



QUEEN ELIZABETH *Scholars*



RESILIENCE AND CREATIVITY IN THE FACE OF COVID-19



ANNUAL REPORT 2020-2021



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“Great opportunities exist in networks, and relating with people which is also important in research. Knowledge is not static and technology has made knowledge sharing and transfer easy and fast.”

Olayinka Adeniyi, QES-AS incoming scholar, University of Ottawa

Cover photos, top to bottom:

1. Michele Monroy-Valle (right), incoming QES-AS scholar, University of Saskatchewan, with two students from Universidad de San Carlos de Guatemala, doing field work in Chichicastenango, Guatemala in the area of malnourishment in children, pregnant women and elders.
2. Julia Jansen-Van Vuuren, incoming QEScholar, Queen’s University
3. From left to right: Kevin Duong, Emily Brown and Amandine Olimpiev, outgoing QEScholars, University of Alberta, doing their nursing practicum in Ghana.
4. Robbie Venis (left), outgoing QES-AS scholar, Carleton University, at SafeWater Ceramics of East Africa - A Tanzanian Social Enterprise Manufacturing Ceramic Water Filters in Arusha .

The Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES) program is funded by contributions from the provinces, the private sector and the Government of Canada. The QES Advanced Scholars program (QES-AS) is made possible with financial support from the International Development Research Centre (IDRC) and Social Sciences and Humanities Research Council of Canada (SSHRC).

A list of donors is featured on the website: <http://www.queenelizabethscholars.ca/partners/>



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EXECUTIVE SUMMARY

The Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES) program continued to offer emerging global leaders outstanding opportunities to develop their study, work integrated learning, research, leadership, networking and community engagement skills during a difficult year. The program's success in 2020-2021 reflects the resiliency of participating universities and QES partner organizations in the Global South and Canada.

In particular, QES project leaders acted quickly to repatriate QEScholars from around the world to Canada or other home countries as the COVID-19 virus spread in spring 2020. Project teams maintained strong relationships with partner institutions, even when no programming was being delivered because of the pandemic. Despite layered challenges, networking and leadership development still took place virtually.

Thanks to IDRC funding, a new RFP focusing on SDG 5 was launched, with Canada's universities again showing a huge interest. The QES-AS West Africa Selection Committee was able to have a very successful virtual meeting to advance this new initiative. New West Africa projects were onboarded virtually instead of through campus visits, which allowed participants from West African partner institutions and research placement partners to take part.

At every level over the past year, from partnership placements to scholar support and administration, the importance of personal relationships was highlighted – and those relationships made all the difference.

The QES program is managed through a unique partnership of the Rideau Hall Foundation, Community Foundations of Canada, Universities Canada and Canadian universities. Since 2015, 2231 scholars have been funded through 106 projects in 73 countries. Projects have been designed and led by 46 Canadian universities.

In follow-up surveys, scholars report improvements in their knowledge and skills, particularly their communication, technical and leadership skills, because of their QES experience. They also report an increase in their awareness of the issues facing local and global communities.

This report looks at how the QES program continued to develop a global community of scholars in 2020-2021 through leadership, networking, work integrated learning, study and research opportunities.

The following pages share an overview of what has been learned and accomplished this past year through evaluation data, anecdotes and lessons learned so that stakeholders can better understand the reach and lasting impact of this critical program, even during a year of such uncertainty.

“QEScholars who have successfully completed their placements have trained other faculty members at AKU and have increased their capacity through advanced research activities. The diversity within the QES has enabled AKU to look at various projects and strategies through a different lens and aspects that have ultimately improved project outcomes. The scholars have had an impact on the partnership, building capacity and mentorship between the Universities and expanding the research agendas between both institutions for joint opportunities.”

Fareena Feroze, Manager, University Partnership Office, The Aga Khan University, Pakistan, University of Calgary partner



SANDRA CHOI (LEFT), UNIVERSITY OF MANITOBA AND KAYLIN ARASON (RIGHT), UNIVERSITY OF VICTORIA, OUTGOING QESCHOLARS, TRAVELLING OUTSIDE OF BANGKOK, THAILAND.

>> **Scholar profile**

Environmental scientist 'Kristal Ocean' leads youth activism against plastic pollution



Kristal Ambrose, also known as 'Kristal Ocean,' has taken an unusual path in marine sciences – she was a researcher first, then went to university.

"I started my academic career in reverse," says the 2017-18 QES Scholar, "working first in marine sciences as a research assistant, right out of high school." She's been in the field for 14 years now, leading both research efforts and impactful youth activism against

plastic pollution in the waters of her home country, The Bahamas.

After sailing across the Pacific Ocean in 2012 to study the Western Garbage Patch, Kristal returned home and started a plastic pollution revolution. In 2013, she began The Plastic Beach Project; a citizen science project to study plastic concentrations on beaches of The Bahamas. She then started the non-profit Bahamas Plastic Movement (BPM) to raise awareness and find solutions to the growing problem.

Through the BPM, Kristal has spread the word on the plastics crisis with thousands through educational lectures, summer camp programs and citizen science projects around the world.

Kristal took part in the QES program while completing her master's studies at Dalhousie University in Marine Management, with a focus on plastic pollution research.

While a QES Scholar, she moderated an event at the United Nations Environment Assembly meeting in Nairobi, Kenya on international governance for marine litter. In 2018, Kristal and her youth delegation successfully advocated for the banning of single use plastics, Styrofoam and balloon releases in The Bahamas by 2020.

"I wouldn't be in this next step in my academic career if it wasn't for that QES opportunity."

Kristal Ambrose, incoming scholar 2017-2018, Dalhousie University

Kristal is a 2020 recipient of the Goldman Environmental Prize, the world's most prestigious award for grassroots environmental activists.

She recently moved to Sweden to pursue her PhD in marine debris monitoring. She's scaling up her research, looking at the various methods of data collection around marine plastics used in Caribbean, with plans to use the findings to inform public policy.

Kristal says taking part in the QES program was a vital step in advancing her research career. "I wouldn't be in this next step in my academic career if it wasn't for that QES opportunity. That research component was so important to me. I had great research supervision and the experience opened so many doors."

Through QES, Kristal did an internship in Norway and built connections there, something she's found very beneficial in transitioning to her PhD in Sweden.

Over the longer term, Kristal says she would like to establish a regional database on marine plastic and train "people to go out and collect data on a consistent basis" – while continuing to grow the Bahamas Plastic Movement.

Where are they now?



Zahra Dhubow

Outgoing scholar 2016, International Development, Saint Mary's University

Went to Uganda

Currently: pursuing a Master's of Public Administration at Dalhousie University. Until recently, coordinator at Immigrant Services Association of Nova Scotia (<https://www.isans.ca>)



Ali Akbar

Outgoing scholar 2017, Public Policy and International Development, University of Toronto

Went to Tanzania

Currently: Policy Intern, Deputy Minister's office, Ministry of Long-Term Care, Province of Ontario and finishing a master's degree in Public Policy and Administration at Ryerson University

INTRODUCTION

Emerging leaders from across Canada and around the world are learning the power of knowledge, inquiry, discovery and community engagement through the QES program. They're creating lasting impacts at home and abroad through cross-cultural exchanges encompassing international education, hands-on research and professional experiences.

These formative experiences are enabled through innovative international projects designed by Canadian universities – projects that reflect each institution's expertise and their collaboration with over 650 institutions worldwide. Projects build on each university's strengths, with objectives that meet the needs of their scholars, faculty and administration.

Collaboration and decentralization

The success of the QES Program has been attributed to its unique partnership model and project decentralization. The QES Program is managed by three partner organizations – Rideau Hall Foundation, Universities Canada and Community Foundations Canada – with the support of government bodies, crown corporations, private sector organizations and universities. (See Annex A: A Unique Partnership)



ALLAN YU IWAMA (RIGHT) INCOMING QES-AS SCHOLAR, YORK UNIVERSITY, DOING FIELDWORK IN CHILOÉ ISLAND, CHILE, INTERVIEWING PATRICIO COLIVORO, INDIGENOUS MAPUCHE-WILLICHE FROM THE MON FEN OF YALDAD COMMUNITY.

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 through 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.

650+
PARTNER
ORGANIZATIONS

2020-2021 AT A GLANCE

The QES program, having just completed its sixth year, continues to build a track record of success in supporting and developing global leaders.

By the numbers, since 2015:

2231

scholars funded

106

projects supported

46

Canadian universities

73

QEScholars going to/
coming from 73 countries

By the numbers, this reporting period

(April 1, 2020 to March 31, 2021)

86 new scholars
received funding

QES 2014/2017 Scholars

98%

of scholars reported
increasing their
knowledge and skills

85%

of scholars reported
increased leadership skills

94%

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

QES-Advanced Scholars

97%

of scholars reported
increasing their
knowledge and skills

93%

of scholars reported
enhanced leadership,
professional, research
and soft skills

100%

of scholars reported
receiving transferable
technology or science
skills training

Stats are cumulative

For a complete list of projects by
Canadian university, please refer to
Annex B.

Scholars' reflections

Nolan Hokanson, outgoing QEScholar, University of Alberta

"I learned that I have a very limited view of the world that is determined and influenced by the country that I was raised in, the family that I have, and the experiences I have had over my life. I have learned that the lens that I view the world through is unique to me, but it doesn't mean that I am seeing the whole picture."

Bertha Vallejo Carlos, incoming QES-AS scholar, University of Ottawa

"The Research Placement Partner gave me the opportunity to analyze the relevance that technological management within a firm has on its resilience, particularly to face challenges of unknown duration, such as COVID-19. I loved the long chats and conversations with other members of the team, particularly the different disciplines perspectives on the same problem."

Leena Barisa, outgoing QEScholar, Queen's University

"Leadership comes in many different forms. I always think of leadership as being the person who is loudest or in charge. But leadership can also include being an organizer or leading by example through behaviour. I am a relatively shy person and I have learned that I can still be a leader even if all the attention is not on me."

Hafiz Muhammad Umar Raza, incoming QES-AS scholar, Simon Fraser University

"Networking with researchers at SFU and industry made strong networks for mutual benefits. I am extremely satisfied with the level of engagement in networking activities during the research program."

"The QES-AS programme is one of only a few programmes that has responded directly to the needs and constraints faced by Southern researchers."

Gareth Hayson, African Centre for Cities, University of Cape Town, South Africa, Wilfrid Laurier University Partner

Leadership and networking

QEScholars continue to develop their leadership and networking skills by immersing themselves in different cultures and participating in projects that make the world a better place. By focusing on the pillars of *leadership and networking* the QES program further strengthened its global community of young leaders over the past year.

Where are they now?



Kyle Wiebe

Outgoing scholar 2017, Urban Planning, McGill University

Went to Kenya

Currently: Associate, International Institute for Sustainable Development
<https://www.iisd.org/>



Jeremy Wagner

Outgoing scholar 2015, Political Science, University of the Fraser Valley

Went to Tanzania

Currently: completing a PhD in Global Governance and QES-AS funded Research Fellow, Hungry Cities Partnership program at the Balsillie School of International Affairs

The pandemic pivot:

How QES- Advanced Scholars (QES-AS) projects adapted and got creative in response to COVID-19



VANDANET HING, INCOMING QES-AS SCHOLAR, UNIVERSITY OF VICTORIA, SAYING GOODBYE TO COLLEAGUES DURING THE PANDEMIC.

The QES-AS program was no exception to the tumult caused by the COVID-19 pandemic within higher education and research communities this past year. Some research activities were temporarily shelved. Other plans shifted in scope and methodology. At the same time, creative thinking and innovative solutions opened up new opportunities and revealed a few silver linings.

The conference conundrum

Seminars and conferences are fundamental to knowledge sharing and networking among QES-AS funded researchers. But this year in-person events weren't an option.

"For some of them it was just so smooth," says Ellie Perkins, project lead at York University. "[Scholars] just said, 'okay we'll do this online.'" York's three-year project brings together scholars from around the world to research climate justice and democratic commons governance in the context of an innovative ecological economics partnership.

Dr. Perkins says some scholars made special efforts to share their webinars within the QES-AS network. In the case of York's Brazilian scholars, they created the [QES Climate Justice Webinar: Open Science and Citizen Science to Promote Climate Justice](#), where several QES Climate Justice scholars and collaborators presented on their respective QES Climate Justice projects.

Scholars go the distance

Despite the more limited bandwidth and extreme pressures on many African researchers, one of York's South African scholars organized an entire webinar series on climate justice, "with big name speakers," she says. With Dr. Perkins' help, he reached out to other QES-AS scholars and universities to invite their participation.

Several QES-AS scholars with the University of Ottawa's project, [Open African Innovation Research: New and Emerging Researchers in West Africa](#), found creative ways to keep their research going, including using part of their QES-AS funding to pay for consultants in another country to conduct field work. Others created new collaborations within the project to complete their work. For example, a scholar living in Nigeria collaborated with another who was unable to travel there for her field work.

"Almost everyone else couldn't do field work or was significantly

delayed so several had to change their topic," says Victoria Schorr, project lead at the University of Ottawa. "Some reformulated their scope of work."

Externships challenge

Many project leads found externship placements challenging during the pandemic. "In one case, I spent eight months trying to find people places and getting no response or a yes and then they backed out," says Ms. Schorr.

Others had an easier time transitioning to an online placement. Grace Marquis, project lead with [McGill's LINKiN-Ghana project](#), says one scholar was supposed to work at a partner's offices, but since it involved computer work the placement easily transferred to a virtual placement. The McGill University-University of Ghana partnership project seeks to improve the lives of adolescent girls and women farmers in rural Ghana through expanding knowledge and skills, and improving access to services and markets.

Scholars at Ryerson University's QES-AS project, Strengthening Resilience to Climate Change in Colombia, had finished computer modelling and were ready for field work on the intrusion of saline water into Colombian coastal aquifers, where residents normally get fresh water, when the pandemic arrived.

The team was looking at the problem of flooding and rising sea levels, which causes salt water to go through soil and sand and eventually reach aquifers, causing contamination. "Most of these aquifers are now contaminated with saline water," says Mehrab Mehrvar, project lead. "It's a danger."

But the field work was impossible in a country hard hit by COVID-19. "There were also protests against the governments and lockdowns," says Dr. Mehrvar. "I've never seen Colombia in such a situation."

To secure externships amid these challenges, Dr. Mehrvar reached out to research partners to find ways scholars could work remotely to address problems the partners were having.

"They listed all these problems and with the help of some other professors from Colombian universities, we broke down the problems and came up with solutions and projects. For example, one of our QES-AS scholars was responsible for writing two manuals: "Guide to the Formulation of Plans of Sanitation and Management of Discharges" and "Handbook for Management and Handling Solid Waste" for the City of Cartagena, Colombia. She did not have to go to the place; she did it on computer."

Layered hardships

For many scholars, the hardships caused by COVID-19 are layered.

"Most of our scholars are women, most have children. When schools are closed...and most are doing post-doc or PhD at the same time [it's very difficult]," says Ms. Schorr. "A number of them or their partners work at jobs or they [lost their jobs], so they are also having financial burdens that they were not expecting. This caused delays in their research."

Dr. Marquis has seen delays as well. "There are multiple levels of delay. At the University of Ghana there are delays because of changes in schedules. Faculty are teaching twice as much because of split classes. It puts limits on going out into the field for some.

“One of our scholars has three young girls and they are at home,” she says. “So trying to get everything done is a challenge.”

Remote leadership

The same kinds of university issues affected project leadership and administration in Canada. “I would say there was a delay with all York staff working from home,” says Dr. Perkins. “It has made the bureaucracy a little more challenging for things such as transferring funds.”

On the bright side, Dr. Perkins says communicating with international scholars has still gone smoothly. “They answer me so quickly,” she says, adding that she is also mindful to pass along “anything that sounds like an interesting webinar or conference that they might be able to participate in” during the pandemic.

“Some respond that they don’t really have the bandwidth to participate,” she says. “There are differences in access to technology and the hardships they face.”

For Dr. Marquis, not being able to travel to Ghana and work with scholars on the ground has been a big setback.

“Ghana is the centre of my research, so I am regularly there. I have great colleagues in Ghana but for me it’s a challenge because I can’t be there. So we do the best we can.” That means having regular project conferences and conversations online with all the scholars, but she says, “it’s not the same as being able to get out in the field.”

Project leadership during the pandemic has meant finding new ways to add value. At Ryerson, Dr. Mehrvar gave all the scholars access to the university library for e-books and journals. “They are very productive,” he says. “And they love this project.”

Last-minute travel problems were also a major challenge for project leads. At Ryerson, “it was really challenging because they closed the airports in Colombia,” says Dr. Mehrvar, noting that some international scholars were stranded in Toronto.

“Some had to stay longer than they were supposed to.” That meant additional emails and budget analysis. “Sometimes hundreds of emails in one day...We had to squeeze [funds] from here and there to support them.”

Waterloo also worked to support scholars stranded by border shutdowns. “A number of students were stranded here when the pandemic hit,” says Kevin Boehmer, managing director of the university’s Water Institute and project co-ordinator. “We really had to ensure their health and safety first and foremost. Some were here so long that they wrote extra research papers that weren’t originally planned.”

Other QES-AS scholars with Waterloo’s project, [Water Security as a Foundation for Healthy Communities and Sustainable](#)

[Livelihoods](#), were unable to travel to the university. “The mobility issue put a stop to a fundamental building block of the whole QES program,” says Mr. Boehmer. “We still haven’t been able to change that, other than getting students home eventually.”

Silver linings

In most aspects of life during the pandemic, there have been a few silver linings – and the QES-AS program is no exception.

At the University of Ottawa, new externship opportunities opened up with more virtual work options. “The one advantage was you no longer had the residence requirement,” says Ms. Schorr. “So I did get people placements in other locations that would not have worked otherwise.”

For one Waterloo researcher, the pandemic enriched her findings. Before the pandemic, she had collected field data on emergency preparedness for water and sanitation at Kenyan health facilities. She wanted to investigate the resiliency of these facilities. When COVID-19 struck, she decided to revisit her interviewees virtually and collected a second set of data.

“It was a live experiment,” says Mr. Boehmer. “A comparative analysis... This is going to make for a much stronger piece of research.”

In another example, a Waterloo professor was able to recruit more female scholars because the usual requirement of spending 90 days in Canada – a barrier for some women – was dropped during the pandemic.

With conferences going virtual-only, Waterloo found their African and Asian scholars were able to participate in more events that would have been prohibitive in cost if physical attendance was required.

Mr. Boehmer also reports that some scholars found being stranded in their home community gave them more time for meaningful community engagement. One Waterloo scholar said the extra time allowed him to help youth groups and primary schools write proposals for infrastructure improvements to the school system.

“People put the extra time to good use,” says Mr. Boehmer.

“The pandemic hurts, yes, but we learned a lot of lessons too,” says Dr. Mehrvar. “Before we didn’t have Zoom calls. Now we have weekly virtual meetings that even include QES alumni scholars because they are interested in continuing this project. Some of them are professors now. So that is the positive impact that came out of the pandemic.”

Two of these QES alumni were awarded Emerging Leaders in the Americas Program (ELAP) scholarship to come back to Dr. Mehrvar’s Ryerson University Laboratory to continue the experimental research work they missed during pandemic. They will return to Ryerson University in January 2022.

Where are they now?



Christiane Ndedi Essombe

Outgoing scholar 2015, Public Health, Université de Montréal

Went to Tanzania

Currently: Equity, Diversity and Inclusion Strategic Advisor, Doctors without Borders Canada
<https://www.doctorswithoutborders.ca/>



Valdine Flaming

Outgoing scholar 2017, Disability Studies, University of Manitoba

Went to New Zealand

Currently: Indigenous Project Officer/ Indigenous Curriculum Specialist, University College of the North <https://www.ucn.ca>

Cultivating *leadership*

In addition to the daily leadership development opportunities QEScholars experience, participating universities offer a variety of special events focused on leadership skills. In 2020-2021 these included:

University of Alberta (QES-AS)

At the University of Alberta, the Peter Lougheed Leadership College, in collaboration with the Global Nursing Office, presented a session on "When Leadership Gets in the Way of Leading". Participants worked interactively with Dr. Cristina Stasia, Director of Instruction, Provost & Vice-President Academic

Lakehead University (QES-AS)

Lakehead University offered "Skills of Communication" a full-day course featuring the tools and tips of better verbal communication. It tested assumptions and mental models and taught the Ladder of Inference. The course goal was to make researchers more aware of the tools available to help them become better communicators.

University of Waterloo (QES-AS)

The University of Waterloo's Water Institute offered Water Leadership HQP training seminars. Water Leadership is a program offered by the Water Institute that help participants develop applied research impact skills to help catalyze knowledge into action. The training sessions cover a range of topics related to Knowledge Mobilization (KM) and leadership development.

» Project Profile

Advancing gender equality by empowering healthcare professionals in West Africa



FROM LEFT TO RIGHT: PROF MARIE HATEM, UNIVERSITÉ DE MONTRÉAL; 2018 NOBEL PEACE PRIZE WINNER DR. DENIS MUKWEGE; PROF LISE LAMOTHE, UNIVERSITÉ DE MONTRÉAL; AND DR CHRISTINE AMISI, EXECUTIVE SECRETARY OF THE PANZI FOUNDATION.

(ESPUM), plans to address through a new QES-Advanced Scholars West Africa project. The initiative is rooted in the university's Hygeia network, led by Prof. Hatem. The network aims to strengthen gender equality and equity in global healthcare and combat violence against women, female adolescents and girls.

Benefiting from a close collaboration between the ESPUM and the faculties of medicine, nursing, law, arts and sciences, the QES-AS West Africa project will also rely on important African partners: the West African Health Organization (WAHO) and its network in 15 countries; the ICART-PANZI Center, directed by the renowned gynecologist and Nobel Peace Prize winner, Dr. Denis Mukwege; the Denis Mukwege Center of Excellence of the Evangelical University in Africa; the Higher Institute of Nurses and Midwives (ISSI-Kinshasa); and the Civil Society Health Network of the Democratic Republic of Congo.

Twenty Francophone scholarship holders from West Africa and Canada (at least 60% of whom are women) will enhance

It's difficult to empower women if the professionals trying to help them are not themselves empowered. That's a challenge facing efforts to advance gender equality in West Africa, and one that Marie Hatem, professor at the School of Public Health

their skills through research activities, community internships, webinars, conferences and workshops. These formative activities will be offered in social-health and legal settings from an experiential, transformational and interdisciplinary perspective.

Prof. Hatem and her team plan to launch the first scholar competition in summer 2021, so that host organizations and supervisors can receive the first candidates during the 2022 winter and spring semesters.

She plans to travel to West Africa this summer to help launch the project there, and has been in discussions with partners about potential externships in the Democratic Republic of Congo. "We are confident we will have the partners in place for welcoming and supervision of the scholars," she says. Community partners and supervisors are already in place in Montreal for incoming scholars.

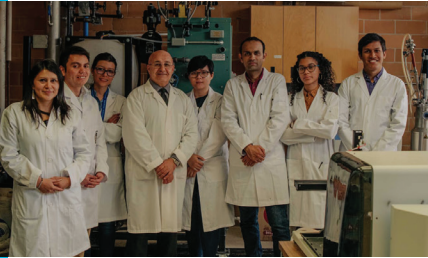
Initial research will include a review of all nursing and midwife programs in 15 countries. Programs for physicians will be reviewed next, all with an eye to developing a culture of research and evidence-based thinking and practicing in healthcare professions.

The QES-AS West Africa project has the potential to build a strong network to support the continuation of this work, says Prof. Hatem. "It's a small number of scholars but it will be a starting point to develop the network. These people will be connected to both the QES network and our own network around the world."

"The big project idea is to help empower all health resources and institutions working with women to reinforce what exists, develop what doesn't exist and make them a model for the region and other programs and countries," says Prof. Hatem. "So, in the long run, mutual aid would take place among the resources of the African network, essentially."

>> Project Profile

Scholars address climate change impact in coastal Colombia



DR. MEHRAB MEHRVAR (4TH FROM THE LEFT) WITH QES-AS SCHOLARS IN THE LAB AT RYERSON.

Climate change is exacerbating problems such as flooding, coastal erosion and droughts in the Colombian Caribbean Region – affecting food security, soil biodiversity and livelihoods. At the current rate, a loss of 17 to 20 per cent of the land is predicted to occur within the next 50 years.

Dr. Mehrab Mehrvar, Associate Chair for Graduate Studies in the Department of Chemical Engineering at Ryerson University and the project lead, is working to change this outcome with the help of the QES Advanced Scholars program. Ryerson's QES-AS project, Strengthening Resilience to Climate Change in Colombia, focuses on the problem of salinity intrusion into aquifers, where residents would normally get their drinking water. With sea levels rising, saline water is seeping through the sand and soil, contaminating aquifers.

Eighteen researchers from Colombia and Canada, many at the doctoral level, have worked on the project so far, collaborating with the University of Cartagena, the National University of Colombia, the Colombian School of Engineering and Western

University. With the support of the QES-AS program, at the University of Cartagena, an experimental model was developed to mimic the effects of the rising sea level on aquifers, allowing for data collection and analysis.

"The scholars were grouped into different projects, working on experimental or theoretical work to predict how long it takes for aquifers to get contaminated," explains Dr. Mehrvar.

Plans for field work recently had to be adapted because of the COVID-19 pandemic. Discussions with Colombian partners identified impactful projects the scholars could work on remotely. In one case, a QES-AS scholar developed two manuals on solid waste collection, disposal and management to meet needs of Cartagena, a port city on Colombia's Caribbean coast.

"They were very successful," Dr. Mehrvar says of the QES-AS scholars. They travelled to new places, expanded their knowledge on the culture and language. Since the start of the pandemic, they have continued their work using simulation, computer work and online correspondence. The QES-AS project has created space for collaboration between current and alumni QES-AS scholars.

Along with several publications in peer-reviewed journals and presentations in international conferences, QES-AS scholars are in the process of publishing a book on the project.

Update on Latin American projects

In April 2020, six Canadian universities were to begin QES activities funded by The Waugh Family Foundation. COVID-19 had a direct impact on the launch of all six projects and it is hoped that scholarships will be offered in the near future. Canadian universities and their Caribbean partner institutions are eager to move forward and over the past year have focused on maintaining their relationships through emails, developing MoUs, bi-monthly/quarterly check-ins and online meetings using video conferencing platforms such as WebEx, Zoom and Microsoft Teams.

"The scholars... [worked] on experimental or theoretical work to predict how long it takes for aquifers to get contaminated."

Project lead Dr. Mehrab Mehrvar

Outstanding *networking* opportunities

Contributing to lifelong learning McGill University (QES-AS)

McGill University's Dr. Nii Addy organized an event for the McGill Community for Life-Long Learning where multiple scholars presented their work to retired professionals. This was an excellent opportunity for scholars to interact with their cohort of scholars as well as others.

Keeping scholars connected University of Toronto (QES-AS)

The University of Toronto project created a What's App group to facilitate a community of practice, informal feedback and learning among the cohort of scholars. Scholars continue to stay connected with each other via this platform.

Collaborating virtually University of Victoria (QES-AS)

The University of Victoria and the Jigme Singye Wangchuck (JSW) School of Law in Bhutan organized and co-hosted the Conference on Public Law, Legal Orders and Governance in Asia (online), involving current and former QES-AS scholars.

Guiding young researchers Queen's University (QES-AS)

Queen's University reports that two Thai/Burmese research partners helped on the supervisory committee of two Queen's undergraduate research students.

Sharing knowledge online

University of Ottawa (QES-AS)

The University of Ottawa organized Monthly Brownbag Seminars at each hub – initially in person and online during



BRUNHEL VAMBI N'TAMBU (LEFT), INCOMING QES-AS SCHOLAR, UNIVERSITÉ DE MONCTON UNDERTAKING FIELD RESEARCH ON AGROFORESTRY SYSTEMS FOR YAM PRODUCTION TO IMPROVE FOOD SECURITY IN THE DEMOCRATIC REPUBLIC OF CONGO, WITH DR. DAMASE KHASA, HIS RESEARCH SUPERVISOR, UNIVERSITÉ LAVAL.

pandemic. Now the entire Open AIR network can participate in these seminars, regardless of location. QES-AS Fellows present their research in a closed setting, allowing them to bounce ideas off each other and be inspired for comparative and collaborative research.

>> Scholar profile

Scholar helps inform climate-smart agriculture in Pakistan



SAJIDA SULTANA AT THE 24TH UNITED NATIONS CLIMATE CHANGE CONFERENCE (COP24) HELD IN POLAND.

Through the University of Waterloo's QES-AS project, Sajida Sultana – enrolled in a PhD program in Social and Ecological Sustainability – was able to provide valuable research insights related to technological advancements in agriculture to organizations on the ground in Pakistan.

In particular, the United Nations Development Program – GEF Small Grants Program (UNDP GEF-SGP) proved to be an excellent Research Placement Partner on the ground in Pakistan, in

collaboration with partner institution Sindh Agriculture University Tandojam (SAUT). "They provided me all the right connections," she says. Dr. Sultana was guided by local stakeholders in selecting the five areas within Sindh province that would be the focus of her research.

"It was very interesting to see comparisons among the study districts, where climate-smart practices and technologies were already being used."

Most striking was the disparity between resources and facilities in the different study districts. In some communities the urgent need for basic resources like clean water and food understandably took priority over any exploration of CSA technological advances and practices in agriculture.

"Even if we introduced a new policy [for climate-smart agriculture (CSA)] it wouldn't help because there was no water there, in some areas," she says. "We compared that with areas where there is plenty of water, and good facilities. What I saw was that adaptability is easier there, compared to other areas where there are so many social and economic issues involved."

The timing of Dr. Sultana's QES-AS research was fortunate, as the government of Pakistan was just starting to develop a CSA policy for the country. The concept was fairly new there, and Dr. Sultana explained to many stakeholders what CSA means.

During her research, she attended International Agriculture Conference organized by SAUT in Pakistan, where she shared her research experience with participants from different countries. She later shared her research findings at the United Nations Framework Convention on Climate Change (UNFCCC) conference - 2018 in Katowice, Poland, which was well received by the Ministry of Climate Change in Pakistan. After her research she worked for UNFAO for one year as a Climate Smart Agriculture Specialist. Her results expertise helped inform the work of the UNDP and UNFAO.

Her findings highlighted the disparities she found, and their impact. She stressed that "some communities were not talking about agriculture; they were talking about other issues like having no electricity and no water and health issues. We have to be very sensitive to these other issues people are suffering from."

Dr. Sultana proposed that interventions focus on developing a package of supports before going into a community to introduce new CSA practices and technologies.

“The Center is more confident in designing research training program in which QEScholars become key resource persons to provide the training and to be the speakers for our research conferences. Another noticeable support for the Center is their improved capacity to help the Center draft research grants and proposals.”

Soy Kimsan, Director, Center for the Study of Humanitarian Law, Cambodia, University of Victoria partner

» Project Profile

Concordia project to promote gender equality lays foundation for long-term collaboration with West Africa

Project Lead Océane Jasor, assistant professor in sociology and anthropology, hopes Concordia University’s first QES project – Gender equality and the decolonization of knowledge: transnational collaboration between West Africa and Canada – will strengthen African studies at the university and establish a long-term collaboration with West Africa.

Part of the QES-Advanced Scholars West Africa (QES-AS-WA) initiative, the Concordia project comprises 16 researchers – eight from Concordia and eight from West Africa. Five scholars from Concordia have already been identified and Dr. Jasor is still working with her partners in Senegal, Ghana and Ivory Coast to complete the team there.

The scholars will bring a multidisciplinary lens to their work, with areas of expertise including women’s studies, geography, English literature, political science and international relations – all with a focus on gender and/or Africa.

“We’re all coming from different disciplines to bring a different critical framework but also a specific methodology and challenge some of the core theories for the disciplines we all reside in by getting knowledge from the ground up, lived experiences,” says Dr. Jasor.

QES-AS-WA projects all focus on the United Nations’ Sustainable Development Goal 5, which states that gender equality is not only a fundamental human right but also a necessary condition for the establishment of peaceful, prosperous and sustainable societies.

Julio Sevilla, international project manager at Concordia International, says the project also reflects Concordia’s growing

commitment to collaborative global research.

“We’re thrilled that Concordia University has joined the Queen Elizabeth Scholars (QES) family”, he says. “This is an exciting opportunity for increasing our social impact and forging closer partnerships with West African partners and other QES participants across Canada.”

Concordia’s QES-AS-WA scholars will explore global gender discourses and the advancement of transnational feminist practices.

“The project focuses on localized and context-based responses on the ground to transnational discourses, to gender mainstreaming,” says Dr. Jasor. “We want to complement and complicate, if possible, those kinds of mainstream discourses with discourses and practices from below. We’re looking for local agency, local agendas and local responses to those big transnational responses to see what the tensions are and also the opportunities to move gender equality forward.”

“The really important aspect is community immersion, being really immersed in the everyday realities and lived experience of men and women involved in community organizations, NGOs, and partnering with them on the ground in Canada and West Africa, especially Ghana, to get to the core of what they are trying to do.”

Activities will include conferences, workshops, joint publications and partnerships with various women’s organizations, from both Canada and West Africa, such as the Table des Groupes de Femmes de Montréal.

Where are they now?



Stephen Omondi

Incoming scholar 2017, Biological Sciences, Université Laval

From Kenya

Currently: Deputy Regional Director, Central Highlands Ecoregion Research Program, Kenya Forestry Research Institute <https://www.kefri.org/>



Oluwayemisi Olugboji

Incoming scholar 2015-2017, Computer Science, University of Winnipeg

From Nigeria

Currently: Business Intelligence Developer, Canada Revenue Agency

» Scholar profile

Internship in elite sports brings undergrad out of comfort zone



JOSHUA FERNANDES (LEFT) FACILITATED AT THE BOTSWANA NATIONAL OLYMPIC COMMITTEE COACHES CONFERENCE.

Joshua Fernandes heard about the QES during first year in sports management at Brock University. He was keenly interested, but thought, “there is no way I’m going to get this.” He saw it as a dream at the time, but that dream came true in fourth year.

He was a big track and field fan at the time, and his favourite athlete was in Botswana – one of the host countries for Brock’s QES placements. Brock’s QES project was a collaboration with Commonwealth Games Canada, which oversaw all placements.

Joshua says he had always played it safe in life, so traveling to Botswana for research was a big step outside of his comfort zone.

“I said, ‘I have this opportunity in front of me and I need to take it.’”

In Botswana, he joined other students in work on Long-Term Athlete Development for the country’s badminton federation. They met with national team coaches, administrators and clubs in gathering the information they needed to develop a strategy.

“We found a lack of communication from top to bottom,” he says. “So we wanted to develop those communication lines.”

Along the way, Joshua and the other scholars learned that solutions in one country don’t necessarily transfer to another.

“QES is life changing.”

Joshua Fernandes, outgoing scholar 2019, Brock University

“I think we were very ignorant at first,” he recalls. “We thought everything would work like in Canada.” After learning that lesson, they set about making modifications that would suit the country. For example, the job of head coach of a national team is not necessarily full-time in Botswana, so coaches may not be able to communicate at all times.

“I think for me it gave me perspective,” he says of the QES experience. “I thought it was just going to be sports all the time in Botswana, but it wasn’t like that...I met so many people outside of the sports industry who were able to provide guidance on my future career path.

“QES is life changing.”

In particular, he was moved by the sense of community he encountered. “I felt that in Botswana and it really stuck with me.”

That community experience fit well with Joshua’s first job after graduation, as programs and outreach coordinator with the Toronto Inner-City Rugby Foundation – an organization dedicated to building community through rugby. The foundation works in 31 of Toronto’s underserved, low-income neighbourhoods to reduce the financial, geographical, and cultural barriers that prevent children and youth from participating in the sport.

Where are they now?



Saurabh Patankar

Incoming scholar 2016, Forestry/Wood Science, University of British Columbia

From India

Currently: Assistant Professor, Institute of Chemical Technology, Bhubaneshwar Area, India



Zohra Lakhani

Outgoing scholar 2018, Curriculum Studies and Teacher Development, University of St. Michael’s College

Went to Kenya

Currently: Senior Policy Analyst, Global Affairs Canada

QES-AS Longitudinal research study

Through an ongoing longitudinal study launched in 2017, Universities Canada is investigating the multilevel impact of the QES-AS scholarship. Focusing first on scholars, the study examines contributions of international research exchanges to several scholar outcomes. These include scholar collaboration, research quality, and development of leadership and global competencies. With QES-AS featuring a project-based approach involving Canadian institutions, LMIC partners, and community research placements, the study also focuses on gains to participating organizations. Finally, the study is looking at improving understanding of gender-sensitive, equitable and inclusive international scholarship programming to inform future scholarship design. For more information and preliminary findings, please refer to [Annex E](#) of the report.

>> Scholar profile

QES experience leads researcher to develop mental health screening tools



SAMUEL ADJORLOLO
AT THE UNIVERSITY OF
GHANA.

Samuel Adjorlolo is one of the QES-Advanced Scholars from Ghana working on the University of Alberta's Coming Together Project. The initiative is part of a larger partnership between the university's Faculty of Nursing and the University of Ghana's School of Nursing to develop a community of global nurse scholars and leaders.

Dr. Adjorlolo's research focus is maternal and child mental health. In this QES-AS project, he is examining maternal mental

health in Ghana, with plans to extend to other low- and middle-income countries (LMIC).

"My interest is in examining the mental well-being of pregnant humans," he explains, "to follow up with them from one trimester to next until they deliver so I can understand how mental health conditions change over time and what is responsible for that, what factors influence it. [That will show] how can we minimize the risk factors."

Dr. Adjorlolo collected data until October 2020 for the first phase of his QES-AS research, towards his target of interviewing 702 pregnant people in Ghana of differing demographic backgrounds. His work was delayed a few months because of concerns about COVID-19.

"Some people expressed fear of participating because they see us as a medium of spread of the virus," he says. "Measures were put in place to keep everyone safe." He hopes to complete his research by end of June 2021. He is currently collecting data on those who had scored very high on some mental health measurements, to follow up and see

"So what I'm doing next is to develop a very simple and basic screening tool, and then train as many nurses as possible to use this tool so they can use it in service provision."

Dr. Samuel Adjorlolo, QES-AS 2020-2021, Ghana

how they are doing after giving birth.

"Mental health is a neglected area in our part of the world," he says of his interest in the topic. "There is little information, but it is in every facet of our lives. Every person is vulnerable, but pregnant humans are more vulnerable because of hormonal changes and other challenges.

"Research has made us understand that mental health issues contribute to adverse pregnancy outcomes and even adverse childhood outcomes.

"One of critical areas we noted is that there are many ways to screen for mental health issues in this population. So what I'm doing next is to develop a very simple and basic screening tool, and then train as many nurses as possible to use this tool so they can use it in service provision."

Improving the health of mothers, babies and children is one of the priorities of the Ghanaian health sector and the Ghana National Plan. The Coming Together Project supports Ghana in its efforts to achieve its maternal child targets outlined in the United Nations Sustainable Development Goals (SDGs), specifically SDG 3-Good Health and Wellbeing.

"One of the advantages of working on the research during the COVID-19 time was the possibility to be part of workshops, conversations, and discussions all around the world that moved to virtual spaces."

Paulina Larreategui, QES-AS scholar, University of Regina

>> Project profile

Reciprocity is fundamental to project on urban community sustainability and food security in India and East Africa



THE QES PROJECT FOCUSES ON PLANNING POLICY AND FOOD SECURITY. CHILDREN ARE PARTICIPATING IN A PLAY ASSESSMENT WORKSHOP, AT MBALGALA CHAMAZI, DAR ES SALAAM, TANZANIA. THE INFORMATION RELATED TO OPPORTUNITIES FOR PLAY IS PART OF A PLANNING PROCESS.

what true reciprocity in relationships should look like," says Project Lead Cherie Enns, professor in the School of Land Use and Environmental Change at UFV. "It should never be about us going to help them; it's relationship building and learning together."

The project builds on Dr. Enns' work in her Global Community Lab. "I teach a lot of human-centred design challenges, urban planning etc. and students are always involved with applied research," she says. The QES projects have strengthened and grown the lab's initiatives and partnerships in areas such as housing, child friendly planning and food security in East Africa, India and its home community of Abbotsford, B.C.

Dr. Enns says the lab's relationships with organizations such as UN-Habitat and Ardhi City Lab are made stronger with the capacity, through QES, to place interns with them. The

Now in its second round of QES funding, opportunities for reciprocity and circular relationships stand out as key elements of the University of the Fraser Valley's QES project, Capacity Building for Policy and Planning in Kenya, Tanzania and India: A Focus on Food Systems and Urban Growth Management.

"The narrative is changing in terms of how we learn and

QES scholarships are awarded to undergraduate students in disciplines such as urban planning, design, geography and global development. So far 55 students have taken part: 44 Canadian interns and 11 international graduate students.

This research is also boosted for the long-term through the ongoing engagement of past QES scholars. "Those ongoing relationships...with former QES students who want to stay involved – well it's almost impossible to detangle their involvement before and after QES," she says. Our QES partners, virtual interns and former QES Scholars are collaboratively involved in developing methods, literature reviews, writing concept notes, conducting the research and report writing. Participants who have been selected to participate in QES once travel opens up have also engaged and stayed involved even with all the delays. They value the community of scholars that the program is building.

The interns' research opportunities are varied, all contributing to mutual learning around urban community sustainability, planning policy and food security. "A lot of my work focuses on informal settlements and children's rights and policy," says Dr. Enns. "So, in one project we are looking at how children play and where they play plus where food is grown, with eye on policy changes and mobilizing funding for interventions." A critical lens of justice, equity, diversity, decolonization and inclusion (JEDDI) is applied to all of our interaction.

She notes that most of UFV's undergraduate QES interns have gone on to graduate studies.

"Once you've gone away and come home, you rethink everything," she says. "I think Canada is really interested in genuine and transformative international experiences for youth and QES does this in an amazing way."

"Building a relationship with someone will forever be more important than establishing a clear answer to a question, disagreement, or debate. "

Grace Werner, outgoing QEScholar, University of Alberta

» Project profile

Exploring Indigenous language protection in Canada and Belize



AN ELDER IN THE LAGUNA COMMUNITY (BELIZE) SPEAKING TO CANADIAN STUDENTS ABOUT FOOD, LEARNING AND THE LAND.

The challenge of preserving and protecting Indigenous languages is shared around the world. A new QES project at the University of Manitoba aims to create a community of education scholars from Canada and Belize and support them to become leaders and

advocates in global Indigenous language vitality and related issues, such as Indigenous food sovereignty and learning from the land.

The project – Engaging Indigenous Languages, Knowledges, Learning and the Land – led by Distinguished Professor, Faculty of Education, Sandra Kouritzin, will see 19 scholars engage in both community-driven and higher education approaches to these pressing issues. Sixteen scholarships are for Canadian graduate or senior undergraduate student interns, and three for visiting international graduate students selected by Belize partner organization, the Center for Engaged Learning Abroad, who will complete two-year master's degrees in Manitoba.

In 2019, project lead Dr. Kouritzin and colleagues at the university responded to the QES call for proposals for projects in Latin America and the Caribbean that focus on education, social services and health, made possible through funding from the Waugh Family Foundation. "The Foundation's Board believes cross-cultural learning is key to the advancement of communities in the region, and to the growth of Canada-Caribbean relations for the long term,"

said Rick Waugh, founder of the Waugh Family Foundation, at the time of the announcement.

After learning of the new QES opportunity, Dr. Kouritzin says her team quickly engaged with their partners in Belize to discuss areas of research that would be mutually beneficial. "One of the areas was around teaching English as a second language," she says. "Mayan is the language in many communities in Belize. How do you ensure children keep their Mayan language while also learning English?"

The project will bring graduate and upper-year undergraduate students from Canada studying second language education or related areas, such as food sovereignty and soil sciences, to Belize for internships where they can see how these challenges are being addressed in the Caribbean country, and provide the same opportunity to scholars from Belize.

"We thought that perhaps the best thing was to have our students go there and learn from the land and understand another context of British colonialism, and at the same time... provide two-year scholarships for three Mayan students to come here and complete a master's degree in one of these areas." There are current no graduate programs in Belize.

"They will have experiences outside of the city of Winnipeg," she says of the Belizean researchers. "They will be able to travel up North to look at food security there. It's about mutual learning experiences that tap into those grounded experiences."

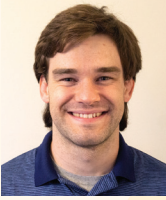
The Canadian and Belizean scholars will all take a University of Manitoba course called Global Indigenous Knowledges. Dr. Kouritzin says the team is hopeful the internships will begin in 2022.

In addition to Dr. Kouritzin, the project team at the university includes Dr. Clea Schmidt (education) and Dr. Satoru Nakagawa (arts). Their partner at the Center for Engaged Learning Abroad is Dr. Filiberto Penados.

"Planning and preparation is in your hands, control is not. Do not assume you have a grasp on anything - especially when you are conducting research with and for vulnerable communities. Things are constantly evolving and it is necessary for you to keep up with the tide. "

Tasneem Mewa, outgoing QEScholar, University of Toronto

Where are
they now?



Matt Hurst

Outgoing scholar 2015, Kinesiology,
University of New Brunswick

Went to Barbados

Currently: Youth Sports Coordinator,
Inuqatiguit Centre for Inuit Children,
Youth and Families, Ottawa
<https://inuqatiguit.ca/>



Jasmine Montagnese

Outgoing scholar 2017, Occupational Therapy,
Queen's University

Went to India

Currently: Occupational Therapy Program
Coordinator – The University of Gondar/Queen's
Mastercard Foundation Scholars Program

ANNEX A:

QES – A Unique Partnership

The QES program is managed through a unique partnership between the Rideau Hall Foundation (RHF), Community Foundations of Canada (CFC), Universities Canada and participating Canadian universities. The roles and responsibilities of each are listed below.

Rideau Hall Foundation	Community Foundations of Canada	Universities Canada	Canadian Universities
<ul style="list-style-type: none"> • Stewards partnerships, contributions and supporters; • Leads strategic communications, branding and web presence; • Highlights the program’s alumni and impact over the course of the program; • Acts as financial trustee and administer the program with technical support from Universities Canada (QES 2017, QES 2019 and QES-AS West Africa); • Funds university projects as recommended by Universities Canada (QES 2017, QES 2019 and QES-AS West Africa); • Provides progress and financial reports to the donors; and • Develops a monitoring and evaluation plan and framework in consultation with Universities Canada. 	<ul style="list-style-type: none"> • Carries out the community partner role in connecting scholars and alumni to global issues through our network of community foundations and partners; • Works with partners to assist with partnerships, contributions and supporters; and • Participates in strategic communications, branding and web presence. • Acts as financial trustee and administer the program with technical support from Universities Canada (QES2014, QES-AS); • Funds university projects as recommended by Universities Canada (QES2014, QES-AS); 	<ul style="list-style-type: none"> • Develops programs/call for proposals; • Launches and manages calls for proposals; • Provides support to Canadian universities; • Monitors and evaluates progress towards results; • Reports on activities; • Conducts research on international scholarship programing; and • Collaborates with CFC and RHF to identify potential scholars to participate in a variety of high profile events, both nationally and internationally. 	<ul style="list-style-type: none"> • Develops and manages projects; • Contributes and leverages financial funding; • Organizes leadership, networking and community engagement activities; • Selects scholars and supports them before, during and after they have received their awards; and • Reports on activities to Universities Canada.

ANNEX B:

All QES projects

Closed Projects

New Projects

University	Province	Type	Project title
Brock University	Ontario	QES 2014	Sport Leaders International Internship Program
		QES-WA	Wurin ta na yin rubutu (A room of her own to write)
Carleton University	Ontario	QES-AS	Societal Transformation and Climate Change: Training the next generation of scholars in Sub-Saharan Africa (NextGen Climate Change Advanced Scholars)
Concordia University	Quebec	QES-WA	Gender equality and the decolonization of knowledge: transnational collaboration between West Africa and Canada
Dalhousie University	Nova Scotia	QES 2019	Global Perspectives on Sustainability through Education in The Bahamas
		QES 2014	Preparing Young Commonwealth QEII Scholars to Successfully Contribute to the Needs of a Shrinking World
Emily Carr University of Art + Design	British Columbia	QES 2014	Emily Carr Jubilee Art, Design + Media Research Scholars
Lakehead University	Ontario	QES-AS	Agrobiodiversity, Nutrition and Sustainable Marketing of Heritage Crops in Ecuador and Canada
Laurentian University	Ontario	QES 2014	The Mining Life Cycle; discovery, development, remediation, social license and the environment
		QES-WA	Netlinks: An Anglophone-Francophone network linking scholars and non-academic change agents to enhance health equity and sustainable inclusive growth in rural West Africa
		QES 2019	Climate Adaptation and Resilient Development: Policy, Research and Practice
McGill University	Quebec	QES-AS	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
		QES 2014	Common Threads through the Commonwealth: Exploring innovative approaches to key challenges in health, well-being and equity
		QES 2014	Quantitative biology and Medical Genetics for the world
McMaster University	Ontario	QES 2017	Queen Elizabeth Scholars in Strengthening Health and Social Systems
		QES 2014	Queen Elizabeth Scholars in Strengthening Health Systems
Memorial University of Newfoundland	Newfoundland	QES 2014	MUN Globalization 101
Mount Royal University	Quebec	QES 2017	Sport Leaders International Internship Program
		QES-WA	Community-based Participatory Research in Health Equity and Inclusive Education Systems for Persons with Disabilities and their Families
Queen's University	Ontario	QES 2017	Building innovative, community-driven solutions for people with disabilities
		QES-AS	QE Scholars Network for Equity in Maternal and Child Health
		QES 2014	Leaders in Element Migration in the Near-Surface Environment
		QES 2014	Queen Elizabeth II Diamond Jubilee Scholarships for Excellence in International Community Based Rehabilitation at Queen's University

University	Province	Type	Project title
Ryerson University	Ontario	QES-AS	Strengthening Coastal Aquifer Resilience and Groundwater Use Against Climate Change Effects in the Caribbean
Saint Mary's University (NS)	Alberta	QES 2014	Bridging the Digital Divide in Rural Uganda
		QES 2014	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	QES 2017	Interns and Scholars for a Sustainable World
		QES-AS	Providing Sustainable Potable Water and Greenhouse Crops
		QES 2014	The Canada-Sub Saharan Africa (CANSSA) training program in global health leadership
St. Francis Xavier University	Nova Scotia	QES 2017	Immersion Service Learning in Ghana
Université de Moncton	New Brunswick	QES-AS	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	QES-WA	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
		QES 2019	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
		QES 2017	Renforcement d'un réseau mondial de jeunes leaders engagés pour le développement des communautés
		QES-AS	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
		QES 2014	Partenariats pour le leadership en santé dans un Commonwealth bilingue
Université de Sherbrooke	Quebec	QES-WA	Formation de chercheur.e.s, acteurs de changement, à partir d'un projet d'éducation entrepreneuriale des femmes de l'Afrique de l'Ouest
Université du Québec à Trois-Rivières	Quebec	QES 2017	Formation scientifique d'étudiants indiens pour la recherche en énergie durable et en sciences biomédicales - volet 2
		QES 2014	Formation scientifique d'étudiants indiens pour la recherche en énergie durable et en sciences biomédicales
Université du Québec en Outaouais	Quebec	QES-AS	Partenariat pour l'amélioration de la santé maternelle et infantile en Afrique de l'Ouest à l'aide de la santé numérique
Université Laval	Quebec	QES 2014	Réseau Uval-Commonwealth : Des forêts pour un monde en mutation
University of Alberta	Alberta	QES-WA	On the Path of Social Responsibility and Global Leadership
		QES 2017	Securing Our Shared Global Future: Student Leadership for Change
		QES-AS	Coming Together – Strengthening Partnerships between Ghana and Canada to Address Maternal, Newborn, and Child Health
University of British Columbia	British Columbia	QES 2014	Global Generation: Energy and Environment Network
		QES 2014	Improving Individual and Community Wellness in the Commonwealth
		QES 2014	GREEN LEADERS - Scholarship Program for Commonwealth Forests
		QES 2014	Innovative Solutions for Developing and Managing Climate Resilient Transport Infrastructure in South Asia Region (SAR): A Lifecycle Thinking Approach

University	Province	Type	Project title
University of Calgary	Alberta	QES-WA	Partnering for Innovation in Women-led Social Work and Social Science in West Africa (QES-AS-WA)
		QES 2017	Young Leaders in International Development
		QES-AS	QES-Advanced Scholars (International Development)
		QES 2014	University of Calgary/Queen Elizabeth II Diamond Jubilee (International Development Internships)
University of Manitoba	Manitoba	QES 2019	Engaging Indigenous Languages, Knowledges, Learning and the Land
		QES 2017	Promoting Community-University Partnerships in Global and Indigenous Health
		QES 2014	Promoting International Community-University Partnerships in Global and Indigenous Health
University of New Brunswick - Fredericton	New Brunswick	QES 2017	Addressing Health and Environmental Challenges from a Youth Perspective in Malawi and the Caribbean
		QES-AS	Entrepreneurship Education and Training for Canada, India, China and Ghana
		QES 2014	The Commonwealth Scholars Program: Connected Learning Across the Commonwealth
University of Northern British Columbia	British Columbia	QES 2014	Cross-Cultural Indigenous Knowledge Exchange (CIKE)
University of Ontario Institute of Technology	Ontario	QES 2017	Incubating Global Careers as Queen Elizabeth Scholars
		QES 2014	Queen Elizabeth II Scholars at University of Ontario Institute of Technology
University of Ottawa	Ontario	QES-WA	Open African Innovation Research: New and Emerging Researchers in West Africa
		QES-AS	The Open African Innovation Research Partnership (Open AIR): New and Emerging Researcher Fellowship Program
		QES 2014	Building experiential learning, capacity and knowledge exchange through the AIMS-NEI Network and new Commonwealth partnerships
University of Prince Edward Island	Prince Edward Island	QES 2017	Integrating Innovative Research & Training for Improved Sustainable Livelihoods of Smallholder Dairy Farms - Phase 2
		QES 2014	Integrating Innovative Research & Training Methods for Improved Sustainable Livelihoods of Smallholder Dairy Farms
University of Regina	Saskatchewan	QES-AS	University of Regina Queen Elizabeth II Diamond Jubilee Program for Advanced Scholars: Innovative Approaches to Climate Change
		QES 2014	Queen Elizabeth II Diamond Jubilee Scholarship - University of Regina
University of Saskatchewan	Saskatchewan	QES-WA	Water security to promote gender equity and climate-change resilience in West Africa
		QES 2019	Strengthening capacity to tackle non-communicable disease (NCD) in the Caribbean
		QES 2017	Experiential learning for the One Health/Planetary Health professional: A focus on Canadian and African communities-at-risk
		QES-AS	Global Leaders Scholarship – Seeking Sustainable Solutions in Food Security and Nutrition for Women and Children: A Tri-Country Approach
		QES 2014	Community Partnership for Food Security and Health

University	Province	Type	Project title
University of the Fraser Valley	British Columbia	QES 2017	Capacity Building for Policy and Planning in Kenya, Tanzania and India: A Focus on Food Systems and Urban Growth Management
		QES 2014	Urban Food Systems in Dar es Salaam, Nairobi and the Fraser Valley: Capacity Building for Policy and Planning
University of Toronto	Ontario	QES 2017	Building Collaborative Learning Communities for Global Development and Justice
		QES-AS	The Statistical Alliance for Vital Events (SAVE) Queen Elizabeth Scholarship-Advanced Scholars Program (SAVE-QES)
		QES 2014	Inclusive Innovation for Development: Creating a Network of Student Innovation Leaders
		QES 2014	UTSC Centre for Critical Development Studies
University of Toronto - University of St. Michael's College	Ontario	QES 2014	Literacy and Indigenous Language Education in South Africa
University of Toronto - Victoria University	Ontario	QES 2014	Enhancing Education in Health and Sciences
University of Toronto - University of Trinity College	Ontario	QES 2014	Establishing Right Relations: Advancing Development and Prosperity for Aboriginal and Settler Populations in the Commonwealth
		QES 2014	Scholarship in Immunology as a Platform for Sustainable International Partnership
University of Victoria	British Columbia	QES 2017	ASEAN Internship: Experience, Networking and Community (ENC) Program
		QES-AS	Regulating Globalization in South and Southeast Asia
		QES 2014	CANCOM-COOP (Canada-Commonwealth Co-op): Developing world ready graduates through international STEM based work integrated learning (WIL)
		QES 2014	Crossing Borders: Experiential Learning and Scholarship across the Commonwealth
University of Waterloo	Ontario	QES 2017	International Internships for University of Waterloo Students in Energy Access Social Enterprises
		QES-AS	Water Security as a Foundation for Healthy Communities and Sustainable Livelihoods
		QES 2014	Building Research Capacity in LMICs through the Global Index of Wellbeing (GLOWING) Project
		QES 2014	Waterloo-Singapore graduate student exchange in quantum information science and technology
University of Windsor	Ontario	QES 2014	An international palliative care collaboration: Engaging scholars and communities to support best practices.
		QES 2014	Canadian Commonwealth Scholarships in Water and Energy
University of Winnipeg	Manitoba	QES-AS	The University of Winnipeg Queen Elizabeth II Diamond Jubilee International Scholars Program
		QES 2014	Incoming University of Winnipeg QEII Diamond Jubilee Scholars
		QES 2014	Outgoing University of Winnipeg QEII Diamond Jubilee Scholars and Interns
Vancouver Island University	British Columbia	QES 2017	Building Resilience in Coastal Communities (BRiCC) Knowledge Network
		QES 2014	Building Resilience in Coastal Communities

University	Province	Type	Project title
Western University	Ontario	QES-WA	Achieving Research and Knowledge Translation Capacity for Climate Change Resilience, Food Security and Sustainable Livelihoods in West Africa
		QES 2019	Scholars Network for Building Disaster Resilient Communities
		QES 2014	Professional Masters Program on Global Health Systems in Africa
		QES 2014	Collaborative Research and Training Program on Global Health Systems in Africa
Wilfrid Laurier University	Ontario	QES 2017	Laurier-Ghana Partnership for Human Rights, Criminology, and Social Justice
		QES-AS	Building Capacity in Urban Food System Governance in LMIC Cities
		QES 2014	Laurier-Ghana Partnership for Human Rights & Social Justice
York University	Ontario	QES-AS	Ecological Economics, Commons Governance, and Climate Justice

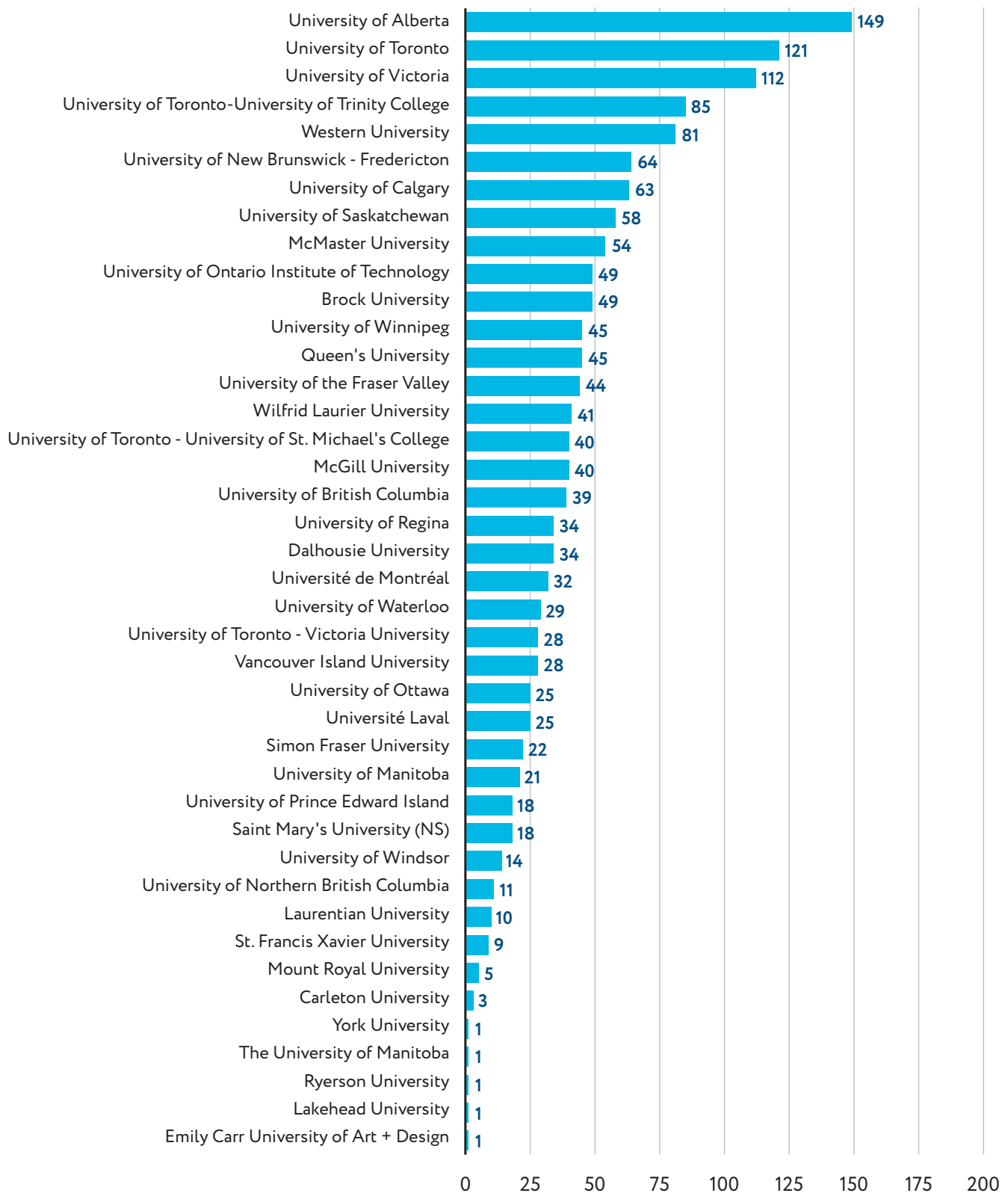
ANNEX C:

Total QEScholars by Canadian university

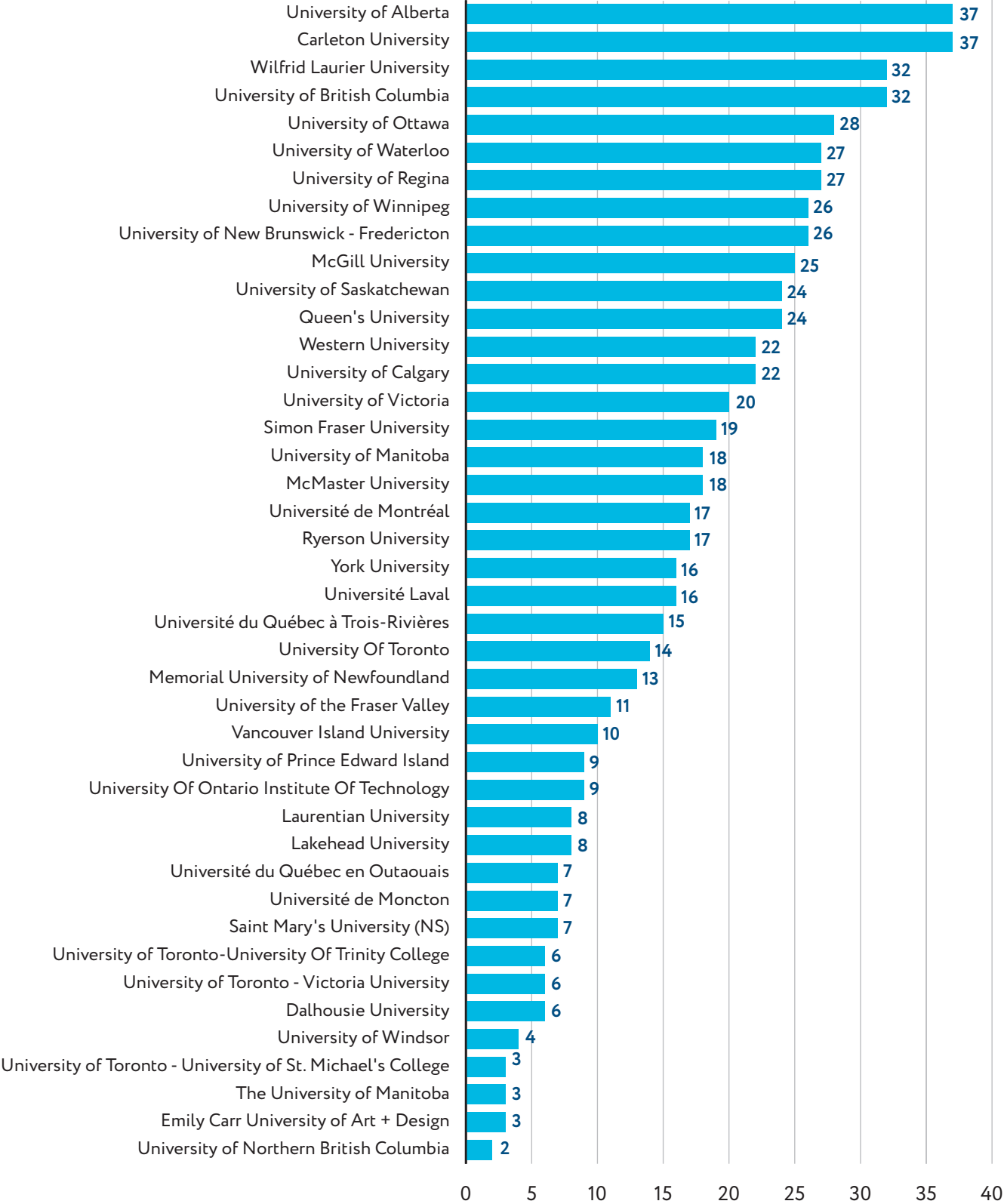
Canadian University	Scholars
University of Alberta	186
University of Toronto	135
University of Victoria	132
Western University	103
University of Toronto-University of Trinity College	91
University of New Brunswick - Fredericton	90
University of Calgary	85
University of Saskatchewan	82
Wilfrid Laurier University	73
McMaster University	72
University of British Columbia	71
University of Winnipeg	71
Queen's University	69
McGill University	65
University of Regina	61
University of Ontario Institute of Technology	58
University of the Fraser Valley	55
University of Waterloo	55
University of Ottawa	53
Brock University	49
Université de Montréal	49
University of Toronto - University of St. Michael's College	43
Simon Fraser University	41

Canadian University	Scholars
Université Laval	41
Carleton University	40
Dalhousie University	40
University of Manitoba	39
Vancouver Island University	38
University of Toronto - Victoria University	35
University of Prince Edward Island	27
Saint Mary's University (NS)	25
Laurentian University	18
Ryerson University	18
University of Windsor	18
York University	17
Université du Québec à Trois-Rivières	15
Memorial University of Newfoundland	13
University of Northern British Columbia	13
Lakehead University	9
St. Francis Xavier University	9
Université de Moncton	7
Université du Québec en Outaouais	7
Mount Royal University	5
Emily Carr University of Art + Design	4
The University of Manitoba	4
Grand Total	2231

Scholars by Canadian university



International scholars by Canadian university



ANNEX D:

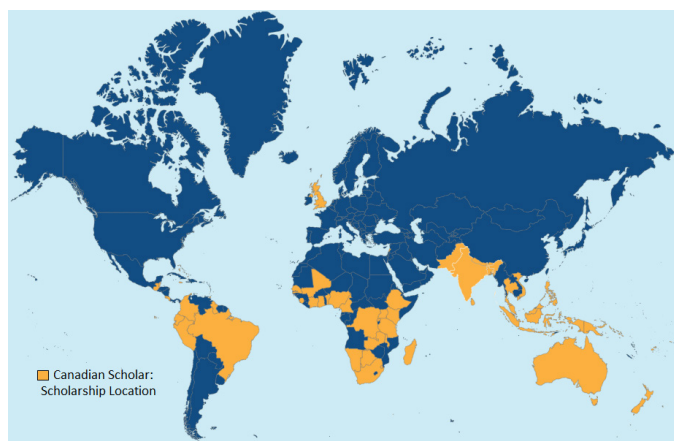
Scholarship distribution

Canadian scholars:

Between 1 April 2014 and 31 March 2021, **1,549** Canadian scholars received funding from the QES program.

Top four destinations for Canadian scholars

- Uganda (10%)
- Australia (10%)
- India (9%)
- Ghana (9%)

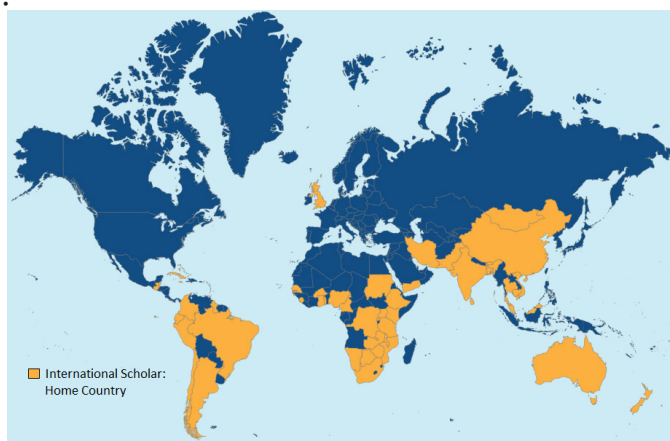


International scholars:

Between 1 April 2014 and 31 March 2021, **682** international scholars received funding from the QES program.

Top four home countries of international scholars

- Ghana (16%)
- India (15%)
- Kenya (9%)
- Nigeria (6%)



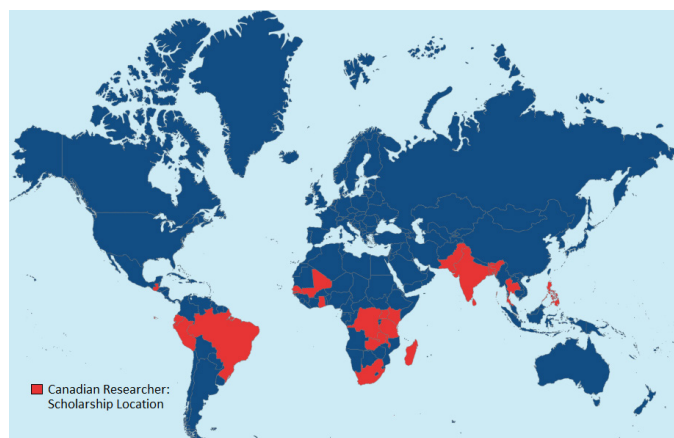
Scholarship distribution – QES-Advanced Scholars (QES-AS) *

Canadian researchers

Between 6 October 2016 and 31 March 2021, **46** Canadian researchers received funding from the QES-AS program.

Top four destinations for Canadian researchers

- Ghana (13%)
- Malawi (12%)
- India (9%)
- Tanzania (7%)

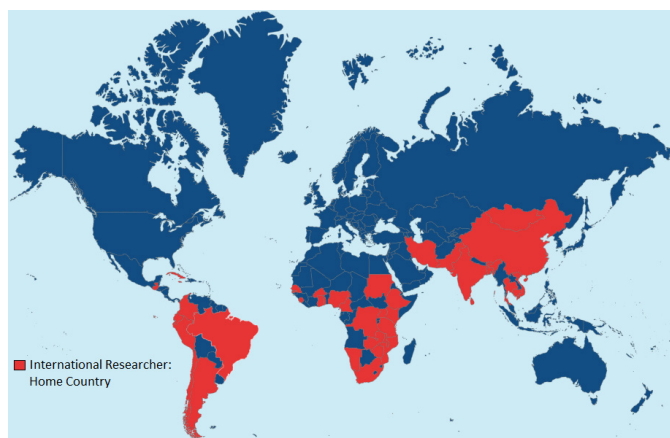


International researchers

Between 6 October 2016 and 31 March 2021, **283** international researchers received funding from the QES-AS program.

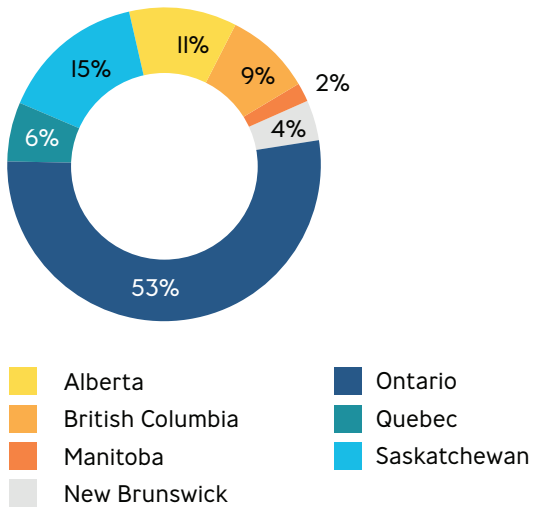
Top four home countries of international researchers

- Ghana (23%)
- Colombia (8%)
- Tanzania (6%)
- India (6%)

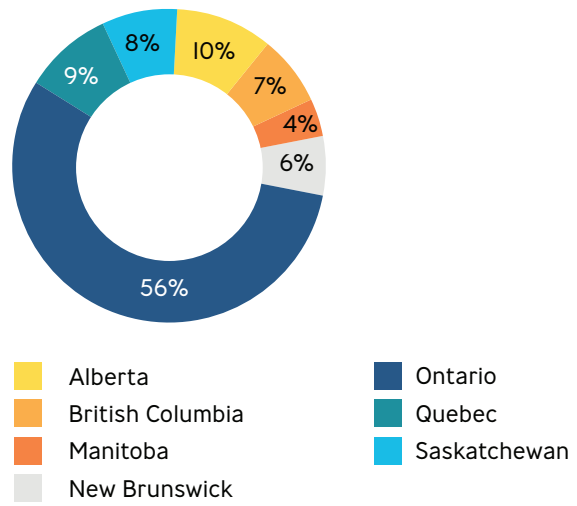


* These numbers are reflected in the totals from data at top of page.

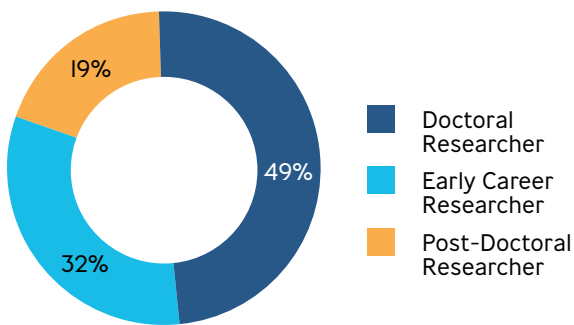
Provincial distribution of Canadian QES-AS scholars



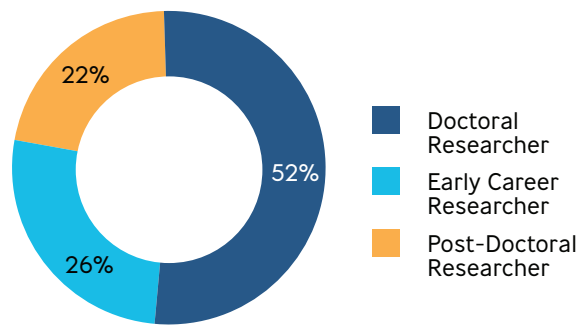
Provincial distribution of international QES-AS scholars



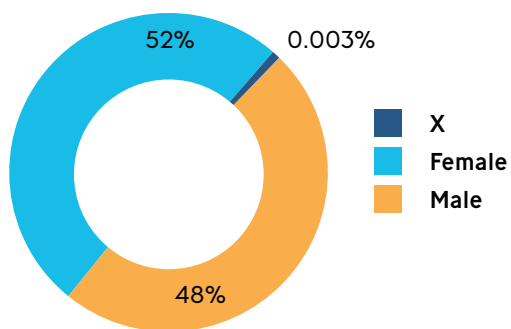
Canadian QES-AS scholars by academic level



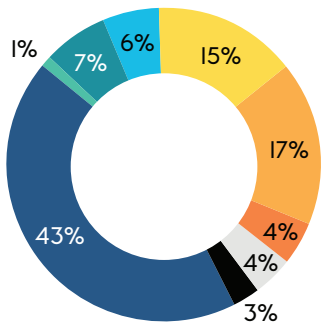
International QES-AS scholars by academic level



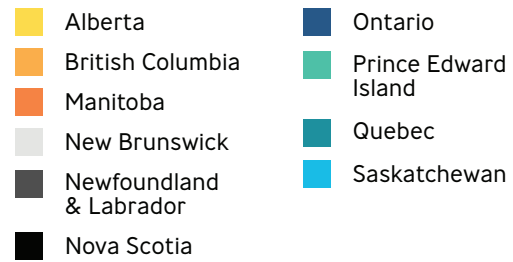
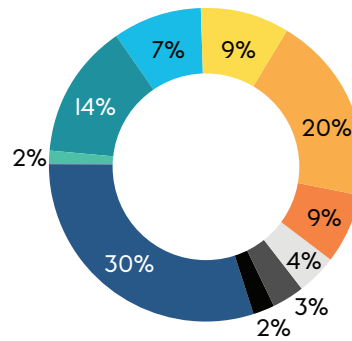
QES-AS scholars by gender



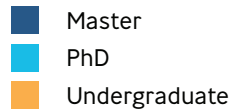
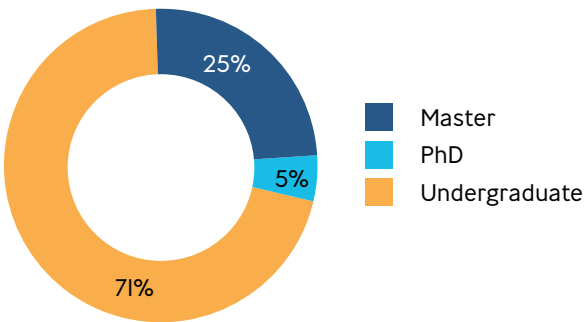
Provincial distribution of QES 2014/2017 Canadian scholars



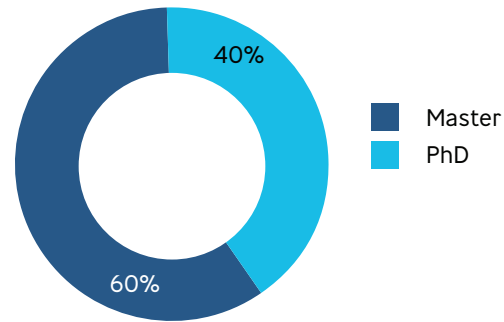
Provincial distribution of QES 2014/2017 international scholars



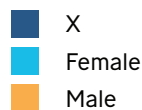
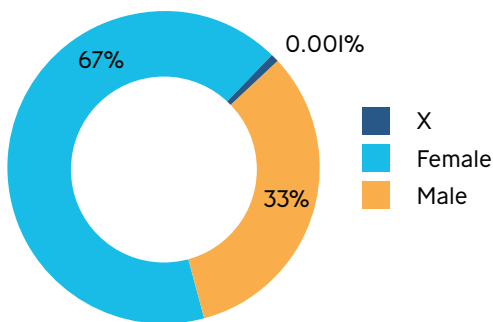
Canadian QES 2014/2017 scholars by academic level



International QES 2014/2017 scholars by academic level



QES 2014/2017 scholars by gender



ANNEX E:

QES-AS Longitudinal Study Update

Study Overview

In April 2017, Universities Canada began the first of a four-year, longitudinal study that aims to collect evidence on international scholarship programming as a mechanism for social change, while studying the implementation and outcomes of the QES-AS program. The study looks at three areas of impact: individual (scholars participating in the program), institutional (universities, research institutions, and CSOs), and scholarship programming (specifically, international scholar mobility programming design).

Data Collection

Scholar Surveys (from September 4, 2017 to March 31, 2021)

- Population: 326 (329-3 repeating scholars)
- Auto-selected sample:
 - ◊ 294 (296-2 repeating scholars that opted-in twice) or 90.2% of population
 - ◊ 42 Canadian (14.3%) and 252 LMIC (85.7%)
 - ◊ 145 M (49.3%); 148 F (50.3%); 1 X (0.3%)
- Response Rate
 - ◊ Baseline Surveys: 178 (60.5%)
 - Due to scholarship delays as a result of Covid, 13 scholars (Carleton) who had opted-in were not able to complete the Baseline Survey
 - ◊ Reintegration surveys: 103 (35%) of total sample, but out of 180 scholars that have completed (57.2%)

Institution Surveys (for 2020/2021)

- Population: 21 QES-AS Projects; 8 participating in this annual survey
 - ◊ 7 Canadian universities
 - ◊ 13 LMIC partners
 - ◊ 2 Research Placement partners

Preliminary Findings

The implementation and outcomes of the QES-AS programme will be examined by the following:

1. Longitudinally studying the four-year gains accrued by QES-AS scholars in terms of leadership skills, global competences, career paths, networking and community involvement
2. Studying the gains accrued to stakeholders through QES-AS enabled research placements
3. Studying the design and implementation of gender-sensitive, equitable and inclusive international scholarship programming

The following is an initial summary of the study's findings, in relation to each of these key themes.

1. **Longitudinally studying the four-year gains accrued by QES-AS scholars in terms of leadership skills, global competences, career paths, networking and community involvement**

- 1.1 **Leadership skills:** 92.2% of scholars felt they developed or strengthened their leadership skills as a result of the QES-AS program
 - ◊ F 93.6%
 - ◊ M 91%
 - ◊ X (No answer) 100%

- 1.2 **Global competencies:** 74.8% of scholars felt they developed or strengthened their global competencies as a result of the QES-AS program
 - ◊ F 70.2%
 - ◊ M 78.2%
 - ◊ X 100%

- 1.3 **Changes to research quality:** 91.3% of participants said QES-AS collaboration activities somewhat increased or increased the quality of their research outcomes/output.
 - ◊ F 87.2%
 - ◊ M 94.5%
 - ◊ X – 100%

- 1.4 **Changes in collaborations with researchers:** 84.5% saw a change in their collaborations with researchers from universities, research institutions, or for-profit / not-for-profit organizations changed since their scholarship began.
 - ◊ F 83%
 - ◊ M 85.5%
 - ◊ X 100%

Highlights - collaborations involving researchers happen more or much more frequently with the following groups:

- Their QES partner institution/university (78% of participants)
- Other disciplines or other research fields (61% of participants)
- Their own university/institution (58% of participants)
- Other institutions in their country of work (53% of participants)

1.5 Extra-curricular: During their scholarship period, 71.8% of scholars indicated that they were moderately to extremely involved in socio-community associations. Very few, however, were moderately or extremely involved in political activities (14.6%).

2. Studying the design and implementation of gender-sensitive, equitable and inclusive international scholarship programming

- 68% of institutions that participated in the annual survey² for Canadian project institutions, LMIC partner institutions, and research placement partners felt that the program is structured in a gender-transformative and equitable way
- Several institutions highlighted that it was also dependent on the university project design (such as selection criteria, training) for it to be gender transformative and equitable
- Suggestions to improve the program include:
 - ◊ additional financial resources to cover childcare
 - ◊ bottom-up approaches for scholar selection to reduce institution bias,
 - ◊ contextualized selection criteria to ensure they do not favour men over women

3. Studying the gains accrued to stakeholders through QES-AS enabled research placements

3.1 Outcomes attributable to QES-AS engagement

As a result of the QES-AS program, institutions (including Canadian, LMIC, and research placement partner institutions) that participated in the 2020/2021 institution survey saw:

- An increase in the amount of research conducted or shared (81.8%)
- An enhancement of the quality of research conducted (77.3%)
- Increased the number of pilot projects, proof of concepts produced or projects that have been scaled-up (54.6%)
- Introduced new tools, processes, structures or systems that improved operational performance (31.8%)
- Introduce or improve upon policies or procedures (27.3%)

3.2 Collaboration and networking activities

The top three collaboration and networking activities that participating QES-AS institutions engaged in as a result of the scholarship are the following:

- Community groups or civil society meetings, consultations, dialogues, or round-tables (45.5%)
- Research collaborations with new research institutions (40.9%)
- Research collaborations (projects) with new civil society organizations (45.5%)

Institutions also engaged with government bodies, particularly with international (45.5%), local (36.4%), and national bodies (36.4%).

3.3 Resource and stakeholder engagement

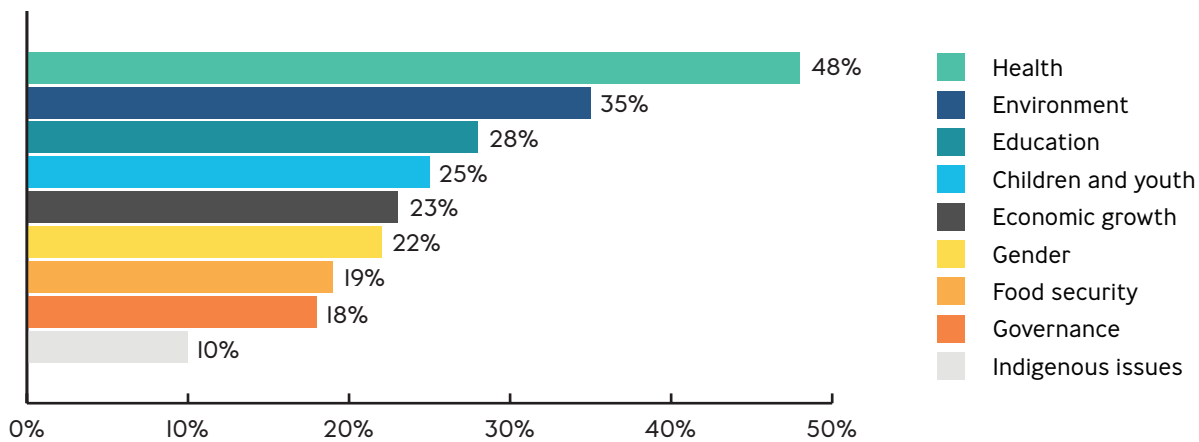
Participating institutions highlighted that the QES-AS program somewhat increased or increased their ability to:

- Provide more timely responses to address stakeholder needs (78%)
- Enhance stakeholder satisfaction (91%)³
- Use available resources more efficiently/effectively (77%)

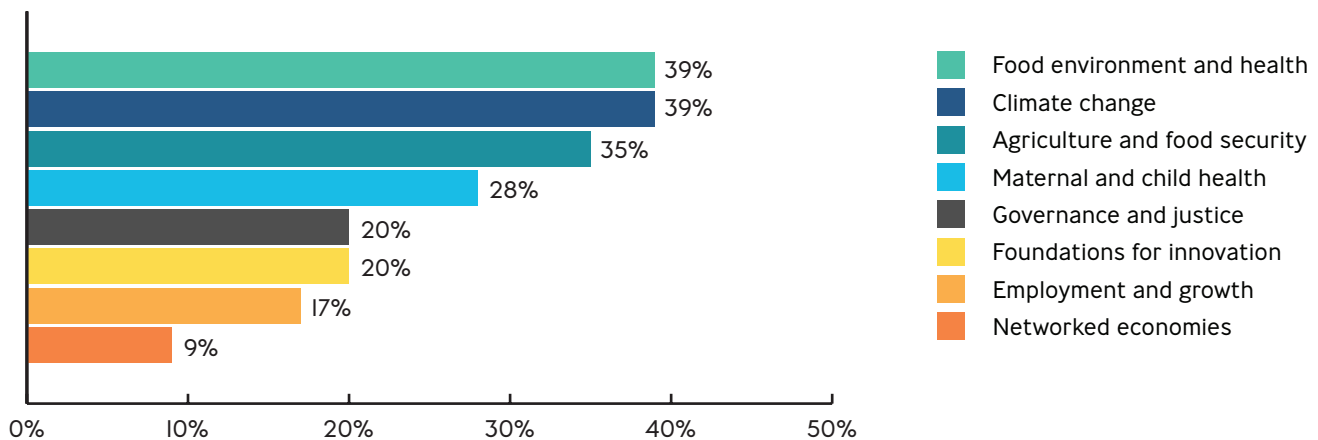
ANNEX F:

Scholar data and statistics

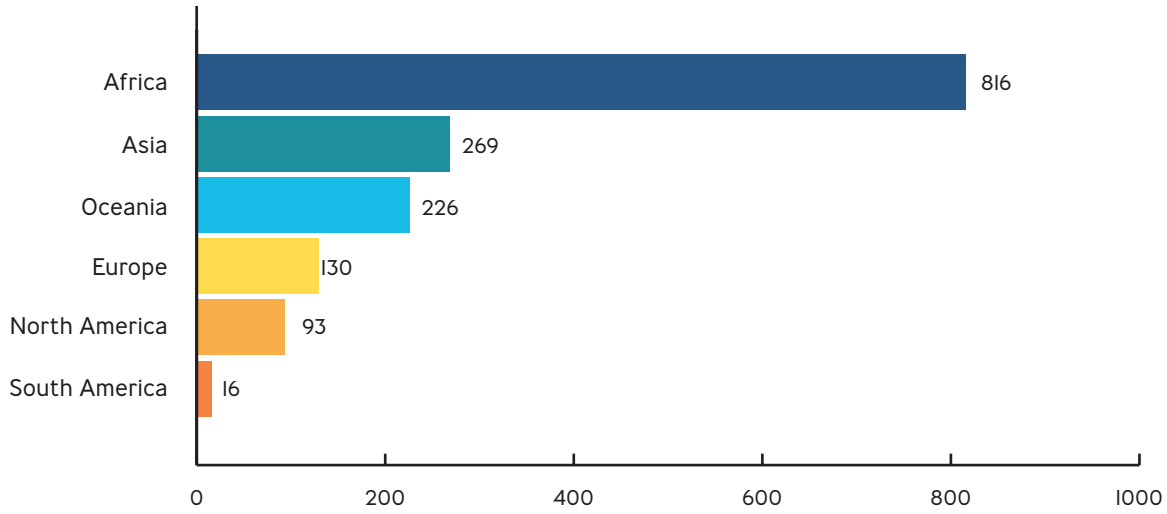
QES 2014/QES 2017: Percentage of scholarships by theme
Scholars were able to choose more than one theme.



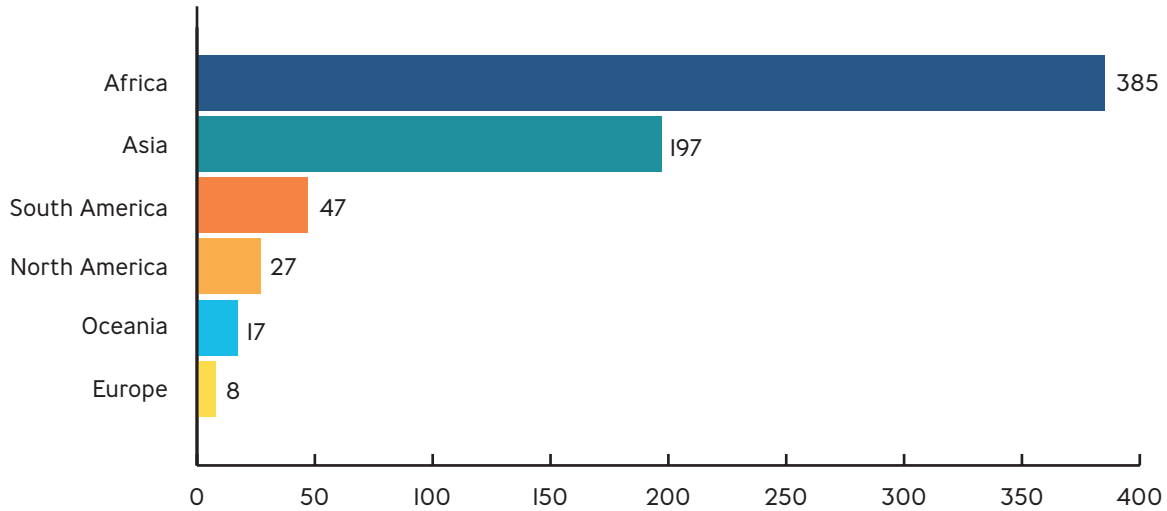
QES-AS: Percentage of scholarships by area of focus
Researchers were able to choose more than one area of focus.



Continent of destination for Canadian scholars



Continent of origin of international scholars



ANNEX G:

Summary of annual financials – QES-AS to March 31, 2021

	2017-2021				Current year		Total Actual/ Forecast 2017 - 2022
	Budget	Total FY 17-18	Total FY 18-19	Total FY 19-20	Total FY 20-21	Total FY 21-22	
Component 1: Scholarships for doctoral researchers							
Number of LMIC Scholars	130	23	33	53	23	28	161
QES contribution	3,118,186	184,517.71	514,034.42	979,532.75	447,326.06	778,027.07	2,904,988.01
University/Partner contribution	1,558,167	174,957.42	357,601.01	434,477.49	278,668.88	329,879.89	1,575,000.90
Total contribution - LMIC Scholars	4,676,353	359,475.13	871,635.43	1,414,010.24	725,994.94	1,107,906.96	4,479,988.91
Number of Canadian Scholars							
Number of Canadian Scholars	64	4	10	6	2	8	30
QES contribution	869,619	30,257.67	96,752.33	59,485.63	26,883.87	144,315.94	357,695.44
University/Partner contribution	347,155	11,337.50	156,987.77	29,084.34	18,967.76	50,473.12	266,850.49
Total contribution - Canadian Scholars	1,216,774	41,595.17	253,740.10	88,569.97	45,851.63	194,789.06	624,545.93
Total Component 1	5,893,127	401,070.30	1,125,375.53	1,502,580.21	771,846.57	1,302,696.02	5,104,534.84
Component 2: Internships for post-doctoral fellows							
Number of LMIC Scholars	83	10	15	28	9	10	72
QES contribution	1,965,683	160,193.44	203,355.43	541,232.86	220,157.71	339,888.31	1,464,827.75
University/Partner contribution	1,121,666	164,500.81	133,252.09	343,654.27	96,194.05	288,673.18	1,026,274.40
Total contribution - LMIC Scholars	3,087,349	324,694.25	336,607.52	884,887.13	316,351.76	628,561.49	2,491,102.15
Number of Canadian Scholars							
Number of Canadian Scholars	25	3	3	2	2	6	16
QES contribution	535,514	22,009.42	43,450.80	49,513.38	19,679.02	154,081.03	288,733.65
University/Partner contribution	239,623	1,358	42,649.72	39,889.58	7,140	153,265	244,302.30
Total contribution - Canadian Scholars	775,137	23,367.42	86,100.52	89,402.96	26,819.02	307,346.03	533,035.95
Total Component 2	3,862,486	348,061.67	422,708.04	974,290.09	343,170.78	935,907.52	3,024,138.10

	2017-2021			Current year			Total Actual/ Forecast 2017 - 2022
	Budget	Total FY 17-18	Total FY 18-19	Total FY 19-20	Total FY 20-21	Total FY 21-22	
Component 3: Scholarships for early career researchers							
Number of LMIC Scholars	86	9	15	27	17	18	86
QES contribution	1,856,608	113,249.38	313,402.59	564,021.23	203,582.97	831,344.82	2,025,600.99
University/Partner contribution	805,262	63,581.70	126,261.14	245,625.07	29,131.92	126,872.87	591,472.70
Total contribution - LMIC Scholars	2,661,870	176,831.08	439,663.73	809,646.30	232,714.89	958,217.69	2,617,073.69
Number of Canadian Scholars							
Number of Canadian Scholars	23	1	7	5	1	10	24
QES contribution	474,585	31,262.46	113,531.76	97,389.62	37,292.12	207,470.53	486,946.49
University/Partner contribution	153,696	25,084.92	39,264.48	81,016	-	37,103.02	182,42
Total contribution - Canadian Scholars	628,281	56,347.38	152,796.24	178,405.62	37,292.12	244,573.55	669,414.91
Total Component 1	5,893,127	401,070.30	1,125,375.53	1,502,580.21	771,846.57	1,302,696.02	5,104,534.84
Component 4: Community engagement, leadership development and project administration							
QES contribution	434,000	33,616.26	72,220.14	96,459.04	58,352.33	108,172.23	368,820
University/Partner contribution	754,400	106,782.24	210,540.96	265,685.31	46,584.34	194,833.33	824,426.18
Total Community engagement	1,188,400	140,398.50	282,761.10	362,144.35	104,936.67	303,005.56	1,193,246.18
Other Contributions University/Partner							
Other Contributions University/Partner	6,571,354	1,246,170.15	2,017,580.48	2,101,744.07	1,481,963.56	788,319.24	7,635,777.50
QES contribution	535,514	22,009.42	43,450.80	49,513.38	19,679.02	154,081.03	288,733.65
University/Partner contribution	239,623	1,358	42,649.72	39,889.58	7,140	153,265	244,302.30
Total contribution - Canadian Scholars	775,137	23,367.42	86,100.52	89,402.96	26,819.02	307,346.03	533,035.95
Total Component 2	3,862,486	348,061.67	422,708.04	974,290.09	343,170.78	935,907.52	3,024,138.10
Summary total							
Total Number of LMIC Scholars	299	42	64	108	49	56	319
Total Number of Canadian Scholars	112	8	20	13	5	24	70
Total QES contribution	9,254,195	575,106.34	1,358,297.47	2,389,568.18	1,013,738.65	2,563,299.93	7,900,010.57
Total University/Partner contribution	11,551,323	1,793,185.47	3,084,141.13	3,541,176.13	1,958,650.51	1,969,419.64	12,346,572.88
Grand Total	20,805,518	2,368,291.81	4,442,438.60	5,930,744.31	2,972,389.16	4,532,719.57	20,246,583.45

Summary of annual financials – QES 2017

	2018-2021		Expenses					Total Actual/ Forecast 2018 - 2023
	Budget	Prior 01-Apr-18	Total FY 18-19	Total FY 19-20	Total FY 20-21	Total FY 21-22	Total FY 22-23	
Scholarships for Outgoing Canadian Interns								
Number of Scholar(s)	551	-	47	124	3	120	261	549
QES contribution	3,270,000	-	288,782.01	715,267.76	6,300.23	527,600	1,526,182.58	3,064,132.58
Scholar contribution	775,472	-	133,660.11	172,596.45	-8,540.56	125,474.61	355,064.18	778,254.79
Total - Canadian Interns	4,045,472	-	422,442.12	887,864.21	-2,240.33	653,074.61	1,881,246.76	3,842,387.37
Scholarships for Incoming International Scholars								
Number of Scholar(s)	97	-	12	21	14	17	33	97
QES contribution	-	-	-	-	-	-	-	-
Academic expenses	459,138	-	22,240.46	198,636.32	97,283.39	54,480.06	39,610	412,250.23
Living expenses	1,057,881	-	73,519.43	313,144.08	270,133.24	185,205	209,790	1,051,791.75
Travel expenses	188,350	-	20,820.56	58,998.21	7,800.47	55,540.41	94,281.75	237,441.40
Total QES contribution	1,705,369	-	116,580.45	570,778.61	375,217.10	295,225.47	343,681.75	1,701,483.38
Scholar contribution	175,672.52	-	11,600	40,450	18,152.04	48,836	73,933.96	192,972
Total - International scholars	1,881,041.52	-	128,180.45	611,228.61	393,369.14	344,061.47	417,615.71	1,894,455.38
Activity Fund: Community engagement, leadership development and project administration								
Number of Scholar(s)	648	-	59	145	10	105	296	615
QES contribution	647,518	-	54,265.67	143,158.73	19,504.13	92,262	307,327.47	616,518
University contribution	30,950	-	0	0	0	0	0	-
Total Activity Fund	678,468	-	54,265.67	143,158.73	19,504.13	92,262	307,327.47	616,518
TOTAL University Contribution	5,991,329	3,150	672,543.08	1,876,914.77	789,694.63	921,866.41	1,355,215.75	5,619,384.65
Non reimbursed QES expenses related to participants Covid-19	-	-	0	5,691.02	1,188.92	0	0	6,879.94
Summary Total								
Number of Scholar(s)	648	-	59	145	10	105	296	615
Total QES contribution	5,622,887	-	459,628.13	1,434,896.12	402,210.38	915,087.47	2,177,191.80	5,389,013.90
University contribution	6,022,279	3,150	672,543.08	1,876,914.77	789,694.63	921,866.41	1,355,215.75	5,619,384.65
Scholar contribution	951,144.52	-	145,260.11	213,046.45	9,611.48	174,310.61	428,998.14	971,226.79
Grand Total	12,596,310.52	3,150	1,277,431.32	3,524,857.34	1,201,516.49	2,011,264.49	3,961,405.69	11,979,625.34

Summary of annual financials – QES 2019

	2018-2021	Expenses		Current Year			Total Actual/ Forecast 2020 -2024	
	Budget	Prior 20-Apr-20	Total FY 20-21	Total FY 21-22	Total FY 22-23	Total FY 23-24		Total FY 24-25
Component 1								
Number of Canadian scholar(s)	145	-	-	18	50	46	26	140
QES contribution	870,000	0	0	108,000	300,000	276,000	156,000	840,000
University/Partner/Scholar contribution	551,058.50	0	7,174	112,591.50	186,324.76	161,651.76	72,466.98	540,209
Total - Component 1	1,421,058.50	0	7,174	220,591.50	486,324.76	437,651.76	228,466.98	1,380,209
Component 2								
Number of Canadian scholar(s)	57	-	-	10	23	14	8	55
QES contribution	715,764	0	0	102,501.83	292,434	206,560.17	91,668	693,164
University/Partner/Scholar contribution	248,524	0	5,952	47,756	86,654.50	67,052.50	29,271	236,686
Total - Component 2	964,288	0	5,952	150,257.83	379,088.50	273,612.67	120,939	929,850
Activity Fund								
Number of scholar(s)	202	-	-	28	73	60	34	195
QES contribution	207,000	0	0	28,500	73,500	64,000	34,000	200,000
University/Partner/Scholar contribution	615,877	0	6,354	65,572.57	215,555.63	201,568.23	118,235.57	607,286
Total - activity fund	822,877	0	6,354	94,072.57	289,055.63	265,568.23	152,235.57	807,286
TOTAL University Contribution	555,250	0	0	0	194,337.50	194,337.50	166,575	555,250
Financial Summary								
Component 1	145	-	-	18	50	46	26	140
Component 2	57	-	-	10	23	14	8	55
Total number of scholar(s)	202	-	-	28	73	60	34	195
Total QES Contribution	1,792,764	0	0	239,001.83	665,934	546,560.17	281,668	1,733,164
Univ/Partner/Scholar Contribution	1,970,709.50	0	19,480	225,920.07	682,872.39	624,609.99	386,548.55	1,939,431
Grand Total	3,763,473.50	0	19,480	464,921.90	1,348,806.39	1,171,170.16	668,216.55	3,672,595



**QUEEN
ELIZABETH**
Scholars