

UBC ORICE 2024 - 2025 Annual Report



THE UNIVERSITY OF BRITISH COLUMBIA

Office of Regional & International Community Engagement
Faculty of Arts

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RE 2024-2025 PO RT

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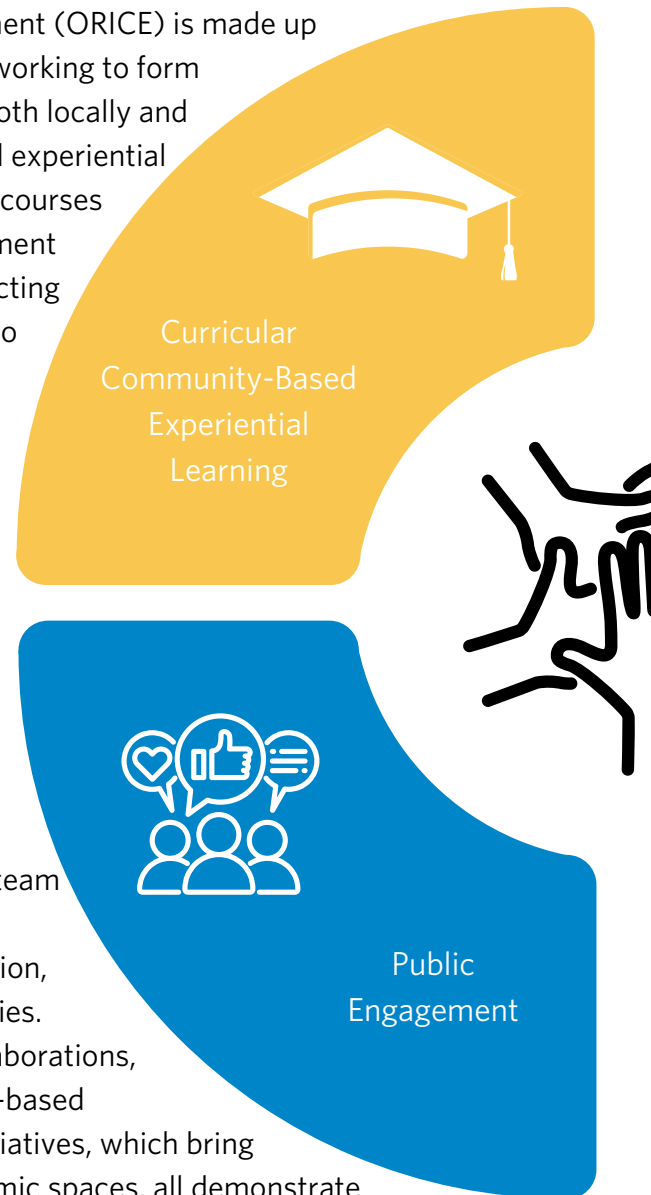
About ORICE

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 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 outcomes**
- **Questioning roles of expertise;**
- **Valuing reciprocity; and,**
- **Collaboratively re-imagining spaces of learning**

Core to the strength of our work has been our ability to learn from community members, advocates, peers, and scholars to develop specialized knowledge in experiential learning pedagogies; we apply this knowledge by carefully designing cross-disciplinary curricular and co-curricular programs. Our team works to understand how experiential learning can encourage students and the community to critically examine the application, potential, and limits of disciplinary knowledge to global priorities. ORICE-led initiatives such as community-based research collaborations, course-based immersive placement programs abroad, course-based experiential learning assignments, and public engagement initiatives, which bring global and community partners into the classroom and academic spaces, all demonstrate ORICE's aforementioned goals put into action.



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 are 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 created an Experiential Education Accessibility Award in 2021 to support the participation of historically, persistently, or systematically marginalized students in our engagementship programs. Despite international austerity movements dismantling EDI efforts and funding, ORICE remains committed to EDI, and the underpinning values.



Co-Curricular
Community-
Based
Experiential
Learning



Community-Partner
Network

A Message from the Director

It is an honour to share the 2024–2025 Annual Report from the Office of Regional and International Community Engagement (ORICE). This past year has been one of deepened partnerships, growing impact, and critical learning for our students, for our team, and in many ways, for our community collaborators around the world.

At the heart of our work is a commitment to co-creating experiential learning opportunities that are rooted in reciprocity, relevance, and respect. We have witnessed the tangible outcomes of this approach through the evolution of projects such as the Social Inclusion Policy and Mechanism Analysis with Basic Needs Basic Rights in Kenya, and the ongoing collaboration with AFRIPads in Uganda to evaluate the impacts of rural employment on community well-being. These projects exemplify the mutual growth that can emerge when academic inquiry and community-based knowledge align toward shared goals.

Over the past year, ORICE has continued to evolve in exciting ways. The launch of the Global Experiential Education Program (GEEP) and the ORICE Scholars Program reflect our commitment to purposefully expanding community-engaged research opportunities and supporting students in developing the capacities needed to ethically work with, and within, communities both domestically and internationally.

To our community partners, thank you for your enduring collaboration, your guidance, and your generosity in inviting students into your work. To the faculty and staff who champion experiential education, and to the ORICE team who continues to lead with care and curiosity, I am sincerely grateful.

We hope this report offers insight into the work of the past year and inspiration for the future of community-engaged learning. We look forward to continuing to build meaningful partnerships that strengthen both student learning and community impact.



Sincerely,

Tamara Baldwin, Director

ORICE At a Glance

May 2024-April 2025

ORICE supported curricular community-based experiential learning for students in the Faculty of Arts and Applied Sciences. 11 community partners (international and regional) partnered to provide community-engaged opportunities to these courses for a total of 1,364 hours.

Since May 2024, many students have participated in co-curricular, community-based, experiential learning, and research programs (ranging from 6 to 32 weeks in duration), representing various faculties and departments. We partnered with six community organizations on eight projects, and collectively, students dedicated 4,669 hours to our co-curricular programs this past year.

ORICE developed several public engagement events, including symposia, workshops, and talks, offering students, faculty, staff, and the wider UBC community a space to engage with the world around them. Approximately 398 UBC students, staff, and community members were reached through public engagement events since May 2024.

We collaborated with 53 community partner guests, guest speakers, and faculty members to present on topics such as human rights, youth engagement, and gender intersectionality in research.

4

Curricular Programs

5

Faculty Engaged

11

Community Organizations

160

Students

8

Co-curricular Programs

2

Faculty Engaged

6

Community Partner Projects

31

Students

8

Events

26

Faculty Engaged

53

Community Partner Guests and Guest Speakers

398

Attendees

2084
hours

dedicated to Events & Public Engagement

4669
hours

dedicated to Co-curricular Programs

1364
hours

dedicated to Curricular Programs

New ORICE Programs

GLOBAL EXPERIENTIAL EDUCATION PROGRAM

In August of 2024, ORICE launched the Global Experiential Education Program (GEEP), representing an extension of ORICE's existing curricular and co-curricular initiatives. During the 2024-2025 academic year, GEEP provided students with experiential education opportunities on projects designed and led by global community partners through both curricular (for-credit) and co-curricular (not-for-credit) programs. Overall, GEEP aims to strengthen the bridge between classroom learning (theory) and application (practice) to address pressing global issues. GEEP prioritizes the collaboration between community and academic spaces to co-learn, co-design, and co-imagine. Ultimately, GEEP prepares students for when they leave academia and enter the working world by providing alternative models to work with and within communities.

'Engagementship'

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. They are flexible, often student-led, and facilitated by the ORICE team.



SIP Engagementship participants (left to right) Sydney Mardon and Luis Vargas.

During the 2024-2025 academic year, student groups participated in one curricular course and five co-curricular **engagementships** as part of GEEP.

Curricular:

- **SOWK 440J/571: Global Mental Health**

Co-Curricular:

- **Inclusion Policy & Mechanism Analysis with Basic Needs Basic Rights, Kenya**
- **Wealth Development and Well-being: Assessing the Impact of AFRIPads' Rural Employment Initiative, Uganda**
- **Community Mental Health Nursing: Evaluation & Policy Impact with Kamili Organization, Kenya**
- **Scholars in Prison Student Advocacy with Scholars at Risk International.**
- **Healing Central Approaches With The Greenstring Network**

New ORICE Programs

ORICE SCHOLARS PROGRAM

In August of 2024, ORICE also launched its new Scholars Program. This Program is designed for students interested in enhancing their community-engaged research (CER) experience, including research skill development, collaborative project design and implementation, peer leadership, and collective capacity building. This program offers a comprehensive experience that included participation in bi-weekly in-person training facilitated by ORICE staff and/or community guests to enhance skills and knowledge of community-engaged research.



1,344

Total Scholar Hours

ORICE Scholars were paired with each of the five aforementioned co-curricular GEEP engagementships, where they provided leadership and guidance to undergraduate project teams on the community-engaged research project. This was a unique opportunity to engage in experiential learning activities, gain valuable skills and knowledge through structured training and mentorship, and expand individual capacities for collaborative research.

I think in research, we often distance ourselves from the communities that we work in. I think [community-based research] is important because it's important for academics to center their work in the communities that they're trying to improve, especially in the context of international development.

Noah Marsden

ORICE Scholar, BNBR Engagementship

The ORICE Scholars program is open to active full-time upper-year undergraduate, master's, and PhD students at UBC's Vancouver campus. In the 2024-2025 academic year, seven upper-year undergraduate students participated in the program.



2024/2025 ORICE Scholars. (Left to Right) Back row: Aatisha. Middle row: Abedah, Grace. Front row: Luis, Kelsey, Josh, Noah.

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 co-developed. Initiatives range from full-immersion programs to assignments that can be embedded into course syllabi to facilitate community engagement and learning. In line with the Global Experiential Education Program (GEEP), these courses aim to bridge the gap between students' academic knowledge and real-life practice through experiential learning.



FEATURED CURRICULAR PROGRAMS

- SOWK 440J/571: Dr. Mohammed Abdulaziz from CDC Africa & Dr. Mohamed Ibrahim Visit with SOWK Students
- PPGA 391A: Human Rights In A Globalized World: Interdisciplinary Perspectives and Practical Applications

Curricular offerings allow students to critically engage with disciplinary questions and issues facing society through engagement with community partners.

OVERALL



160

Students



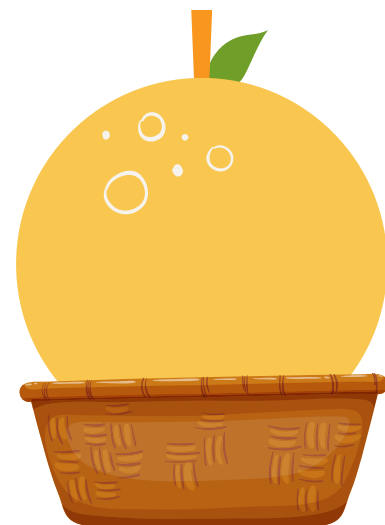
11

Community
Organizations



1364

Cumulative
Participant Hours



Featured Curricular Program

SOWK 440J/571: GLOBAL MENTAL HEALTH

DR. MOHAMMED ABDULAZIZ FROM CDC AFRICA & DR. MOHAMED IBRAHIM VISIT WITH SOWK STUDENTS



Dr. Mohammed Abdulaziz engaging with the class.

In April of 2025, ORICE hosted a morning meet and greet with Dr. Mohammed Abdulaziz, the Head of Division, Disease Control and Prevention, Africa Centres for Disease Control and Prevention, and Dr. Mohamed Ibrahim, assistant professor at the University of British Columbia School of Social Work and the professor for SOWK 440J/571.

This meet and greet offered an excellent opportunity for students to familiarize themselves with the work that they would be immersed in during their placement in Kenya in May-June of 2025.

This meet and greet also provided an opportunity for 13 SOWK 440J/571 students to learn how CDC Africa has been approaching mental health integration. The students were able to ask questions and contribute to a meaningful conversation around mental health and context-based approaches to this topic. The students were also able to share their experiences working with communities and their hopes for their upcoming course in May 2025, where they joined health leaders from 14 different African countries.



SOWK 440J/571 in dialogue with Dr. Mohammed Abdulaziz and Dr. Mohamed Ibrahim on mental health system strengthening in Africa.

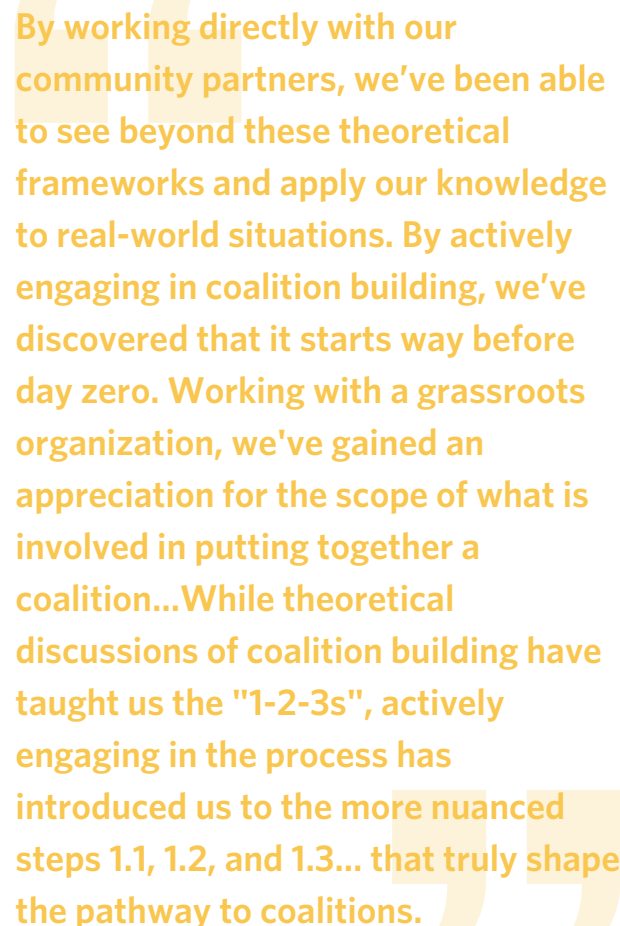
Featured Curricular Program

PPGA 391A: HUMAN RIGHTS IN A GLOBALIZED WORLD: INTERDISCIPLINARY PERSPECTIVES AND PRACTICAL APPLICATIONS

In Term 2 of the 2024W Session, the School of Public Policy and Global Affairs, in collaboration with the Human Rights Collective (HRC) and ORICE, offered the second iteration of PPGA 391A: Human Rights in a Globalized World: Interdisciplinary Perspectives and Practical Applications. This course was taught and led by Tamara Baldwin, ORICE Director and doctoral candidate.

This course provided a unique opportunity for 35 undergraduate students to critically engage with diverse human rights topics, including worker and refugee rights, sustainability, healthcare, reconciliation, among others, through legal, political, social, and artistic advocacy.

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

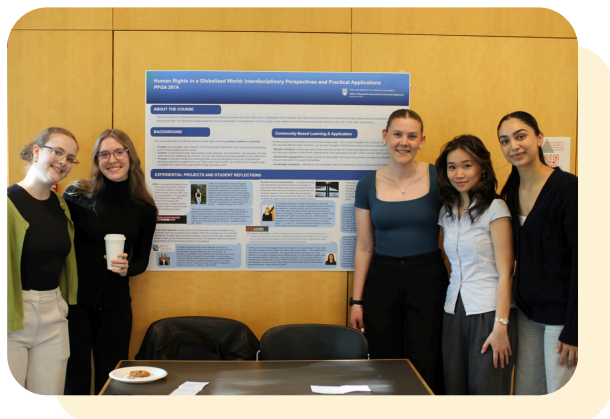


By working directly with our community partners, we've been able to see beyond these theoretical frameworks and apply our knowledge to real-world situations. By actively engaging in coalition building, we've discovered that it starts way before day zero. Working with a grassroots organization, we've gained an appreciation for the scope of what is involved in putting together a coalition...While theoretical discussions of coalition building have taught us the "1-2-3s", actively engaging in the process has introduced us to the more nuanced steps 1.1, 1.2, and 1.3... that truly shape the pathway to coalitions.

Claire Hallett

PPGA 391A Student, Dunster Community Association Project

current human rights challenges while simultaneously enhancing student learning. In total, eight distinct projects were developed in close consultation with community partners to ensure mutual benefit for both the organizations and the students.



PPGA 391A students presenting at ORICE's Year-End Showcase. (Left to right) Kaleigh, Rebecca, Claire, Nana, Sitara.

One project included a partnership with the BC Rural Health Network (BCRHN), a coalition of organizations, communities, and individuals dedicated to improving equitable access to healthcare for rural residents across British Columbia. The BCRHN actively works to voice the health concerns of people living in rural areas and looks to achieve policy change. To work towards this goal, PPGA 391A students evaluated international, domestic, and provincial documents that enshrine the right to health and access to care, highlighting a divide in BC between rights that should be guaranteed to all but are unevenly applied to rural patients.

The students engaged in four critical activities: (1) research and analysis: they evaluated existing legal and rights-based frameworks that support “reasonable access” and identify best practices, (2) community engagement: they sought professional guidance and input to learn more about previous and current work being done to assess “reasonable access” and how such vague terms can gain greater clarity in policy through research and advocacy, (3) report development: they drafted a comprehensive document outlining findings and recommendations for how defining “reasonable access” can be used to improve healthcare access and equity for rural residents, and (4) knowledge translation: based on the report findings, they produced a policy brief tailored for government policy and decision makers.

PPGA 391A Summary



35
Students



8
Community Organizations



919
Total Student Hours

Co-curricular Community-Based Experiential Learning

AT A GLANCE

ORICE's co-curricular programs provide 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. Co-curricular programming at ORICE is housed in our Global Experiential Education Program (GEEP; see page 8 for more information).



FEATURED CO-CURRICULAR PROGRAMS

- [Inclusion Policy & Mechanism Analysis in Kenya with Basic Needs Basic Rights](#)
- [Community Mental Health Nursing: Evaluation & Policy Impact with Kamili Organization](#)

OVERALL



31

Students



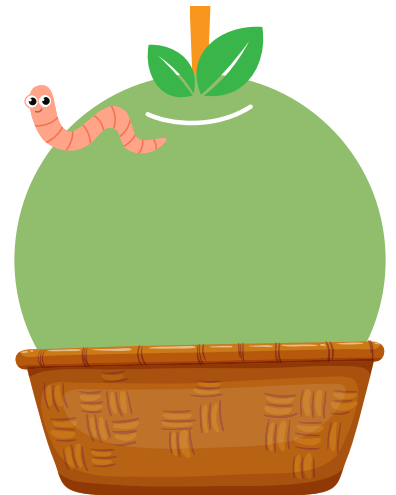
6

Community
Organizations



4669

Cumulative
Participant Hours



Featured Co-Curricular Program

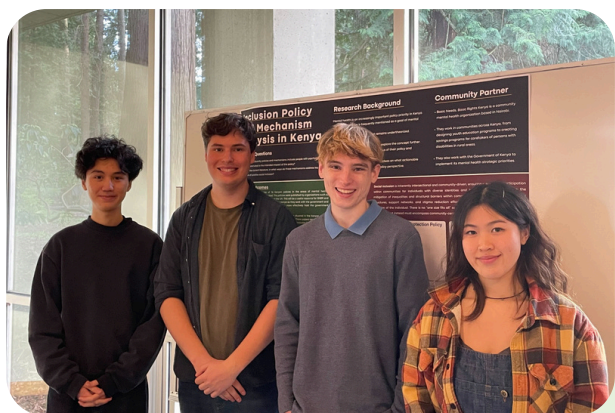
SOCIAL INCLUSION POLICY AND MECHANISM ANALYSIS WITH BASIC NEEDS BASIC RIGHTS, KENYA

Basic Needs Basic Rights (BNBR) is a Kenyan non-governmental organization striving to ensure that those living with or supporting people with mental health concerns can access basic rights by empowering their communities to provide care and social support. ORICE has partnered with BNBR since 2022 to collaborate with them on their holistic approach of psychosocial support, community development, and policy improvement. This year, ORICE and BNBR worked together on a set of interrelated projects that are of priority to the organization.

In the summer of 2024, two students travelled to Kenya to collaborate with BNBR to explore and document research priorities

and to produce a preliminary research agenda based on the identified priorities for the organization. The summer project concluded with BNBR and the students identifying the need for a Policy Database that will code social inclusion in Kenyan policies related to mental health and psychosocial disabilities.

Building upon this first phase of work and the recommended next steps, 5 students worked remotely with BNBR from September 2024 to April 2025 to deliver on a policy and mechanism database that details if and how social inclusion is reflected. The team began with a literature review that helped to inform a definition of social inclusion grounded in research and reflecting the practice of BNBR, which includes the four elements of participation, intersectionality, reduction of structural barriers, and enhancement of community structures. The team then developed a policy and implementation mechanism database that provides summary and detailed information on each policy and analysis of the strength of social inclusion elements. The database currently holds 35 policies and related implementation mechanisms and is an active database that BNBR will continue to add to or update.



The BNBR student team presenting at ORICE's Year-End Showcase. (Left to right) Ethan, Noah, Josh, Bridget; missing Demetria.

Featured Co-curricular Program

EVALUATING A COMMUNITY MENTAL HEALTH NURSING INITIATIVE WITH KAMILI ORGANISATION, KENYA

Kamili Organisation provides affordable mental health services across 30+ locations in Kenya, while concurrently raising awareness about mental health. UBC ORICE has cultivated a long-standing relationship with Kamili spanning 6 years and numerous collaborative projects.

This past year, Kamili planned to create an evaluation to understand the facilitators, barriers, and impacts nurses experience after receiving specialized training in mental health at Kamili, and returning to their home site of practice. In doing so, Kamili plans to use the findings to inform the current program and to advocate for increased inclusion of community-based mental health service provision within Kenya.

In a one-term engagementship from January to April 2025, students in this ORICE program worked with Kamili on the development of the evaluation. Throughout this period, students actively collaborated with Kamili through regular meetings, joint planning, and brainstorming sessions. As part of the final deliverable, students first created a literature review, contextualizing the Kamili nursing program within the mental health policy and practice context of Kenya. They subsequently created a survey to be

implemented among current Kamili-trained nurses, to be followed up with semi-structured interviews. Kamili will now pilot the survey and interview, gathering feedback for necessary modifications before implementing at scale. ORICE looks forward to supporting Kamili in further stages of this process.



The Kamili student team presenting at ORICE's Year-End Showcase.

By taking part in this engagementship, student participants gained critical skills in community-engaged research, including project planning, literature reviews, environmental policy scans, and the development of data collection tools. Following the end of the engagementship, students were invited to conduct further research in Kenya in July 2025.

Collectives Feature

INTERGENERATIONAL CONNECTIONS AND FUTURES AFGHANISTAN: CONFERENCE

Intergenerational Connections and Futures: Afghanistan was one of the programmatic areas of the Placement, Preservation, and Perseverance: Afghan At-Risk Scholars, Activists, and Students project funded by the IDRC that aimed to address the current academic crisis in Afghanistan. The project was led by faculty, students, and scholars at both UBC and Carleton University.



WORKING PAPER SERIES

Afghan Displacement, Diaspora(s) & Knowledge Networks

This collection of reports focuses on the impact of war, violence and displacement on the higher education system in Afghanistan, alongside the resulting impact on knowledge networks and the future of Afghanistan more generally.



[AVAILABLE ON THE HRC WEBSITE](#)

ICF was the UBC arm of the project, and it aimed to connect Afghan students in the diaspora with each other and with Afghan at-risk scholars and activists to discuss, exchange ideas, and document possible 'pathways' for the socio-political development of Afghanistan.

Following two years of research, a conference was hosted in May of 2024 to mark the end of the ICF project. The three-day conference occurred in the Liu Institute for Global Issues and the C.K. Choi building at UBC. The conference saw 42 professors, students, scholars, and activists come together to participate in several workshops, panels, and presentations. UBC faculty and student researchers involved with ICF presented their findings to other participants.

GENDER+ DIRECTORY

In September 2024, we launched the UBC Gender+ Scholarly Directory. Coming along on the heels of a series of interviews spotlighting some incredible campus scholars who think deeply about gender+ in their research, we developed a platform to assist current UBC graduate students and faculty in connecting with increased ease.

Current UBC faculty members or current UBC graduate students engaged in gendered and intersectional research can fill out an information form on our website to be included in the directory.



[VIEW THE DIRECTORY](#)

Public Engagement

EVENTS

During the past year, ORICE hosted various public engagement events, including symposiums, talks, 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 398 UBC students, staff, and community members with 2,084 cumulative hours of engagement. Our events have involved longstanding international partners and collaborators, covering themes like experiential education. 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 reimagine spaces of learning through these collaborative efforts.



FEATURED EVENTS

- [Scaffolding Experiential Education Symposium](#)
- [Embracing the Messiness: Foundations of Experiential Education](#)
- [ORICE Year-End Showcase: Global Community Engagement in Action](#)

OVERALL



398

Attendees



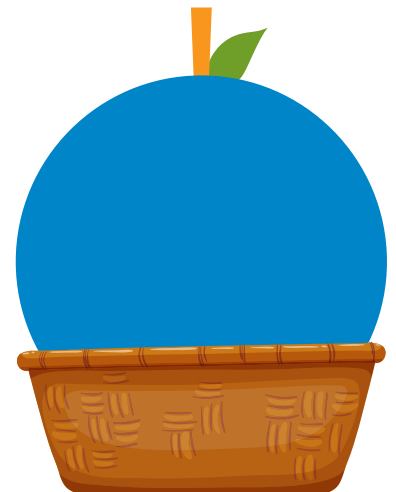
53

Community Partner
Guests and Guest
Speakers



26

Faculty Engaged



Featured Symposium

SCAFFOLDING EXPERIENTIAL EDUCATION SYMPOSIUM

ORICE and the FYEE research team hosted a symposium in August 2024 to serve as a platform for sharing approaches, discussing challenges, and celebrating successes related to experiential education in the classroom. Specifically, this event was built upon a study we have been conducting on experiential education in large junior-level courses. It also addressed the facilitators, barriers, and the potential of scaffolded learning outcomes in teaching experiential education in large courses.

Starting the event with a keynote presentation was Dr. Timothy K. Eatman, Ph.D., an educational sociologist and Inaugural Dean of the Honours Living-Learning Community. Dr. Eatman explored how academic institutions can strengthen 21st century democracy by first strengthening the university through community-building.



Participants listening during conference sessions.



Dr. Timothy K. Eatman (keynote) (left) and Tamara Baldwin (right).

Faculty members, instructors, and graduate students gathered at the event to both listen and engage with several presentations and workshops on experiential education, diversity, equity, classroom inclusion, assessment methods within experiential education, and technology's place in these classes. The symposium provided an opportunity for sharing, learning, and engaging with topics related to experiential education in large classrooms and across the undergraduate degree.



[LEARN MORE ABOUT FYEE](#)

Featured Event

EMBRACING THE MESSINESS: FOUNDATIONS OF EXPERIENTIAL EDUCATION

In January 2025, ORICE hosted a workshop on creative facilitation and experiential forms of teaching in collaboration with Kari Grain from the UBC Department of Educational Studies with funding provided by the UBC Teaching and Learning Enhancement Fund (TLEF). This was led by the three authors of *The Handbook of Facilitation for Community Transformation*: Kari Grain (UBC ALGC lecturer), Khari Wendell McClelland (Musician and Black liberation activist) and Tara Mahoney (climate activist and SFU community-engaged researcher).



(Left to right) Kari, Khari, and Tara.



DIGITAL VERSION OF THE HANDBOOK

The session emphasized the value of facilitation as a tool for the Community-Engaged Researcher. According to the handbook, as societal fragmentations and rifts occur, “community-engaged research offers the possibility of grounded, collective

and fundamentally democratic ways of knowing and repairing the world”. By using this philosophy as a foundation, the three speakers utilized creative methods of facilitation—through song, dance, and interactive games—to spark internal collaboration, cultivate relationships, and create a collective sense of solidarity.



Participants being led in an interactive exercise by Khari Wendell McClelland.

Through their sharing of expertise and thoughtful exercises, event attendees were able to learn key techniques and strategies in facilitation. Moreover, participants were able to share their experience in facilitation and clarify questions and concerns—honing their skills in leadership. As a testament to the value of experiential education, alongside creative facilitation, over 60 students, faculty members, and community organizers gathered for this workshop.

Featured Event

ORICE YEAR-END SHOWCASE: GLOBAL COMMUNITY ENGAGEMENT IN ACTION

As the first iteration of the GEEP co-curricular programs came to an end in April of 2025, ORICE held its inaugural Year-End Showcase: Global Community Engagement in Action. The showcase took place in the Place of Many Trees, Liu Institute, and convened 76 people from the UBC community, including student presenters, guests, faculty, staff, and volunteers. The showcase featured poster presentations from four student groups who participated in GEEP engagementships, as well as a poster presentation from students who participated in community-partner projects as part of PPGA 391A.



AFRIpads engagementship student, Alexandra Krasko, presenting their work.

The showcase offered an opportunity for ORICE students and scholars to share their work with the UBC community. It also offered an opportunity for UBC students to learn more about the work being done by ORICE and potentially become involved in the future.



Scholars In Prison engagementship students, (left to right) Sydney Mardon and Luis Vargas presenting to a crowd.

Our ORICE students appreciated the opportunity to share their projects, learning, and reflections with the event attendees. They also appreciated the opportunity to connect with other student groups doing community-partner projects.

Showcase Summary



76
Attendees



5
Student Groups Presenting



152
Total Participant Hours

Hosting Global Community Partners at UBC

YUSSUF OSMAN AND MARYAM HASSAN TALK

On October 17, 2024, ORICE co-hosted with the British Columbia Council for International Cooperation (BCCIC), to welcome ORICE's community partner, Yussuf Osman, Program Director from Alternative Livelihoods for Pastoralist Communities (ALPC Kenya) to share the work that he and Maryam Hassan, Gender Advisor with ALPC, have been undertaking as part of Maryam's Social Development Fellowship through the UBC School of Social Work. Yussuf delivered a talk that featured experiences and interventions related to the disproportionate effects of climate change on women and health in Northern Kenya's pastoralist communities.



Event attendees watching Yussuf Osman's talk.

A VISIT FROM BASIC NEEDS BASIC RIGHTS, MUSA GATHURA



Musa Gathura and the BNBR engagementship team meeting in UBC.

In March 2025, Musa Gathura from Basic Needs Basic Rights (BNBR) Kenya visited Vancouver for a conference. We were pleased to host him and his colleague at UBC for an afternoon. During this time, Musa met with the engagementship team that has been working with BNBR on analyzing social inclusion within Kenyan policies and implementation mechanisms related to mental health and psychosocial disabilities. It was a wonderful opportunity to move off Zoom (and onto the same timezone) to discuss the work and demonstrate the functionality of the database that the student team created.

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.



Sarah Kwak
WorkLearn Student
2024 - 2025

"Since joining ORICE in 2024 as a communications assistant, I have had countless opportunities for hard work, community, and growth. From the quick-paced work of creating promotional materials and event photography to slower cases of one-on-one interviews and creative design, I have been able to develop my professional skills and expand my personal interests in a dynamic setting. More importantly, by working at ORICE I've learned so much about the ethics behind bringing community-centering philosophies to action: and the critical value of doing so. I'm deeply grateful to ORICE, and the special people who make it what it is, for fostering the passion of myself and so many others into something tangible!"

"Working as a program assistant at ORICE is an opportunity that shifted my undergraduate experience and professional life greatly. This office cultivates an uplifting, supportive, communal, and curious environment that I've yet to experience in a professional setting simultaneously. It brings me great pride to be a part of a team that uplifts students and staff to perform their best while empathetically holding them accountable to the office's carefully crafted values and approaches. Since I began working with ORICE in the summer of 2024, I have developed and improved on skills related to program administration, event planning and hosting, and effective project collaboration. These, and numerous other skills I built at ORICE, were the product of personal goals and colleague encouragement. For these experiences and the people I've connected with during my time at ORICE, I am full of gratitude!"



Mathew Graham
WorkLearn Student
2024 - 2025

ACKNOWLEDGEMENTS

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