student 2024



Shogofa Alizada
WorkLearn Student 2024

"I worked at ORICE for almost two years, and if you asked me what kept me going, my answer would be the people. The team at ORICE is incredibly supportive, always ready to provide encouragement and assistance when needed. One of my favourite aspects of the job was the team socials; those moments of fun and connection made ORICE not just a workplace but a community where people genuinely care about you and your well-being."

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