



***“I gained an immeasurable amount of understanding and appreciation for the struggles and realities of the communities I served. I have far better awareness regarding these communities that have only grown from the original lessons in the classroom.”***

Emily Smith, undergraduate student, Vancouver Island University, QEScholar in Cambodia, Indonesia, and Guatemala.



The Canadian Queen Elizabeth II Diamond Jubilee Scholarship (QES) program is funded by contributions from the provinces, the private sector, the Government of Canada, and individuals.

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A list of donors is featured on the QES website: [www.queenelizabethscholars.ca/partners/](http://www.queenelizabethscholars.ca/partners/)



Lia Ferguson, McGill University, measuring the circumference of a shade tree on a cocoa farm, Trinidad and Tobago.

## Cover photos, clockwise from the top:

1. Loni Nickel, University of Alberta, outside of the Advanced Wellbeing Research Centre at Sheffield Hallam University, United Kingdom.
2. Queen's University QEScholars in their work uniform at Amar Seva Sangam, India.
3. Parvine Basimane, QES-AS-WA researcher, Université de Montréal, working in a lab at the Mother-Child Infectious Disease Centre, Montreal, Canada.
4. Bilal Shakir, University of Calgary, learning to play a traditional game with a tour guide at the Igongo cultural centre, Uganda.

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# Executive Summary

The **Queen Elizabeth II Diamond Jubilee Scholarships (QES)** program enables the next generation of leaders to tackle some of the world's most pressing challenges, such as gender equality, food security, health and wellness issues, and climate change.

Through experiential learning and advanced research opportunities with local partners and Canadian universities, the QES program provides scholars with a conduit to develop their professional and research skills, and equips them for success in a rapidly changing global knowledge economy.

While the QES program's focus is on developing global leaders, the international partners – post-secondary institutions, governmental and non-governmental organizations – also benefit through shared knowledge and perspectives, enhanced capacity, and strengthened connections.

The QES program is managed through a unique partnership of the Rideau Hall Foundation, Universities Canada, and Canadian post-secondary institutions. Since 2015, 2,579 scholars have been funded through 112 projects with participants coming from/going to 82 countries. Projects have been designed and led by 47 Canadian post-secondary institutions.

In narrative reports submitted at the end of their QES experience, QEScholars described improvements in their knowledge and skills, particularly their communication, technical, and leadership skills. They also reported an increase in their awareness of the issues facing local and global communities.

This report showcases the achievements by the QES program in 2023-24 in developing a global community of scholars through leadership, networking, work-integrated learning, study, and research opportunities. In the following pages, you will hear from QEScholars, Canadian universities, and partner organizations as they share what they have learned together as well as highlights from the past year.

***Through experiential learning and advanced research opportunities with local partners, the QES program provides scholars with a conduit to develop their professional and research skills, and equips them for success in a rapidly changing global knowledge economy.***



Emma Adams, University of Prince Edward Island, administering a BVD vaccination to a calf in Kenya.

## Enhanced research skills bolster scholar's work to improve the sustainability of a Colombian aquifer against climate change and human dynamics



*Dayana Carolina Chala Diaz, on the right, running an experiment*

Gaining new technical and professional skills as a QEScholar at Toronto Metropolitan University was the boost that Dayana Carolina Chala Diaz needed to make the transition from civil engineer to researcher.

"I learned so much about numerical models, technical writing, drafting project proposals – all of these are key skills for a researcher. So that was crucial for me," says Dayana, who was recently conferred a doctorate in engineering—energy and environment at the University of Cartagena.

Thanks to funding from the QES-Advanced Scholars program, Dayana was able to have the time and financial support to advance her research in sustainable development and coastal groundwater resilience.

Learning how to be flexible and open to learning from people in other disciplines was another key skill she gained. Back home at University of Cartagena in Colombia, Dayana had mainly worked with civil engineers. At Toronto Metropolitan University, she met regularly with chemical engineers to share feedback on their research projects.

"Being able to work with engineers from completely different areas was great because I gained a broader perspective on how to solve problems."

Those pivotal professional exchanges prompted Dayana to use a novel approach to determine how to strengthen the resilience of the water resources in her hometown. Because the water in the Arroyo Grande aquifer is so polluted, clean water is trucked in from Cartagena for residents.

"A lot of people don't have access to fresh water and there is not a lot of economic resources within the community. On top of that, they have an issue related to groundwater because they are next to the ocean. So, the quality of the water itself is becoming saltier every year."

While at Toronto Metropolitan University, Dayana developed mathematical models and numerical approaches to simulate how water was contaminating the groundwater and how the surrounding soil was becoming polluted. She developed a project proposal that received funding from the Ministry of Science of Colombia and currently benefits other young researchers and the Arroyo Grande community.

To help others understand how contaminants enter the aquifer, Dayana built a physical model of it. She also wrote a plain-language manual for local residents to help them understand how to prevent polluting the groundwater and another technical manual for stakeholders.

Dayana is still researching, along with her Colombian peers, the saline intrusion into the groundwater of the Arroyo Grande aquifer. Since participating in the QES-AS program, she has presented her work at several international conferences, published six papers, and has received the Emerging Leaders in the Americas scholarship.

"All of this has happened because I became interested in groundwater during the QES-AS program."

***"I have had the privilege of witnessing the positive impact that QES projects have had on students and researchers over the years and how it has contributed towards shaping their academic and professional future. By stepping out of their comfort zone to experience a new country and culture, students have returned from their assignments with enriched knowledge in their fields, broader perspective on global issues and innovative solutions, enhanced leadership, and intercultural capacity and professional networks that span the globe while strengthening our institutional collaborations."***

**Anayancy Solis, QES Project Coordinator, University of Calgary International.**



# Introduction

The Queen Elizabeth II Diamond Jubilee Scholarships (QES) program mobilizes a dynamic community of young global leaders whose accomplishments have—and will continue to make — lasting impacts at home and abroad.

Through the QES program, scholars engage with mentors and leaders from other post-secondary institutions, research institutes, non-governmental and governmental organizations and industry, learn about different cultures and practices, and participate in experiential learning projects that impact communities in Canada and abroad.

Participants join a global network of QEScholars who share knowledge, exchange ideas, and collaborate on meaningful initiatives. And most importantly, they experience a journey of self-discovery, gain confidence in their newfound or enhanced skill sets, and extend their professional reach with new global contacts.

International mobility projects designed by Canadian post-secondary institutions enable these formative experiences. Every project reflects an institution's expertise and their collaboration with over 650 institutions worldwide.

## COLLABORATION AND DECENTRALIZATION

The foundation of success for the QES program is its unique partnership model and project decentralization. The QES program is managed by the Rideau Hall Foundation and Universities Canada, with the financial support of provincial and federal governments, public- and private-sector organizations, and individuals.

Xinya Calhoun, Dalhousie University, cleaning a coral nursery tree full of staghorn corals, Tunnel Rock, Eleuthera, The Bahamas.

## PROGRAM OBJECTIVES

1. Develop global citizens through enriched academic, professional and cross-cultural experiences.
2. Activate a new generation of enterprising leaders in Canada and around the world by facilitating lasting local and global community engagement.
3. Enhance collaboration and deepen peer relationships among Queen Elizabeth Scholars for an enriched experience and to facilitate personal and professional growth.

## PROGRAM EXPECTED OUTCOMES

1. Increased knowledge and skills through academic and professional experiences of young global leaders.
2. Enhanced networking between Canadians and fellow citizens of the world.
3. Increased contributions to local and global communities by young leaders.



# At a Glance

By the numbers, all projects, cumulative 2015-2024:

**2,579**

**SCHOLARS FUNDED**

**112**

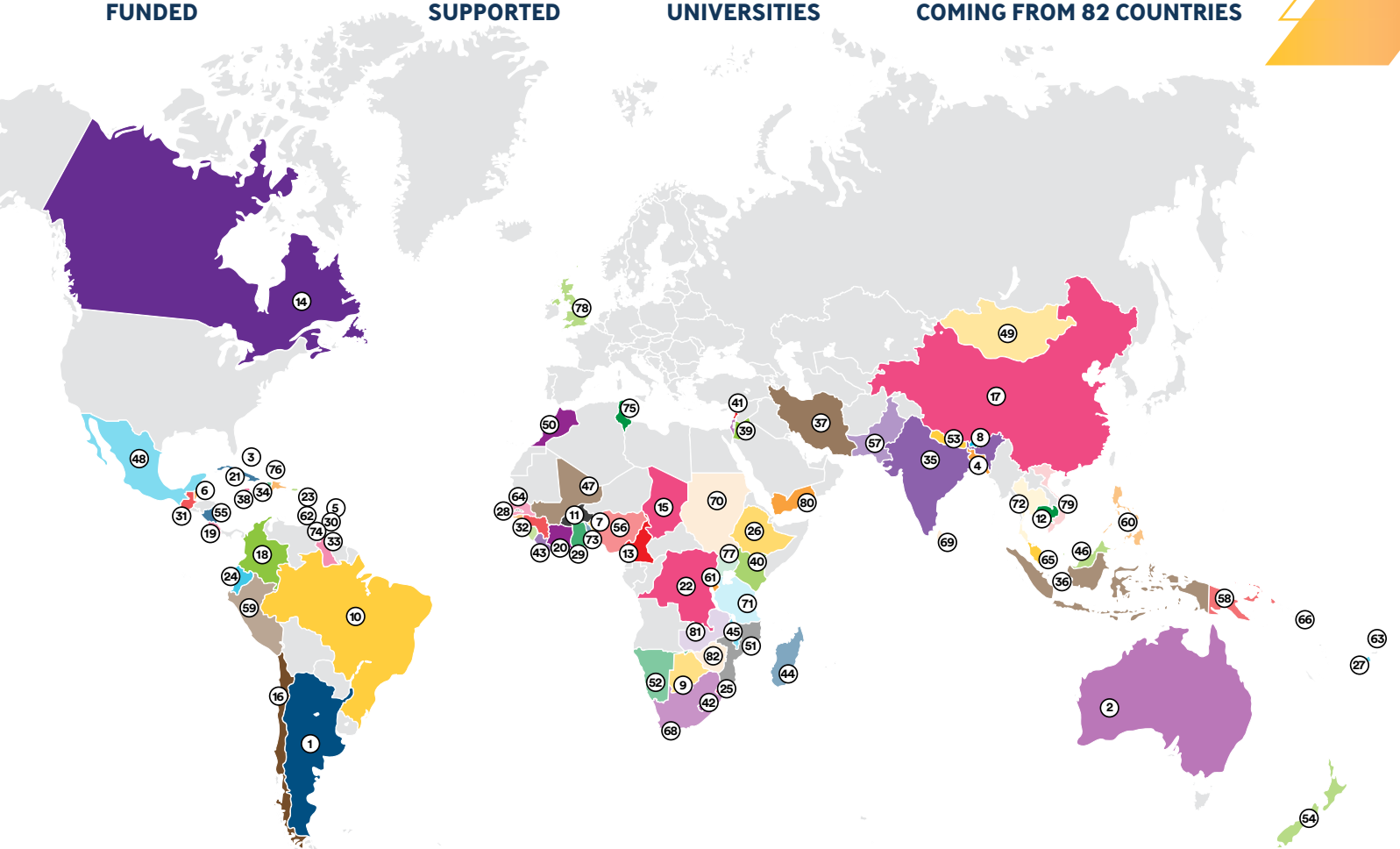
**PROJECTS SUPPORTED**

**47**

**CANADIAN UNIVERSITIES**

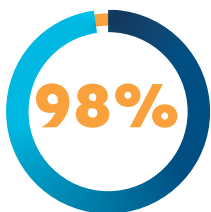
**82**

**QESCHOLARS GOING TO/ COMING FROM 82 COUNTRIES**

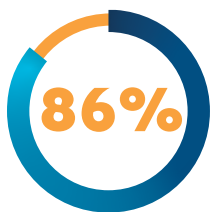


- |                  |                                      |               |                 |                                      |                         |
|------------------|--------------------------------------|---------------|-----------------|--------------------------------------|-------------------------|
| 1. Argentina     | 15. Chad                             | 28. Gambia    | 42. Lesotho     | 56. Nigeria                          | 69. Sri Lanka           |
| 2. Australia     | 16. Chile                            | 29. Ghana     | 43. Liberia     | 57. Pakistan                         | 70. Sudan               |
| 3. Bahamas       | 17. China                            | 30. Grenada   | 44. Madagascar  | 58. Papua New Guinea                 | 71. Tanzania            |
| 4. Bangladesh    | 18. Colombia                         | 31. Guatemala | 45. Malawi      | 59. Peru                             | 72. Thailand            |
| 5. Barbados      | 19. Costa Rica                       | 32. Guinea    | 46. Malaysia    | 60. Philippines                      | 73. Togo                |
| 6. Belize        | 20. Cote d'Ivoire                    | 33. Guyana    | 47. Mali        | 61. Rwanda                           | 74. Trinidad and Tobago |
| 7. Benin         | 21. Cuba                             | 34. Haiti     | 48. Mexico      | 62. Saint Vincent and the Grenadines | 75. Tunisia             |
| 8. Bhutan        | 22. Democratic Republic of the Congo | 35. India     | 49. Mongolia    | 63. Samoa                            | 76. Turks and Caicos    |
| 9. Botswana      | 23. Dominica                         | 36. Indonesia | 50. Morocco     | 64. Senegal                          | 77. Uganda              |
| 10. Brazil       | 24. Ecuador                          | 37. Iran      | 51. Mozambique  | 65. Sierra Leone                     | 78. United Kingdom      |
| 11. Burkina Faso | 25. Eswatini                         | 38. Jamaica   | 52. Namibia     | 66. Singapore                        | 79. Vietnam             |
| 12. Cambodia     | 26. Ethiopia                         | 39. Jordan    | 53. Nepal       | 67. Solomon Islands                  | 80. Yemen               |
| 13. Cameroon     | 27. Fiji                             | 40. Kenya     | 54. New Zealand | 68. South Africa                     | 81. Zambia              |
| 14. Canada       |                                      | 41. Lebanon   | 55. Nicaragua   |                                      | 82. Zimbabwe            |

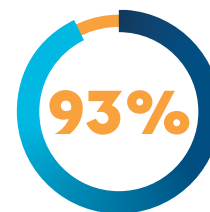
## QES Student-Focused Projects



of scholars reported increased knowledge and skills.

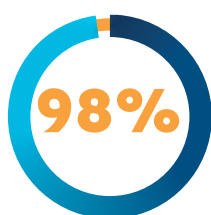


of scholars reported increased leadership skills.

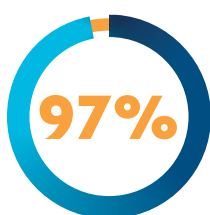


of scholars reported an increase in their awareness of issues faced by local and global communities.

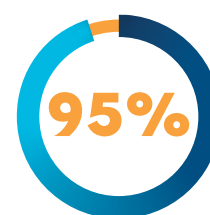
## QES-Advanced Scholars-Researcher-Focused Projects



of scholars reported increased knowledge and skills.



of scholars reported increased communication skills.



of scholars reported increased leadership skills.

### Percentage of Scholarships by theme

Scholars were able to choose more than one theme

Health	48%
Education	30%
Children and youth	25%
Environment	21%
Food security	19%
Governance	18%
Gender	17%
Economic growth	16%
Indigenous issues	10%

### Percentage of Scholarships by Area of Focus

Scholars were able to choose more than one area of focus

#### Areas of Focus Advanced Scholars

Food, environment and health	40%
Climate change	36%
Agriculture and food security	33%
Maternal and child health	31%
Governance and justice	20%
Foundations for innovation	18%
Employment and growth	16%
Networked economies	8%

#### Areas of Focus Advanced Scholars-West Africa

Education and innovation systems	64%
Sustainable inclusive growth	60%
Health equity	53%
Climate resilience and sustainable food systems	52%
Ethics in development research	47%
Inclusive governance	36%

**650+** Partner organizations  
**\$87M** for scholarships



## Linking scholars and change agents to increase South-South mobility, enhance health and gender equity in rural West Africa



*Training for Ghana Health Services staff, by QES-AS-WA Scholars.*

McGill University and its partners are casting the net wider to connect the interdisciplinary expertise of scholars from all over West Africa.

Through its QES-AS-WA project called Netlinks, McGill is increasing the size of a network of interdisciplinary Canadian and West African researchers, non-academic institutions, and businesses who work to enhance health equity and sustainable inclusive growth in rural communities.

West African partners in the project include the University of Ghana (UG), Université Joseph KI-Zerbo (UJKZ), a francophone university in Burkina Faso, and industry and non-governmental organizations in Ghana.

Netlinks provides QES-AS-WA scholars from diverse disciplines and countries with an opportunity to work closely together to tackle issues impacting health and gender equality.

“What we were interested in doing is bringing the countries together, bringing disciplines together to look at rural nutrition, agriculture, women’s entrepreneurship and gender equity issues,” says Dr. Grace Marquis, an associate professor at McGill’s School of Human Nutrition. She has been working with the University of Ghana since 1999.

Netlinks expands the influence of the UG-Nutrition Research and Training Centre and helps establish it as an institution of excellence in training and developing networks of interdisciplinary scholars and practitioners for sustainable development.

This intensive program brings together cohorts of QES-AS-WA scholars from West Africa and Canada for five weeks. During this time, they stay at the UG-Nutrition Research and Training Centre in Asewewa, Ghana and participate in classroom and field training on research methods, ethics, gender, and leadership.

The project has helped solidify the connection between the universities and local organizations. For example, two QES-AS-WA scholars worked with the Volta Region Ghana Health Services, helping them analyze data collected in the region. The QES-AS-WA scholars also provided training to their staff. The regional health office was so pleased with their work that they wanted another cohort to continue working with them. “So, it has really strengthened that relationship between the universities and the regional health office,” says Marquis.

“They’re interested in having these very bright young researchers who have the time and the skills to do the analysis and to think about the research questions that are important to the region. So, it’s been a wonderful connection there.”

***“Our library has greatly benefited from the presence of our QEScholar. Her work has laid the foundation for the development and delivery of a course, informed by a unique pedagogical framework that will benefit our institution in a variety of ways.”***

**Jérémie LeBlanc, Chief Librarian and Archivist, Saint Paul University Library and Archives, Carleton University’s QES-AS-WA non-academic research placement partner.**



# International Partners Gain from Shared Knowledge, Strong Networks and Enhanced Capacity

International partners are a crucial component of every QES experience. While QEScholars directly benefit from their QES experience, so do the partner organizations on the ground who provide opportunities for QEScholars to engage and learn alongside their staff and stakeholders. QES project coordinators from the University of New Brunswick, Mount Royal University and Wilfrid Laurier University share how international partners gained by expanding their perspectives and sharing knowledge, by strengthening connections as a result of their involvement with the QES program, and by having QEScholars' support the impact of their work.

## EXPANDING PERSPECTIVES AND SHARING KNOWLEDGE

For the University of New Brunswick (UNB), one of the keys to success for its QES-AS project was a sound reintegration plan that was co-created by UNB and the international partners to ensure that the latter benefitted significantly through the sharing of knowledge and expanding perspectives of their returning scholars. "The partner relationship is so critical to success," says Veronica McGinn, the recently retired project coordinator for the UNB QES-AS project. "Everybody has to benefit."

Prior to the scholars' departure, staff at the University of Professional Studies in Accra (UPSA), Ghana and UNB worked hard to identify what new ideas and innovative methods would be shared and incorporated into their entrepreneurship programs. The UPSA vice-chancellor Dr. Abednego Amartey spent six months looking at his institutional needs, mapping out what they wanted the inbound QES-Advanced Scholars to bring back to Ghana, and then preparing the successful candidates on what they needed to do.

"They (the Advanced Scholars) knew in advance what they had to do, what their roles and responsibilities were. They came (to Canada) for 90 days, they went back, and they gave presentations. They set up peer learning groups. They set up entrepreneurial courses and really took in the information that they had and used it," says McGinn.

That careful pre-departure preparation ensured that the outcomes were a near-equal transfer of knowledge amongst the QES-Advanced Scholars, UPSA, the UNB students, staff and faculty, and the non-academic research placement partners.

For UNB, one of the early learnings from their QES-AS project was that partner institutions sending cohorts, rather than individuals, helped increase knowledge sharing. "We gave them the opportunity and said, 'Send us eight Advanced Scholars in a cohort format.' They come here. They learn together. They learn with us and then they take it all back to their institution," says McGinn. "And then you have a bigger impact."

## PROMOTING SUSTAINABILITY AND SUPPORTING IMPACT

For more than five years, Mount Royal University (MRU) and Commonwealth Sport Canada (CSC) have been sending QEScholars to low-and-middle income countries in Africa and the Caribbean to use sport as a social development tool. One key element of the QES projects is to contribute to the sustainability of work being done.

"In addition to being out on the pitch or organizing events, most of the QEScholar activities involve developing detailed holistic frameworks that are going to actually have a sustainable impact for the long term," says Ryan Pelley, a program manager at CSC.

"We always make sure that the projects have a capacity-building component built into it.... One of the things that we do from the very start is we ensure that there's a host counterpart at the local partner organization. The host counterpart is maybe staff or a volunteer with whom the QEScholar is partnered throughout the duration of the project and they're learning from each other. So, once the QEScholars have completed their placements, the knowledge is there still with that host counterpart. And the scholar builds knowledge from the experience that they take home with them."

The projects focus on a variety of areas, such as the empowerment of women and girls, youth leadership, awareness about non-communicable diseases, community engagement, long-term athlete development, and multi-sport games planning and implementation. MRU encourages experiential learning; QEScholars are sent for four-month internships that support sports development and sports for social development goals.

In Kigali, Rwanda, QEScholars worked with the Association of Kigali Women in Sport (AKWOS) to use sports activities to educate girls and women about how to prevent teenage pregnancies, as well as sexually transmitted infections. "This organization has really been working locally for many years to get women and girls involved in sport as an empowerment tool while also educating them on these social issues within the country. That project is still ongoing within the country through AKWOS," says Pelley.

## STRENGTHENING INTERNATIONAL CONNECTIONS

Wilfrid Laurier University's (WLU) most recent QES project provided an opportunity to deepen connections with old partners, such as University of Ghana (UG), the International Needs Network Ghana and the Ghanaian Commission on Human Rights and Administrative Justice, and build relationships with new ones, such as the Street Children Empowerment Foundation and the Child Research and Resource Center.

From 2018 to 2023, WLU undergraduate students have participated in three-month internships in Ghana to work with local partners to advance human rights, social justice, and development, and UG graduate students studied criminology for one semester at WLU.

"The QEScholars have had tremendous impact on local partner organizations," says Dr. Robert Ame, an associate professor in the WLU Human Rights and Criminology departments. "The QEScholars bring different and alternative perspectives to the work of the NGOs coming as they do from a different cultural context... Their different cultural understandings of human rights enriched and advanced the work of NGOs in Ghana."

The QEScholars also share professional and technical skills with NGOs, such as research analysis, report writing, and how to use pertinent software applications.

Many QEScholars formed strong working relationships with the NGOs that have gone beyond the 90 days that they spent in Ghana. Even after leaving, they are often called upon by the NGOs to assist on new projects.

According to Ame, having QEScholars work with the NGOs has enhanced the profile and perception of the NGOs both locally and internationally.

# Scholar Reflections

Below are some reflections scholars shared about their recent QES experience.

*“Through this experience, I have had the opportunity to connect with a diverse group of scholars, mentors, and professionals, both within and outside my field of study. These connections have not only expanded my professional network but have also exposed me to different perspectives, cultures, and ideas, fostering a more comprehensive understanding of the global landscape.”*

Denisse Soto, master’s student from Nicaragua, QEScholar at the University of Calgary.

*“I learned a lot of hands-on knowledge about hydraulic engineering that cannot be taught in the classroom. Very experienced professionals in this field helped give me advice and teach me concepts that I hope to carry forward in my career. Along with the technical experience I received, my problem solving, analytical skills, and communication skills increased.”*

Dylan Devito, Canadian undergraduate student, University of Western Ontario, QEScholar in Cuba.

*“My success story lies in the fact that I wanted to pursue a career in research, but I didn’t have the necessary background to start out in that field. By being part of the team, I was able to observe how research is carried out with collaboration between teams, and how a research project is set up and coordinated...Now I have the basis for embarking on the adventure of research, supported by the collaboration already in place.”*

Parvine Basimane Bisimwa, early career researcher from the Democratic Republic of the Congo, QES-AS-WA researcher at Université de Montréal.

*“Engaging with peers, professionals, and experts from various backgrounds during my time in Australia and within the context of my QES initiatives has allowed me to develop strong interpersonal connections and expand my professional network. Through attending seminars, meetings, and local events, I’ve learned to initiate conversations, exchange ideas, and establish meaningful relationships. These experiences have not only bolstered my confidence in networking but have also equipped me with the skills to forge connections that extend beyond borders and cultures.”*

Maira Shaath, Canadian undergraduate student, Ontario Tech University, QEScholar in Australia.

*“I was able to achieve all my goals beyond satisfaction and I am confident that I am a much better veterinary scholar and mentor. The research project provided me a wealth of veterinary field experience and research in the unique small holder dairy farming system in Kenya...My coursework was very enriching, and I can confidently replicate the standards when teaching and advising graduate students back at the University of Nairobi.”*

Daniel Muasya, PhD student from Kenya, QEScholar at the University of Prince Edward Island.

*“During my internship, I had a unique opportunity to immerse myself in Māori culture and gain insight into the struggles faced by the Māori people... These experiences allowed me to learn about their rich traditions, language, and customs, while also gaining a deeper understanding of the historical and contemporary challenges they face, such as land rights issues and cultural preservation efforts. This firsthand exposure not only enriched my cultural awareness but also reinforced the importance of diversity and inclusion in the workplace.”*

Ciara Wright, Canadian undergraduate student, University of Alberta, QEScholar in New Zealand.

## WORKING COLLECTIVELY ON THE ADAPTATION, RESPONSE, AND RESILIENCE TO A CHANGING CLIMATE.

Thanks to funding from the Rideau Hall Foundation, a new QES call for proposals was launched in the spring of 2024. This next iteration of QES projects will focus on the adaptation, response, and resilience to a changing climate. These new projects, partnerships, and scholars will increase our shared understanding of the opportunities and innovative approaches to address areas such as biodiversity; agriculture; energy, climate and public health; economic impacts of climate change; air quality; community resilience; education; ecosystems; and water quality.

## Nurturing global citizens through academic diplomacy

Building strong relationships with local partners is central to the success of the Academic Diplomacy in Practice project, says Robyn Fila, project coordinator. This project provides work and learning opportunities for University of Victoria (UVic) students via partnerships that Fila has developed over the past 15 years.

The Centre for Asia-Pacific Initiatives at the University of Victoria recognizes the importance of engaging communities in the co-creation and dissemination of knowledge, research, and information beyond their borders.

Project partner organizations include: the Karenni Social Development Centre, located on the Thai-Myanmar border; the Malaysia Social Research Institute in Kuala Lumpur, Malaysia; and Pacos Trust, which works with Indigenous communities in Borneo.

“Relationships have to be at the centre of everything you do,” emphasizes Fila, an adjunct professor in the UVic Pacific Asian studies department.

Over the course of the project, 25 undergraduate UVic students will cross academic, cultural, and geographic borders to work with diverse communities during six-month internships. The goal is for students to develop the skills and knowledge necessary to become more competent, confident, and compassionate leaders and global citizens.

“A deepened awareness of the diverse lived experiences of others is essential for young people (both from UVic and partner communities) to develop an understanding of the challenges affecting people’s daily lives,” says Fila.

QEScholars will engage in education and leadership programs, health initiatives and internship activities with youth and communities who do not have access to formal education.

“This program wants to create networks. But you don’t create community without communing first.... And so how do you do that? You do that by being interested in the people around you and prioritizing those relationships with each other. And that’s why I called this project Academic Diplomacy in Practice.”

In this project, academic diplomacy can come in different forms.

Collaborative initiatives such as storytelling, creative capstone projects, and mentorship programs within the partner organizations will strengthen their capacity to activate leaders in their communities, have agency in their own decision-making consistent with their values, and provide QEScholars the chance to learn alongside them.

All project activities will work towards increasing access to education and training for youth, improving community resilience and well-being, increasing self-determination, and providing social and economic opportunities for the refugee and Indigenous communities served by project partners.

The Centre for Asia-Pacific Initiatives at the University of Victoria recognizes the importance of engaging communities in the co-creation and dissemination of knowledge, research, and information beyond their borders.

“I think one of the biggest impacts of the project will be on the refugee communities because they can’t move. They have no mobility rights. So, we are bringing the world to them,” says Fila.

***“A particular highlight of our QEScholar’s time with us was the session she ran with our female students on “Career advice for Women.” She shared her personal experience of having a baby whilst doing her PhD. Her open, personal and encouraging approach facilitated an interactive session during which students were able to ask questions about things they were personally concerned about regarding partners, families and careers.”***

**Dr. Rhonda Hawkins, Academic Director, African Institute for Mathematical Sciences (AIMS) Ghana, Carleton University’s QES-AS-WA non-academic research placement partner.**



## A collaboration with Kenyan women reduces the health and environmental impacts of indoor cooking stoves



*Nolan Kressin monitoring a stove in a community in Kenya*

For Nolan Kressin, a fourth-year student in applied climate change and adaptation at the University of Prince Edward Island, the highlight of his QES experience was seeing his recommendations actioned one day after sharing them with local women in Kenya.

Nolan spent three months in Naari and Buuru regions in Kenya with the goal of capturing the health and environmental impacts of indoor cooking. As part of his internship, he created an information pamphlet on best-use practices in using stoves that had been distributed a few years earlier by the partner organization, Farmers Helping Farmers (FHF). The pamphlets describe how to clean and maintain the stoves, reduce smoke and firewood use, and improve cooking times.

“I remember we did have a stove test the day after we had a training session. It was very cool to see that someone had implemented some of the teachings,” including cutting the wood into small chunks that would fit into the stove chamber. “So, there’s more surface area for it to cook and it also allows you to close the stove door... and there’s also virtually no smoke in the room, which is really awesome to see.”

His recommendations on stove use were the result of interviews with local women on their challenges using the stoves. Nolan was able to gather data on the carbon emissions of the cookstoves for his research and produced a report on firewood savings using the stoves with the implemented recommendations versus the traditional three-stone fires commonly used by people in the area.

With the aid of an interpreter, he also led training sessions with local FHF staff that outlined how to instruct local women on how best to use their stoves. “With this training, I helped build capacity with local FHF staff.”

For Nolan, his QES experience was an opportunity to greatly improve his communication and leadership skills. “The biggest strength that I came away with, and that I still use today, is working well with people, having really good communication skills, and being a little more adaptable (when things go wrong).”

He is now working as a geospatial technician at a private company in PEI. He is a successful applicant in the Erasmus Mundus Joint Masters program and will be starting his master’s degree in geospatial technologies at the Universidade NOVA de Lisboa, Portugal in fall 2024. Nolan says his QES experience has made an impact on his future. “My dream job is to work at the United Nations, working in sustainable development and policy.”

***“It really does take a village. Collaboration across academic units and disciplines, including faculty and student service champions, is key to successful project design and implementation from promotion/recruitment, scholar selection, pre-departure planning and preparation, in-country support, and re-entry experiences. While the Education Abroad office has been well-positioned to coordinate these efforts, a diversity in perspectives, academic expertise, student service expertise, and knowledge has been critical to the success of the BRiCC project(s) at VIU.”***

Jennifer Sills, QES Project Coordinator, Vancouver Island University.



## Advancing gender equality by supporting women scholars in West Africa



*Dr. Nduka Otiono, middle, with QEScholars at the Canadian Association of African Study Conference.*

Women researchers in West Africa are often disadvantaged in completing their PhD requirements and advancing early in their careers because of institutional prejudice and cultural barriers.

To help combat these inequities, the Institute of African Studies at Carleton University offers a research acceleration project aimed at supporting women who are advanced doctoral researchers, post-doctoral fellows, and early career researchers.

“We are working with women who are narrowly marginalized and operating in a very patriarchal society, which also means that the universities have leaders who are predominantly male,” explains Dr. Nduka Otiono, director of the Institute of African Studies.

Thanks to the Queen Elizabeth-Advanced Scholars-West Africa program, the project provides logistical and academic support for women scholars, giving them the time and space to focus on their research. The research projects covered a wide range of topics, including: the pivotal role of librarians in enhancing students’ informational literacy

skills in the research process; data governance models employed by Kenyan Indigenous companies offering digital solutions to local farmers; the decolonization of pedagogy in Africa; and Black entrepreneurship in Ottawa.

The project is called *Wurin ta na yin rubutu*, which means “her own room to write” in the Hausa language.

The project provides QEScholars with access to research supervision, focused seminars, experiential learning, leadership, and network building opportunities. In addition, each QEScholar participated in mandatory non-academic research placements with partners, including the Afro Canadian Chamber of Commerce, the African Institute for Mathematical Sciences, CODE, IMPACT-Partnership Africa and NewLife Project Inc.

Otiono credits the project’s success in finding a wide range of deserving women scholars to their “bottom-up approach.” Successful candidates were recruited through a variety of networks – social, professional and media – to avoid biases in selection from West African institutions. A governing committee, comprising mainly female faculty from Carleton and partners, selected the successful candidates.

The Carleton project focuses on gender equality and puts a particular emphasis on increasing partnerships between Canada and francophone countries.

QEScholar Claude Winnie Pefolé Fotsing focused her research on access to property rights by women in her home country, Cameroon. At Carleton, Winnie had access to documentation, which is often lacking in Cameroon, and conducted interviews with Carleton researchers. Her placement at the IMPACT TRANSFORM organization in the Republic of Côte d’Ivoire gave her the opportunity to advance her research by interviewing local researchers.

“We designed the program to allow some scholars to choose an intra West African placement,” says Otiono. “Part of this strategy is to build not only connections between West Africa and Canada, but to build connections with other West African countries.”

***“My participation in the QES program deepened my understanding of evidence-based decision-making in healthcare policy...I honed policy analysis skills by delving into the political, societal, and economic dimensions of healthcare policies through practical activities like policy analysis, debates, and crafting policy briefs.”***

Jonathan Cura, PhD student from the Philippines, QEScholar at McMaster University.



# Leadership and Community Engagement

## CANADIAN UNIVERSITIES OFFER LEADERSHIP DEVELOPMENT TO QESCHOLARS

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**University partners offer a variety of leadership development opportunities to scholars. These include:**

**Concordia University** offered two professional workshops for the Queen Elizabeth-Advanced Scholars-West Africa researchers, current and alumni from many QES projects. These online workshops focused on knowledge mobilization and strategies to amplify the impacts of research undertaken as part of the QES program. Participants heard from guest speakers and had the opportunity to share their own perspectives, insights, and experiences in disseminating research across a variety of audiences.

**Queen's University** provided incoming QEScholars the opportunity to Chair the Student Peer Group within the International Centre for the Advancement of Community Based Rehabilitation. QEScholars organized monthly peer mentorship meetings, determined meeting topics and agendas, invited guest speakers, facilitated the meeting, and actioned any follow-up items. Participating scholars saw this as an opportunity to further develop their leadership skills in a safe space.

**Université de Montréal**, in collaboration with a local organization, provided leadership training and mentorship opportunities for QES-Advanced Scholars-West Africa scholars. Scholars were matched with coaches, and together they developed a leadership development plan. In addition to leadership coaching, QEScholars had access to related reference materials on the Université de Montréal's Continuum online platform.

## COMMUNITY ENGAGEMENT

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**Community engagement is central to the QES program. Activities may involve scholars sharing research results with the community (university community or community at large), but it can also be QEScholars involved with volunteer activities in their host communities.**

Here are some examples of community engagement:

**Wilfrid Laurier University** QEScholars organized Ghana Cultural Nights. This consisted of an evening of food, music, dance, and speeches to celebrate the many contributions that Ghana culture has provided the world. The scholars led the organization, activities, and promotion. The events created a sense of belonging and community for many.

**Vancouver Island University** established a QEScholar social media takeover, where scholars collaborated on the creation of social media content during World VIU Days and Global Citizens Week. Scholars chose to focus on the most poignant elements of their experiences – from lessons learned, and relationships made during their QES experience, to the broader impact of their project on future academic and career goals. These specialized takeovers elevated the awareness of QES across the VIU student community and highlighted the benefits of international mobility opportunities.

QEScholars at the **University of Toronto, and University of Ottawa** attended conferences and seminars that provided opportunities to engage with fellow scholars, with those in the academic and development community, and with organizations working in similar areas to their research. At the University of Toronto, QEScholars attend the Working for Change conference, an annual event that expands scholars' understanding and access to career opportunities in the non-profit, social justice, and social services sectors. QES-Advanced Scholars-West Africa researchers at the University of Ottawa attended monthly seminars led by the New and Emerging Researchers Group. In these meetings, researchers were able to share findings with one another, receive feedback, and network with one another.

## Collaborating with local communities in Canada and India helps scholar hone leadership and networking skills



*Navjit Gaurav presenting at a conference at Queen's University.*

While working as an architect in India, Navjit Gaurav developed a passion for designing more inclusive and accessible places. So, he pursued a master's degree from the Tata Institute of Social Sciences-Mumbai in disability studies. Through his fieldwork supervisor, he heard about the QES program; he applied and was accepted into the PhD program in Rehabilitation Sciences at Queen's University in 2019.

His PhD research focused on designing community schools to make them more inclusive and accessible for children with disabilities in Mumbai's informal settlements.

While at Queen's, Navjit participated in its PhD-Community Initiative, which provides PhD students with an interdisciplinary, experiential learning opportunity.

The program requires the application of skills and knowledge gained in graduate training to address a problem outside of their area of research or scholarship.

And that's how Navjit started working with the artist community in Kingston, Ontario.

At the Tett Centre, a local artist hub, he supported two initiatives that served the local artist community during the pandemic: one helped set up online art exhibitions, and the other offered a digital learning program for social media.

In addition, he exhibited his artwork and encouraged his cohort and others to participate. Through this experience, Navjit honed his community engagement, leadership, networking, and research skills.

"I learned that with time and effort you can build a network and develop your own community on foreign soil. This is important because being an international student, it is quite difficult to develop a community and find that connection."

Navjit's ability to speak passionately and clearly about his research earned him success at the Queen's 3-Minute Thesis competition and created opportunities for him to speak at and attend various QES provincial and national events, and meet Prime Minister Justin Trudeau during his visit to Queen's.

Currently, Navjit is working with the municipal government in Mumbai to implement some of his research findings. From his doctoral research findings, he developed an accessibility and inclusion checklist tool to help assess school spaces based on children's input and the architects' understanding of their needs.

"We are working collaboratively on a couple of schools just to pilot test that tool. And maybe then we can go ahead and work with other schools worldwide as well."

***"As experience has taught us, students who pursue experiential learning opportunities abroad gain valuable skills, new perspectives, and build networks and relationships which contribute to global citizenship development and cross-cultural competencies (resilience, cross cultural communication, problem solving, creativity, acceptance)."***

Robyn Fila, QES Project Coordinator, University of Victoria.





## Learning from and enhancing capacity of local organizations dedicated to urban development in Kenya and Tanzania



*QEScholars partnering with Mathare Roots Initiative to launch a community library.*

Reciprocity of learning has always been a key element in the success of the University of Fraser Valley's QES projects.

"If a student's taught in a classroom and then has an opportunity to apply it, we know that is going to cement their understanding and learning in a more transformative way. But it's more than that. It's the learning together part. I'm always learning with students; students are teaching me things. The partner organizations are teaching us. So learning is not just two directions, but it's almost circular," says Dr. Cherie Enns, project coordinator and associate professor at the University of the Fraser Valley.

The projects provided both incoming and outgoing scholars the opportunity to network, expand their skills and engage with local communities to find solutions based on their needs.

Partner organizations included the Mathare Roots Youth Initiative, UN-Habitat, Public Space Network, Youth Café, University of Nairobi, and the Institute for Human Settlement Studies at the Ardhi University, Tanzania.

Incoming scholars worked on research on food systems, especially in the Fraser Valley, British Columbia. Upon their return to Kenya, many QEScholars went onto high profile positions. They also led community projects such as setting up a farmers' market in an informal settlement, similar to what they did during their placement with the UFV Studio program in Abbotsford. "I am forever grateful for the impact this incredible group of young people has had on the UFV community and now on their home communities," says Enns.

Outgoing QEScholars in Kenya and Tanzania worked to enhance the capacity of local organizations dedicated to urban development and food security. In 2022-23, QEScholars worked under the leadership of local partners in the Mathare informal settlement in Nairobi, Kenya on environmental initiatives, such as the cleaning of a river site and the creation of a green space for the community. They also contributed to a policy research project that led to changes affecting rights of the South Sudanese refugees in Kenya.

For Enns, one of the project's highlights came from a request from the community in the Mathare informal settlement. In collaboration with the Mathare Roots Youth Initiative, one QEScholar helped set up a new library that provides children and youth with books and educational resources that they otherwise would not have. "That little library space is a forever thing," says Enns. "We're making sure that we're value adding, doing training and capacity building as we also learn and partner with the community."

***"We benefited tremendously from our QEScholar's engagement with the strategic planning process. As PWRDF works across the world, building a relationship with a young scholar and innovator in West Africa and deepening our academic linkages in the Global South has the potential to strengthen future opportunities and proposal developments in Ghana and West Africa into the future."***

**Bart Dickinson, Planning, Monitoring and Evaluation Coordinator,  
The Primate's World Relief and Development Fund (PWRDF),  
Western University's QES-AS-WA non-academic research placement partner.**



## Exploring sustainable agricultural practices, studying the effects of climate change on local weather in The Bahamas



*Phoebe Seely harvesting mushrooms at the Cape Eleuthera Institute at the Island School in The Bahamas.*

During her four-month internship at the Cape Eleuthera Institute at the Island School in The Bahamas, QEScholar Phoebe Seely became known as the “coffee grounds person.”

The Cape Eleuthera Institute is a research and innovation centre at the Island School in The Bahamas. While there, Phoebe, a fourth-year science student at Dalhousie University, had three main projects looking at sustainable systems.

The first project looked at using waste materials to grow mushrooms, as food sustainability and waste management is a major issue for small rural islands. The project used pasteurized cardboard and coffee grounds to create a substitute soil for growing mushrooms. “Then those mushrooms went right to the (institute’s) kitchen and were part of a food source for our community. So, it was my job every morning to go around collect all the coffee grounds (around campus).” She hopes that this research into innovative agricultural practices will provide novel approaches for local farmers.

Phoebe’s second project involved co-teaching a research class for high school students. The class studied the amount of carbon sequestered in trees on campus and compared that to the amount of carbon emitted by the campus to determine if the institute had net zero emissions. “The students wrote scientific reports for the first time and created their own scientific research poster and presentation. So, it was really impactful for me to help facilitate that first scientific process for these students.”

In her third project, Phoebe maintained the weather station where the data fed into local websites. “It also ensured that we continue to collect data about the weather on our campus.”

While at the institute, Phoebe completed an independent study comparing historical and current Bahamian weather data to determine whether there is a significant indication of temperature changes due to climate change. “That was just an exciting opportunity for me to get my foot in the door with research and understand if that is a field that I could see myself entering.” Her analysis will inform future research into the effects of climate change in The Bahamas.

Phoebe is entering the last year of her Bachelor of Science degree, with a combined honors in sustainability and physics and atmospheric sciences. Her next goal is to complete a master’s program in sustainability and climate sciences.

Her QES experience was a journey of self discovery. “I grew so much academically. I was so much more confident when I came home. I had to stretch myself outside of what I was used to, and so I’m really grateful for that experience of self growth.”

***“Our QEScholar was of key assistance in carrying out a literature review, focusing on the criteria and tools used to measure quality of care in the West African context. This literature review made it possible to put forward concrete proposals to the various healthcare stakeholders for assessing and improving the quality of care in Benin.”***

Dr. Kéfilath Bello, Deputy Executive Director & Head of Health Policies and Systems Department, The Centre for Research in Human Reproduction and Demography, Université de Montréal’s QES-AS-WA non-academic research placement partner.



## Strengthening knowledge and skills of QEScholars to tackle rising rates of non-communicable diseases with novel approaches



*QEScholars with Martinette Ford, middle, Research Assistant at the George Alleyne Chronic Disease Research Centre & Registered Nurse at the Queen Elizabeth Hospital, Barbados.*

An exchange of QEScholars between the University of Saskatchewan and the University of West Indies (UWI) is helping to combat rising rates of non-communicable diseases (NCD), like Type 2 diabetes and cardiovascular disease, in the Caribbean and in First Nations in Canada.

A nutrition transition—a shift from traditional nutrient-rich diets to a Western diet—is happening in low-and-middle income countries and regions. This shift is causing poorer health outcomes for large populations around the world because their diets lack essential nutrients and lifestyles are more sedentary.

“We have an emergence of chronic health conditions, like diabetes, that are one of the top causes of mortality and morbidity within many countries,” says Dr. Hassan Vatanparast, a professor at the College of Pharmacy and Nutrition, and the School of Public Health at the University of Saskatchewan (USask). “And something needs to be done.”

The USask project focuses on strengthening capacity in the healthcare and education systems in Caribbean countries and Canada. It does this by collaborating with future healthcare professionals, educators, and communities. Together, they target modifiable risk factors for NCDs, such as nutrition and physical activity, and create public awareness about these factors.

QEScholars from a broad range of disciplines, including nutrition, public health, nursing, and education, are provided with opportunities to develop knowledge and skills in global health, traditional health practices, and culturally appropriate care to prevent and treat diabetes. Their placements involved collaboration with primary care clinics.

QEScholars from UWI in Barbados and Jamaica work closely with the team of USask researchers to contribute to ongoing projects and develop their own research skills. One QEScholar from the UWI Mona campus in Jamaica examined the nutritional characteristics of commonly consumed lentils in the Jamaican diet and published a scoping review to inform future research on the topic.

QEScholars from USask collaborated with UWI researchers in Barbados and Jamaica to conduct a critical epidemiological NCD analysis, identifying potential root causes. They worked with academic and community partners to design and facilitate interventions. One USask QEScholar researched the effectiveness of mobile phone surveys in collecting population data on NCD rates and assessed the feasibility of implementing mobile phone surveys in Barbados. While there, she also created an implementation plan to action her recommendations.

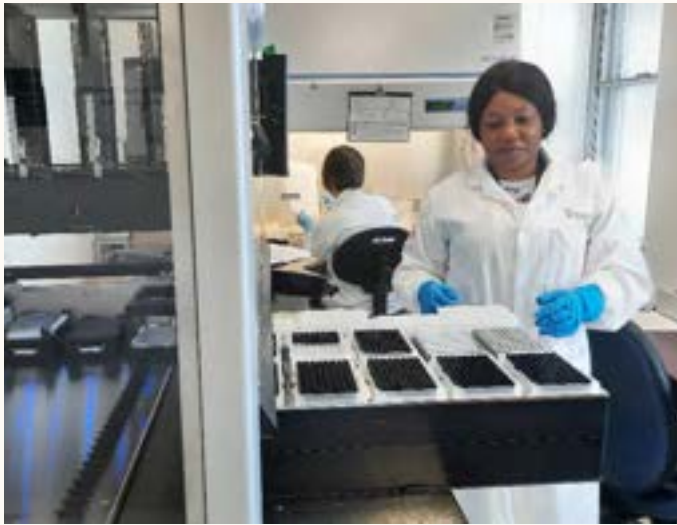
“We are building capacity in new leaders in public health, and we are working with communities. In fact, communities are empowering themselves. We are just on the side helping them with the resources that we can provide to them,” says Vatanparast.

***“This experience has been an incredible personal and professional development experience for me. Creating new relationships in a different country is something that I am very proud that I did. I feel that this experience also taught me that I am adaptable to new and unfamiliar situations. Being adaptable is a trait that is important within the workplace, and this experience helped me become more comfortable in unfamiliar situations.”***

Tyler Powell, Canadian undergraduate student, Mount Royal University, QEScholar in Trinidad and Tobago.



## QES Advanced Scholars in women's health strengthen collaboration, leadership, and networking skills in West Africa



*Dr. Parvine Basimane working in a lab at the Mother-Child Infectious Disease Centre in Montreal, Canada.*

There's a call to leadership and empowerment at the heart of the Université de Montréal (UdeM)'s QES-Advanced Scholars-West Africa program.

"We want to build the capacity of young researchers," says Dr. Marie Hatem, director of UdeM's Hygeia Observatory - School of Public Health. "So, we try to help them see things differently so that it sparks change."

This mission goes hand in hand with the program's objectives of strengthening collaboration, leadership, and networking in women's health and in the struggle against violence faced by women, adolescents, and girls.

Several UdeM faculties and partner organizations in Africa are involved, including the West African Health Organization and the Democratic Republic of Congo (DRC)'s ICART-PANZI centre, led by Nobel laureate Dr. Denis Mukwege.

Research areas have so far included care for survivors of sexual violence, infectious disease prevention, and reproductive health for women in West Africa and the DRC.

The program also recognizes the importance of empowering scholars to share some of what they learn, and a third of the schedule is therefore devoted to sharing their knowledge in a non-academic research setting, such as a community organization.

For Hatem, the importance of these experiences lies in asking scholars to draw on their own ingenuity and leadership in an unfamiliar environment: "What can you do in a country where it's not your culture, not your society? Try to see how you can manage, how you manage with the women in that setting."

QEScholars develop that special focus on leadership in several ways, says QES project coordinator Nathalie Pelletier, including working one-on-one with a leadership coach.

Hatem and Pelletier describe the value of the new research and experience that scholars return home with. They point to Dr. Parvine Basimane Bisimwa, an infectious disease specialist from the DRC, who returned to the Panzi Hospital with the collaborative research platform she developed while working on sexually transmitted infections during her placement at Montréal's Sainte-Justine Hospital.

"She noticed all the data available in the hospital environment here. And she would say, 'We have the same data back home, but we aren't bothering to use it.' She saw how, in a simple way, with fairly accessible tools, she could bring these ideas back home," Pelletier says.

"She's beaming when I see her at the Panzi Hospital, very proud of what she is able to do," Hatem adds. "And she says, 'We have lots of obstacles, but I'm going to make change happen.'"

# Annex I

## Complete list of QEScholar projects

### CURRENT PROJECTS

### QES 2019 PROJECTS

UNIVERSITY	PROVINCE	PROJECT TITLE
Dalhousie University	Nova Scotia	Global Perspectives on Sustainability through Education in The Bahamas
McGill University	Quebec	Climate Adaptation and Resilient Development: Policy, Research and Practice
Université de Montréal	Quebec	Renforcement d'un réseau mondial de jeunes leaders engagés pour l'inclusion dans la santé et le développement durable face aux vulnérabilités sociales et environnementales
University of Manitoba	Manitoba	Engaging Indigenous Languages, Knowledges, Learning and the Land
University of Saskatchewan	Saskatchewan	Strengthening capacity to tackle non-communicable disease (NCD) in the Caribbean
Western University	Ontario	Scholars Network for Building Disaster Resilient Communities

### QES-ADVANCED SCHOLARS-WEST AFRICA PROJECTS

UNIVERSITY	PROVINCE	PROJECT TITLE
Carleton University	Ontario	Wurin ta na yin rubutu (A room of her own to write)
Concordia University	Quebec	Gender equality and the decolonization of knowledge: transnational collaboration between West Africa and Canada
McGill University	Quebec	Netlinks: An Anglophone-Francophone network linking scholars and non-academic change agents to enhance health equity and sustainable inclusive growth in rural West Africa
Queen's University	Ontario	Community-based Participatory Research in Health Equity and Inclusive Education Systems for Persons with Disabilities and their Families
Université de Montréal	Quebec	Renforcement des ressources humaines et de la recherche en santé des femmes/adolescentes/filles (FAF) dans les pays associés à la CEDEAO et en République Démocratique du Congo
Université de Sherbrooke	Quebec	Formation de chercheur.e.s, acteurs de changement, à partir d'un projet d'éducation entrepreneuriale des femmes de l'Afrique de l'Ouest
University of Alberta	Alberta	On the Path of Social Responsibility and Global Leadership
University of Calgary	Alberta	Partnering for Innovation in Women-led Social Work and Social Science in West Africa (QES-AS-WA)
University of Ottawa	Ontario	Open African Innovation Research: New and Emerging Researchers in West Africa
University of Saskatchewan	Saskatchewan	Water security to promote gender equity and climate-change resilience in West Africa
Western University	Ontario	Achieving Research and Knowledge Translation Capacity for Climate Change Resilience, Food Security and Sustainable Livelihoods in West Africa

UNIVERSITY	PROVINCE	PROJECT TITLE
Algoma University	Ontario	Building Global Leaders: Community-Based Experiences to Advance Decolonization and Cross-Cultural Education
Mount Royal University	Alberta	Developing leaders and community through sport
Toronto Metropolitan University	Ontario	Water for Life: Building Resilience in Dispersed and Reserved Communities in Northern Colombia
University of Northern British Columbia	British Columbia	Knowledge That Moves: Travelling Knowledges II
University of Prince Edward Island	Prince Edward Island	Integrating Multidisciplinary, Community-Based, Innovative Research & Training for Improved Sustainable Livelihoods in a Farming Region of Kenya
University of Victoria	British Columbia	Academic Diplomacy in Practice

**CLOSED PROJECTS**
**QES 2017 PROJECTS (ENDED DECEMBER 2023)**

UNIVERSITY	PROVINCE	PROJECT TITLE
McMaster University	Ontario	Queen Elizabeth Scholars in Strengthening Health and Social Systems
Mount Royal University	Alberta	Sport Leaders International Internship Program
Queen's University	Ontario	Building innovative, community-driven solutions for people with disabilities
Simon Fraser University	British Columbia	Interns and Scholars for a Sustainable World
St. Francis Xavier University	Nova Scotia	Immersion Service Learning in Ghana
Université de Montréal	Quebec	Renforcement d'un réseau mondial de jeunes leaders engagés pour le développement des communautés
Université du Québec à Trois-Rivières	Quebec	Formation scientifique d'étudiants indiens pour la recherche en énergie durable et en sciences biomédicales - volet 2
University of Alberta	Alberta	Securing Our Shared Global Future: Student Leadership for Change
University of Calgary	Alberta	Young Leaders in International Development
University of Manitoba	Manitoba	Promoting Community-University Partnerships in Global and Indigenous Health
University of New Brunswick	New Brunswick	Addressing Health and Environmental Challenges from a Youth Perspective in Malawi and the Caribbean
University of Ontario Institute of Technology	Ontario	Incubating Global Careers as Queen Elizabeth Scholars
University of Prince Edward Island	Prince Edward Island	Integrating Innovative Research & Training for Improved Sustainable Livelihoods of Smallholder Dairy Farms - Phase 2

## QES 2017 PROJECTS (ENDED DECEMBER 2023)

University of Saskatchewan	Saskatchewan	Experiential learning for the One Health/Planetary Health professional: A focus on Canadian and African communities-at-risk
University of Toronto	Ontario	Building Collaborative Learning Communities for Global Development and Justice
University of the Fraser Valley	British Columbia	Capacity Building for Policy and Planning in Kenya, Tanzania and India: A Focus on Food Systems and Urban Growth Management
University of Victoria	British Columbia	ASEAN Internship: Experience, Networking and Community (ENC) Program
University of Waterloo	Ontario	International Internships for University of Waterloo Students in Energy Access Social Enterprises
Vancouver Island University	British Columbia	Building Resilience in Coastal Communities (BRiCC) Knowledge Network
Wilfrid Laurier University	Ontario	Laurier-Ghana Partnership for Human Rights, Criminology, and Social Justice
York University	Ontario	Ecological Economics, Commons Governance, and Climate Justice

## QES-ADVANCED SCHOLARS PROJECTS (ENDED DECEMBER 2021)

UNIVERSITY	PROVINCE	PROJECT TITLE
Carleton University	Ontario	Societal Transformation and Climate Change: Training the next generation of scholars in Sub-Sahara Africa (NextGen Climate Change Advanced Scholars)
Lakehead University	Ontario	Agrobiodiversity, Nutrition and Sustainable Marketing of Heritage Crops in Ecuador and Canada
McGill University	Quebec	A network of interdisciplinary, solution-oriented researchers to improve the livelihoods and food and nutrition security of adolescent girls and women farmers in rural Ghana
Queen's University	Ontario	QE Scholars Network for Equity in Maternal and Child Health
Ryerson University	Ontario	Strengthening Coastal Aquifer Resilience and Groundwater Use Against Climate Change Effects in the Caribbean
Simon Fraser University	British Columbia	Providing Sustainable Potable Water and Greenhouse Crops
Université Moncton	New Brunswick	Développement des "leaders" pour une meilleure nutrition des filles et des femmes, un incontournable pour le mieux-être des populations d'Afrique de l'Ouest et Centrale
Université de Montréal	Quebec	Bourses de recherche destinées aux chercheurs doctoraux, post-doctoraux et en début carrière du Canada et de Chine dans les domaines du droit et de la santé
Université du Québec en Outaouais	Quebec	Partenariat pour l'amélioration de la santé maternelle et infantile en Afrique de l'Ouest à l'aide de la santé numérique
University of Alberta	Alberta	Coming Together – Strengthening Partnerships between Ghana and Canada to Address Maternal, Newborn, and Child Health
University of Calgary	Alberta	QES-Advanced Scholars (International Development)

## QES-ADVANCED SCHOLARS PROJECTS (ENDED DECEMBER 2021)

University of New Brunswick	New Brunswick	Entrepreneurship Education and Training for Canada, India, China and Ghana
University of Ottawa	Ontario	The Open African Innovation Research Partnership (Open AIR): New and Emerging Researcher Fellowship Program
University of Regina	Saskatchewan	University of Regina Queen Elizabeth II Diamond Jubilee Program for Advanced Scholars: Innovative Approaches to Climate Change
University of Saskatchewan	Saskatchewan	Global Leaders Scholarship – Seeking Sustainable Solutions in Food Security and Nutrition for Women and Children: A Tri-Country Approach
University of Toronto	Ontario	The Statistical Alliance for Vital Events (SAVE) Queen Elizabeth Scholarship-Advanced Scholars Program (SAVE-QES)
University of Victoria	British Columbia	Regulating Globalization in South and Southeast Asia
University of Waterloo	Ontario	Water Security as a Foundation for Healthy Communities and Sustainable Livelihoods
University of Winnipeg	Manitoba	The University of Winnipeg Queen Elizabeth II Diamond Jubilee International Scholars Program
Wilfrid Laurier University	Ontario	Building Capacity in Urban Food System Governance in LMIC Cities
York University	Ontario	Ecological Economics, Commons Governance, and Climate Justice

## QES 2014 PROJECTS (ENDED DECEMBER 2019)

UNIVERSITY	PROVINCE	PROJECT TITLE
Brock University	Ontario	Sport Leaders International Internship Program
Dalhousie University	Nova Scotia	Preparing Young Commonwealth QEII Scholars to Successfully Contribute to the Needs of a Shrinking World
Emily Carr University of Art + Design	British Columbia	Emily Carr Jubilee Art, Design + Media Research Scholars
Laurentian University	Ontario	The Mining Life Cycle; discovery, development, remediation, social license and the environment
McGill University	Quebec	Common Threads through the Commonwealth: Exploring innovative approaches to key challenges in health, well-being and equity
McGill University	Quebec	Quantitative biology and Medical Genetics for the world
McMaster	Ontario	Queen Elizabeth Scholars in Strengthening Health Systems
Memorial University of Newfoundland	Newfoundland	MUN Globalization 101
Queen's University	Ontario	Leaders in Element Migration in the Near-Surface Environment
Queen's University	Ontario	Queen Elizabeth II Diamond Jubilee Scholarships for Excellence in International Community Based Rehabilitation at Queen's University
Saint Mary's University (NS)	Nova Scotia	Bridging the Digital Divide in Rural Uganda



## QES 2014 PROJECTS (ENDED DECEMBER 2019)

Saint Mary's University (NS)	Nova Scotia	Innovative use of ICT and Agri-Food Technology in integrating cultural preferences into the agro-processing sectors of Canada and Jamaica
Simon Fraser University	British Columbia	The Canada-Sub Saharan Africa (CANSSA) training program in global health leadership
Université de Montréal	Quebec	Partenariats pour le leadership en santé dans un Commonwealth bilingue
Université du Québec à Trois-Rivières	Quebec	Formation scientifique d'étudiants indiens pour la recherche en énergie durable et en sciences biomédicales
Université Laval	Quebec	Réseau Uval-Commonwealth : Des forêts pour un monde en mutation
University of Alberta	Alberta	Global Generation: Energy and Environment Network
University of Alberta	Alberta	Improving Individual and Community Wellness in the Commonwealth
University of British Columbia	British Columbia	GREEN LEADERS - Scholarship Program for Commonwealth Forests
University of British Columbia	British Columbia	Innovative Solutions for Developing and Managing Climate Resilient Transport Infrastructure in South Asia Region (SAR): A Lifecycle Thinking Approach
University of Calgary	Alberta	University of Calgary/Queen Elizabeth II Diamond Jubilee (International Development Internships)
University of Manitoba	Manitoba	Promoting International Community-University Partnerships in Global and Indigenous Health
University of New Brunswick	New Brunswick	The Commonwealth Scholars Program: Connected Learning Across the Commonwealth
University of Northern British Columbia	British Columbia	Cross-Cultural Indigenous Knowledge Exchange (CIKE)
University of Ontario Institute of Technology	Ontario	Queen Elizabeth II Scholars at University of Ontario Institute of Technology
University of Ottawa	Ontario	Building experiential learning, capacity and knowledge exchange through the AIMS-NEI Network and new Commonwealth partnerships
University of Prince Edward Island	Prince Edward Island	Integrating Innovative Research & Training Methods for Improved Sustainable Livelihoods of Smallholder Dairy Farms
University of Regina	Saskatchewan	Queen Elizabeth II Diamond Jubilee Scholarship - University of Regina
University of Saskatchewan	Saskatchewan	Community Partnership for Food Security and Health
University of the Fraser Valley	British Columbia	Urban Food Systems in Dar es Salaam, Nairobi and the Fraser Valley: Capacity Building for Policy and Planning
University of Toronto	Ontario	Inclusive Innovation for Development: Creating a Network of Student Innovation Leaders
University of Toronto	Ontario	UTSC Centre for Critical Development Studies
University of Toronto – University of St. Michael's College	Ontario	Literacy and Indigenous Language Education in South Africa

## QES 2014 PROJECTS (ENDED DECEMBER 2019)

University of Toronto – Victoria University	Ontario	Enhancing Education in Health and Sciences
University of Toronto – University of Trinity College	Ontario	Establishing Right Relations: Advancing Development and Prosperity for Aboriginal and Settler Populations in the Commonwealth
University of Toronto – University of Trinity College	Ontario	Scholarship in Immunology as a Platform for Sustainable International Partnership
University of Victoria	British Columbia	CANCOM-COOP (Canada-Commonwealth Co-op): Developing world ready graduates through international STEM based work integrated learning (WIL)
University of Victoria	British Columbia	Crossing Borders: Experiential Learning and Scholarship across the Commonwealth
University of Waterloo	Ontario	Building Research Capacity in LMICs through the Global Index of Wellbeing (GLOWING) Project
University of Waterloo	Ontario	Waterloo-Singapore graduate student exchange in quantum information science and technology
University of Windsor	Ontario	An international palliative care collaboration: Engaging scholars and communities to support best practices
University of Windsor	Ontario	Canadian Commonwealth Scholarships in Water and Energy
University of Winnipeg	Manitoba	Incoming University of Winnipeg QEII Diamond Jubilee Scholars
University of Winnipeg	Manitoba	Outgoing University of Winnipeg QEII Diamond Jubilee Scholars and Interns
Vancouver Island University	British Columbia	Building Resilience in Coastal Communities
Western University	Ontario	Professional Masters Program on Global Health Systems in Africa
Western University	Ontario	Collaborative Research and Training Program on Global Health Systems in Africa
Wilfrid Laurier University	Ontario	Laurier-Ghana Partnership for Human Rights & Social Justice

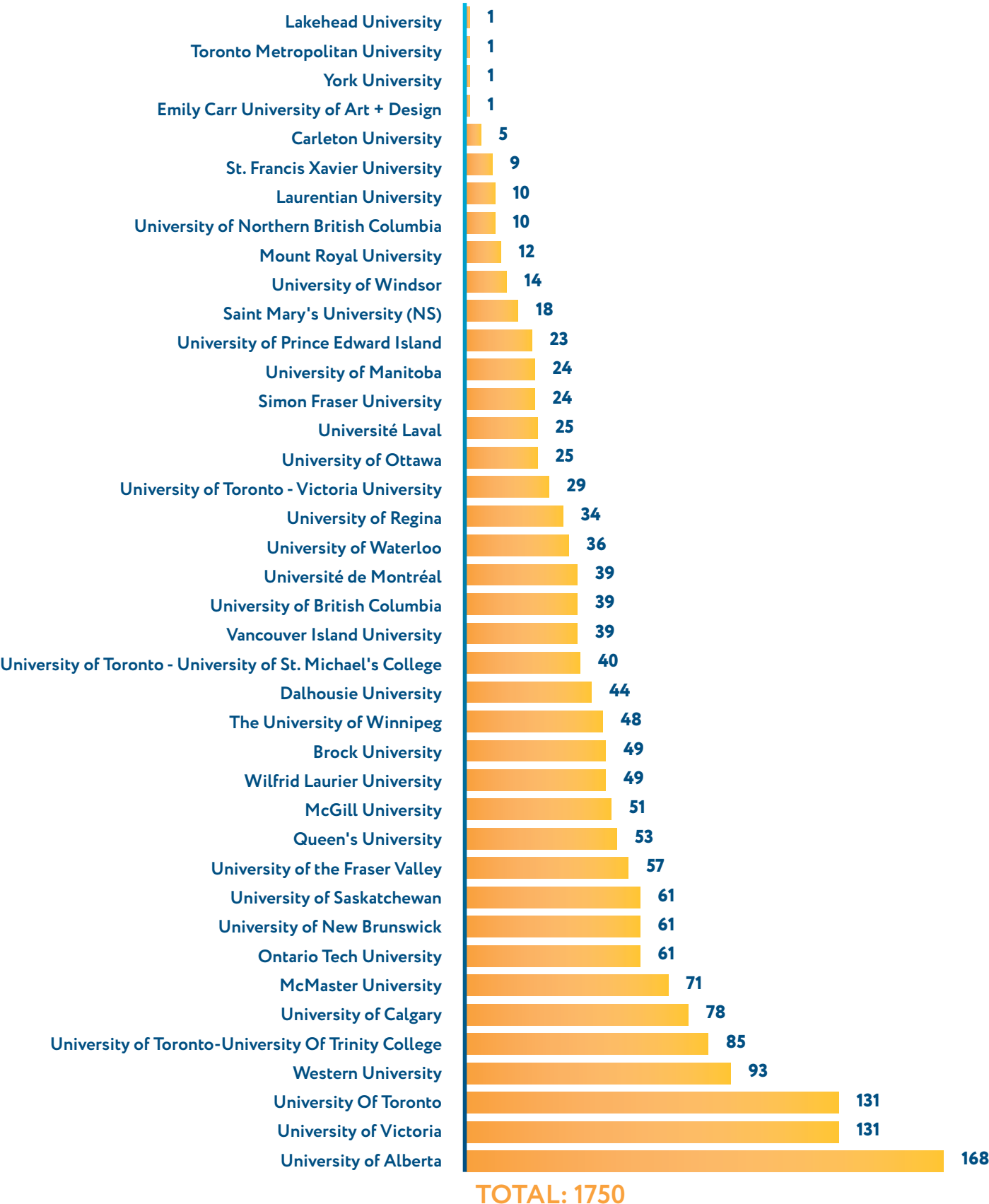
# Annex 2

## Total QEScholars by Canadian University

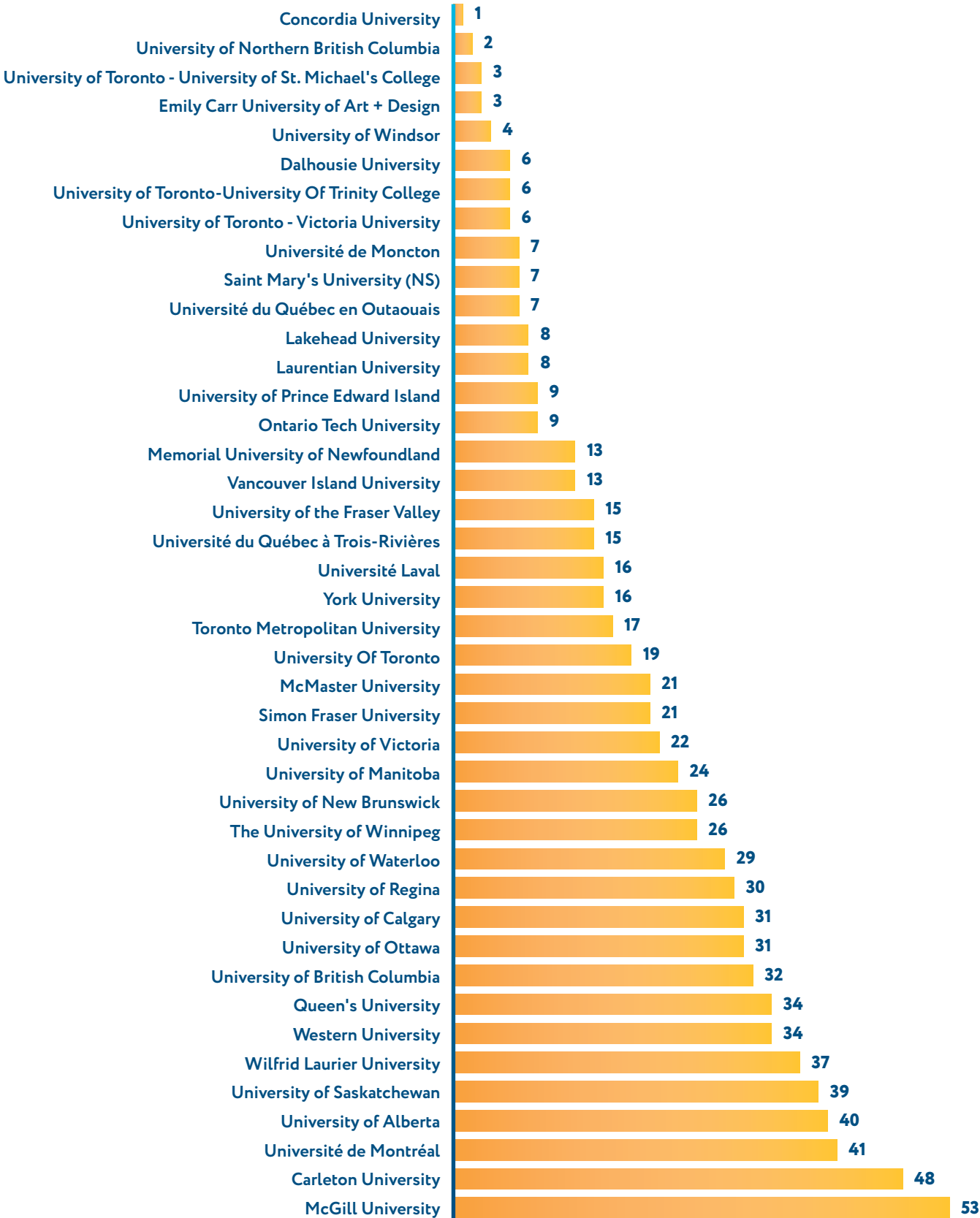
UNIVERSITY	NUMBER OF SCHOLARS
Concordia University	1
Emily Carr University of Art + Design	4
Université de Moncton	7
Université du Québec en Outaouais	7
Lakehead University	9
St. Francis Xavier University	9
Mount Royal University	12
University of Northern British Columbia	12
Memorial University of Newfoundland	13
Université du Québec à Trois-Rivières	15
York University	17
Laurentian University	18
Toronto Metropolitan University	18
University of Windsor	18
Saint Mary's University (NS)	25
University of Prince Edward Island	32
University of Toronto - Victoria University	35
Université Laval	41
University of Toronto - University of St. Michael's College	43
Simon Fraser University	45
University of Manitoba	48
Brock University	49
Dalhousie University	50

UNIVERSITY	NUMBER OF SCHOLARS
Vancouver Island University	52
Carleton University	53
University of Ottawa	56
University of Regina	64
University of Waterloo	65
Ontario Tech University	70
University of British Columbia	71
University of the Fraser Valley	72
The University of Winnipeg	74
Université de Montréal	80
Wilfrid Laurier University	86
Queen's University	87
University of New Brunswick	87
University of Toronto - University Of Trinity College	91
McMaster University	92
University of Saskatchewan	100
McGill University	104
University of Calgary	109
Western University	127
University Of Toronto	150
University of Victoria	153
University of Alberta	208
<b>TOTAL</b>	<b>2579</b>

# Canadian scholars by Canadian university

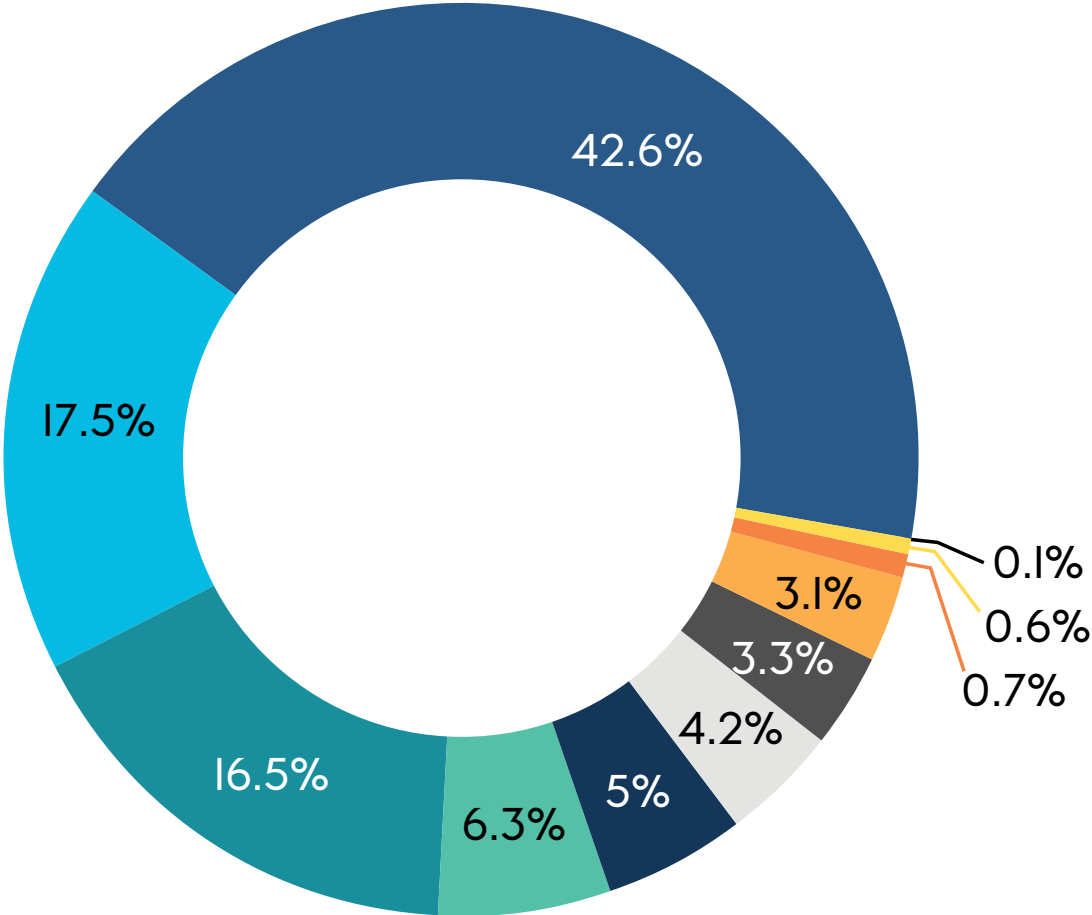


# International scholars by Canadian university



TOTAL: 829

# Scholar data and statistics by province



- Ontario
- British Columbia
- Alberta
- Yukon
- Quebec
- Saskatchewan
- Manitoba
- Nova Scotia
- New Brunswick
- Prince Edward Island
- Newfoundland and Labrador

# Annex 3

## Financial Reports

### QES 2017 Financial Report as at March 31, 2024

	2018-2024	Prior to Apr 2017	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	Total Actual
	<b>Budget</b>	Actual	Actual	Actual	Actual	Actual	Actual	Actual	
<b>Number of Scholars</b>	648	-	59	144	10	21	112	58	404
<b>Total QES Contribution</b>	5,622,887.00	-	459,628.13	1,434,896.12	402,210.38	328,535.50	1,004,411.20	540,746.73	4,170,428.06
<b>University/ Partner Contribution</b>	6,973,423.52	3,150.00	817,803.19	2,089,961.22	692,336.87	599,520.30	1,099,834.26	381,082.03	5,683,687.87
<b>GRAND TOTAL</b>	<b>12,596,310.52</b>	<b>3,150.00</b>	<b>1,277,431.32</b>	<b>3,524,857.34</b>	<b>1,094,547.25</b>	<b>928,055.80</b>	<b>2,104,245.46</b>	<b>921,828.76</b>	<b>9,854,115.93</b>

### QES 2019 Financial Report as at March 31, 2024

	2020 - 2025	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	Total Actual / Forecast
	<b>Budget</b>	Actual	Actual	Actual	Actual	Forecast	Forecast	
<b>Total number of scholars</b>	202	-	3	19	32	43	31	128
<b>Total QES Contribution</b>	1,792,764.00	-	15,343.00	202,681.08	371,746.21	472,817.43	265,000.00	1,327,587.72
<b>University/ Partner Contribution</b>	1,970,709.50	19,480.00	117,798.28	363,969.58	363,107.76	444,250.70	339,806.84	1,648,413.16
<b>GRAND TOTAL</b>	<b>3,763,473.50</b>	<b>19,480.00</b>	<b>133,141.28</b>	<b>566,650.66</b>	<b>734,853.97</b>	<b>917,068.13</b>	<b>604,806.84</b>	<b>2,976,000.88</b>

**QES-AS-WA** Financial Report as at March 31, 2024

	2020-2025	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	Total Actual / Forecast
	<b>Budget</b>		Actual	Actual	Actual	
<b>Total number of scholars</b>	<b>205</b>	7	27	45	84	<b>163</b>
<b>Total QES Contribution</b>	<b>2,899,999.98</b>	45,570.02	365,084.01	569,248.46	1,521,024.41	<b>2,500,926.90</b>
<b>University/ Partner Contribution</b>	<b>4,322,595.67</b>	670,996.56	869,880.41	1,168,791.13	1,299,851.26	<b>4,009,519.36</b>
<b>GRAND TOTAL</b>	<b>7,222,595.65</b>	<b>716,566.58</b>	<b>1,234,964.42</b>	<b>1,738,039.59</b>	<b>2,820,875.67</b>	<b>6,510,446.26</b>



QUEEN  
ELIZABETH  
*Scholars*

**#QEScholars**