



# The ESKE Project : a South-North educational and knowledge exchange framework to enhance food security and livelihoods

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## Aim

To develop and disseminate an adaptable and effective knowledge exchange (KE) model of practice (MoP) that takes full advantage of immersive international experiences as transformative building blocks for cooperative, reciprocal and equitable exchanges.



## Motivation

The KE activities of ESKE utilise the learnings of a pilot KE opportunity (hereafter GCZambia19)<sup>1</sup>, the result of an ongoing partnership with the United Nations Development Programme (UNDP). Throughout the academic 2018-19 year, students developed their understanding of the multi-dimensional challenges associated with living in the Mayukwayukwa refugee and resettlement site in Western Province, Zambia. After orientation, students took part in five days of International Labour Organisation (ILO) training in the refugee sites of Meheba and Mayukwayukwa working directly with agricultural officers and farmers to explore issues faced and develop responsive potential solutions.

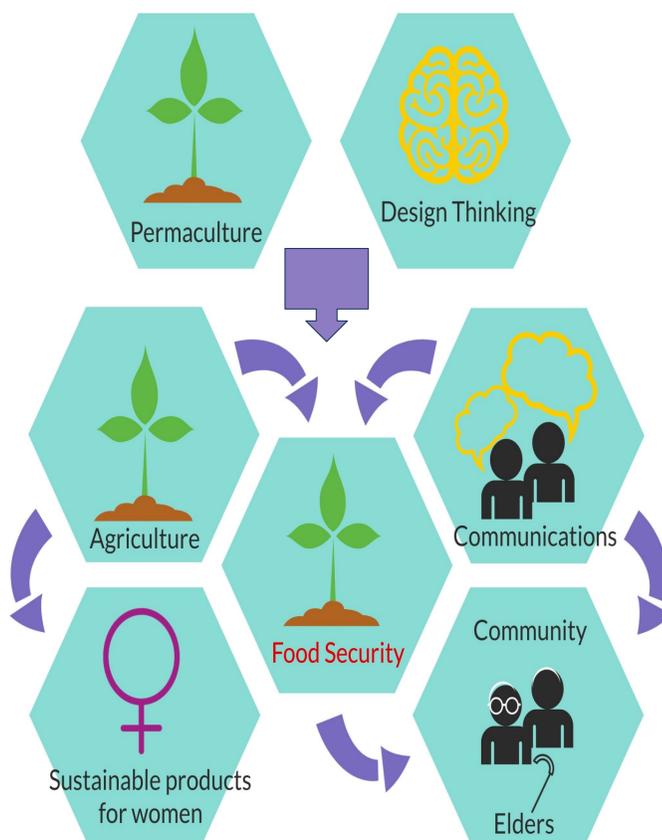
<sup>1</sup> <https://academicimpact.un.org/content/brunel-university-london-organizes-field-trip-refugee-settlement-camp-zambia>

## Objectives:

1. Examine impact of international exchanges in students - What's the role of community and stakeholder engagement activities in students benefit accrueement?
2. Examine best practices and identify indicators to measure effectiveness
3. Develop an innovative, sustainable, cross disciplinary network to share KE and develop mutual understanding of complex issues, to test and scale new solutions prototyped with locals.
4. The development of a visualisation tool of change, formed of both quantitative and qualitative indicators, which will allow continual evaluation of activities and outcomes to improve benefits to students

## Methodology/Framework

- Each 5 week project will commence in the UK with Zambian students being introduced to contemporary UK challenges including homelessness and food insecurity. All students will develop their design thinking skills and train in permaculture, ethnographic and affirmative participatory practices.
- In Zambia, students will work in groups of 4 with a range of stakeholders in Mayukwayukwa on food security and other project activities developed in partnership with the Department of Resettlement and UNDP.
- The project will run 5 times with each iteration evolving from the previous one. Each project involves 8-10 Zambian and 10 UK students



## Evaluation

Individual student, institutional and sector outcome evaluation

1. **Student based evaluations will be three-fold** involving
  - i) presentations and reports;
  - ii) self-evaluation through reflective journals and an informal development review process upon completion of KE activities; and
  - iii) pre and post KE questionnaires and focus groups.
2. **Institution level evaluations** - realisation of additional national and international opportunities taken up by students and that exceed expectations of undergraduate degrees at BUL, UNZA and CBU.
  - Take up of internships and placements and presenting at conferences to further develop students' self-efficacy and cultural intelligence.
3. **HE Sector evaluations** - implementation and continual improvement of the MoP of KE developed. Indicators associated with the MoP - to develop a visualisation tool of KE effectiveness that can report changes over time in student academic and soft skills

## Impact & Future Activities

Staff and student involvement will be key for the exchange of best practice and research ideas in the spheres of climate mitigation, migration and resettlement, agriculture and agroforestry and social justice.

Future activity will include students as co-creators of future iterations and will support students to publish the findings of ESKE in academic publications, magazines and online fora, aiding professional development and employability

## Outputs

1. Digital peer-2-peer learning infrastructure to enhance sustained KE between students and staff from all HE partners.
2. Intensive International KE Program that reinforces South/North learning and KE
3. Best Practices report including models of practice and evaluation methodologies focused on what works for students.

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