

QUEEN ELIZABETH *Scholars*



BUILDING SUCCESS THROUGH NEW AND RENEWED CONNECTIONS

ANNUAL REPORT 2021-2022



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COMMUNAUTAIRES
DU CANADA
ensemble pour tous

“QES is an incredible program that contributes to youth leadership through global experiences, building relationships, transforming communities and inspiring sustainable change.”

*Cherie Enns, Associate Professor,
QES program manager, University
of the Fraser Valley*

Cover photos, top to bottom:

1. Scott Brown, outgoing QEScholar, University of Northern British Columbia, in New Zealand
2. Kishoare Tamanna, incoming QEScholar from Bangladesh, University of British Columbia - Okanagan
3. Clara Harding and Mikaela Chia, outgoing QEScholars, University of Victoria, in India
4. QEScholars working communal gardens as part of their community engagement component, McGill University

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<http://www.queenelizabethscholars.ca/partners/>



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JULIA JANSEN VAN VUUREN, INCOMING QESCHOLAR FROM AUSTRALIA,
QUEEN'S UNIVERSITY, TAKING TIME OUT TO DISCOVER CAPE
CHIGNECTCO PROVINCIAL PARK, NOVA SCOTIA



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QESCHOLAR SUPPORTING LOCAL BEACH CLEAN UP IN GHANA AS PART OF THEIR COMMUNITY ENGAGEMENT COMPONENT.

» EXECUTIVE SUMMARY

The Queen Elizabeth II Diamond Jubilee Scholarships (QES) program’s Canadian university partners are working hard in preparation for a return to international mobility through their QES projects. The past two years have been replete with learnings about best practices in orientation, administrative support and safety measures.

The program’s success in 2021-2022 reflects the resiliency of participating universities and QES partner organizations in the Global South and Canada. Lessons learned during the pandemic have informed project enhancements, positioning QES partners for even greater impact in the month and years ahead.

Over the past year, our university partners have been in ongoing communication with their international partners in preparation for the long-anticipated return of international opportunities. As preparations continue, the importance of personal relationships is highlighted time and again – especially when it comes to QES alumni engagement in current projects.

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, 2291 scholars have been funded through 106 projects with participants coming from/going to 76 countries. Projects have been designed and led by 46 Canadian universities.

In Scholar Narrative Reports, scholars report improvements in their knowledge and skills, particularly their communication, technical and leadership skills thanks to their QES experience. They also report an increase in their awareness of the issues facing local and global communities.

This report looks at the QES program over the past year and its success to date in developing a global community of scholars through leadership, networking, work-integrated learning, study and research opportunities.

The QES-Advanced Scholars projects ended this year and a final report can be found [here in English](#) and [here in French](#).

“This scholarship will be instrumental towards restarting our mobility program which may also help us work with global partners to create new collaborations towards new internship opportunities.”

Cristina Preece, QES project coordinator, International Office, Ontario Tech University

BRIGHTON MBILINYI, INCOMING QES SCHOLAR FROM TANZANIA, VANCOUVER ISLAND UNIVERSITY, PREPARING ONLINE CONSERVATION STORIES TO SHARE WITH ELEMENTARY STUDENTS



QES EXPERIENCE BECOMES A JOURNEY OF PERSONAL DISCOVERY FOR MÉTIS SCHOLAR



VALDINE FLAMING, PHOTO CREDIT TERI HOFFORD

Upon arrival in New Zealand in the winter of 2017 to begin their QES research, Valdine Alycia was fully prepared to examine best practices on health issues in Indigenous communities. What Valdine hadn't expected was that the internship would have such a profound impact on the scholar's appreciation of Indigenous culture and their own Métis identity.

"It was transformative," says Valdine, who uses the pronouns they/them. "It was really powerful to be embraced by strangers."

Valdine's three-month scholarship entailed working with Maori people on the prevention of chronic diseases. The QES scholar joined the team at Whakauae Research for Maori Health and Development in Whanganui, which focuses primarily on Maori public health research, evaluation and health services, and health policy research.

But what began as a research assignment turned into a journey of personal discovery, as the bonds they developed with members of the Maori community helped them gain a deeper understanding of their own background.

"They taught me a lot about indigeneity and helped me see what Canadian society is doing to Indigenous people," Valdine says, citing as an example the different way that Indigenous communities are defined in New Zealand compared to Canada.

Valdine had learned about the QES in 2016 while studying for a master of arts degree in disability studies at the University of Manitoba. After talking through the different options with a professor, they were intrigued by the idea of researching the Maori lived experience. "Even before I applied, I had it in my head that I was going to New Zealand," Valdine says, adding that the discussions with the professor had inspired them to look outside of their usual lens.

Once in New Zealand, Valdine was welcomed with open arms like a member of the Maori family. And by teaching the Maori about the Métis, the scholar became grounded in their own Indigenous identity, whereas in Canada, they had been afraid to talk as an expert about their experiences.

"I was overthinking how I could do Métis research. I thought it was bigger than me," Valdine says. "But spending time at Whakauae taught me that it's internal. All the knowledge that you hold in all the frameworks is intrinsic to your spirit."

The QES experience was also important to Valdine for another personal reason. "Being there for the one-year anniversary of my Mom's passing very much helped me transmute all of the rawness from losing my matriarch, my stories and my feelings of connection, and helped me own it," they say.

Valdine returned to Manitoba feeling empowered. "I brought back a bunch of self-belief in my knowledge and my ability to speak to Métis chronic illness experiences. When I came back to Canada, I was like, 'I know what I'm talking about.'"

Valdine completed their master's degree and are now working as Indigenous Project Officer/Indigenous Curriculum Specialist at the University College of the North.

Five years on, the relationships the scholar developed in New Zealand still impact them in significant ways. "They just trusted me and treated me as an equal. And that gave me a lot of hope to come back to Canada and do my own Métis health research for my community in northern Manitoba," Valdine says.

The QES experience also changed the way they view connectivity between Indigenous peoples across the globe. "We're not just all islands, divided and conquered," Valdine says. "We have to look to each other."

"Difference is a strength. Many times, we tend to fear what is different, and gravitate to the comfort of what is known. Fighting that initial reaction, pushing through it and embracing difference allows for us to question what we know, questions why we believe what we do, forcing us to confront our biases."

Olivia Lakey, outgoing QEScholar, University of Alberta

» INTRODUCTION

Diversity is at the heart of the QES program's success – not just diversity in people, but also diversity in academic pursuits and research interests. Researchers across disciplines and levels of study can see themselves in the QES program, and our university partners are finding new ways to ensure that they do. As a result, QES has researchers and students working in fields stretching from forestry and sports administration to occupational therapy and nursing.

Regardless of discipline or personal background, QES is about emerging leaders from across Canada and around the world learning the power of knowledge, inquiry, discovery and community engagement. 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.

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, Community Foundations Canada and Universities Canada – with the support of government bodies, crown corporations, private sector organizations and universities.



KISHOANE TAMANNA (ON THE RIGHT), INCOMING QES SCHOLAR FROM BANGLADESH, UNIVERSITY OF BRITISH COLUMBIA DISCUSSING HER RESEARCH PROJECT WITH SONGKRANT PONGBOONJUN, INCOMING QES-AS SCHOLAR FROM THAILAND, UNIVERSITY OF VICTORIA

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.

» AT A GLANCE

BY THE NUMBERS, ALL PROJECTS, CUMULATIVE 2015-2022 :

2291

scholars
funded

106

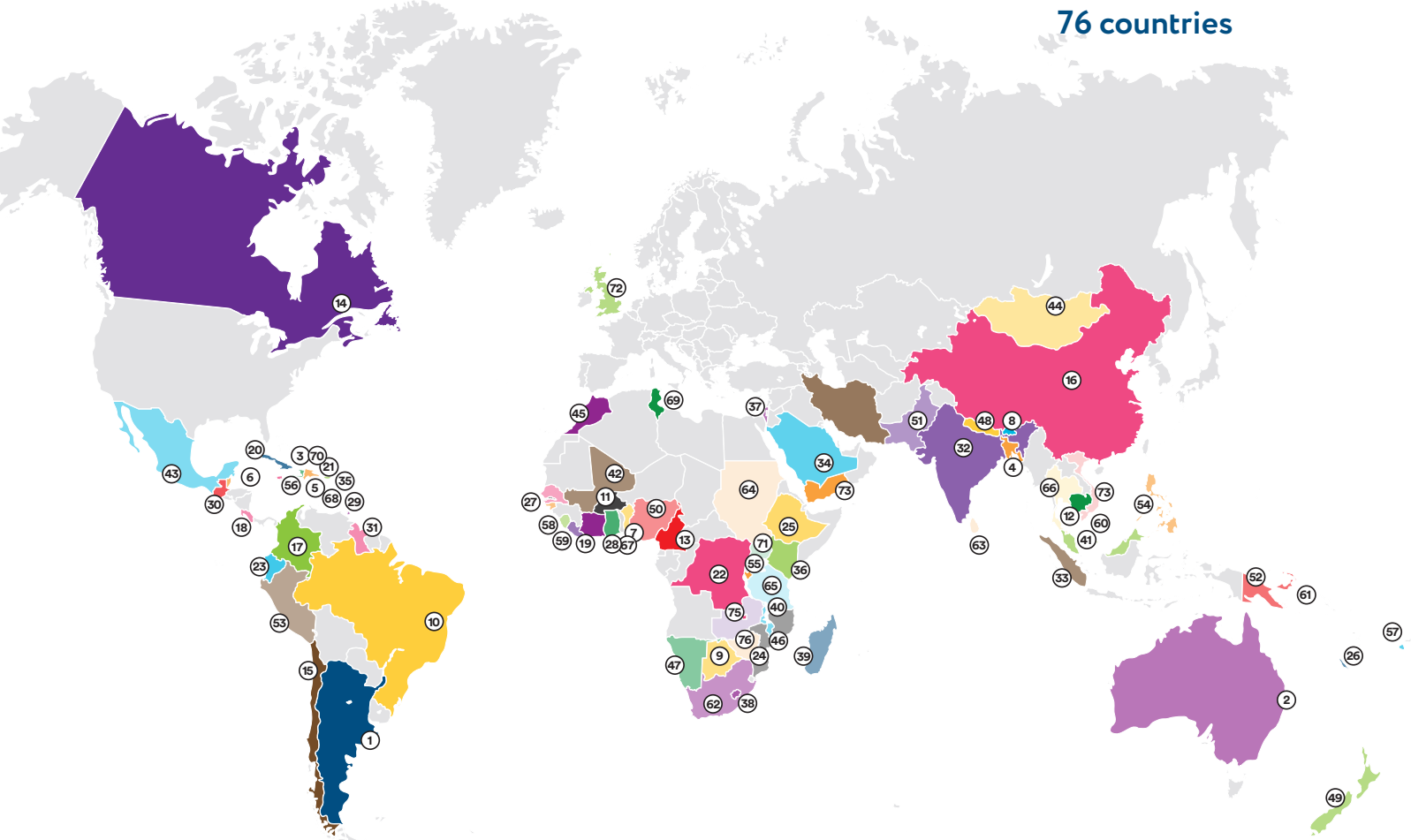
projects
supported

46

Canadian
universities

76

QEScholars going
to/coming from
76 countries



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

QES STUDENT-FOCUSED PROJECTS

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

PERCENTAGE OF SCHOLARSHIPS BY THEME

SCHOLARS WERE ABLE TO CHOOSE MORE THAN ONE THEME

Health	48%
Environment	35%
Education	27%
Children and Youth	25%
Economic Growth	23%
Gender	22%
Food Security	19%
Governance	18%
Indigenous issues	10%

QES-ADVANCED SCHOLARS - RESEARCHER-FOCUSED PROJECTS

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

PERCENTAGE OF SCHOLARSHIPS BY AREA OF FOCUS

SCHOLARS WERE ABLE TO CHOOSE MORE THAN ONE AREA OF FOCUS

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

650+ PARTNER ORGANIZATIONS

\$84M COMMITTED FOR SCHOLARSHIPS

SCHOLARS' REFLECTIONS

"Throughout the six months that I was able to spend in Uganda, I gained a deep appreciation for the culture and country. Before my departure, my expectations were centred around work-related goals. Despite finding my internship incredibly rewarding, the aspect that I found to be most beneficial was the connections and relationships I built."

Alyssa Birch, outgoing QEScholar, University of Alberta

"This scholarship has aided me in discovering new ways to gain data and develop an understanding of complex socio-economic systems that simply cannot be gained through analysing aggregate statistical information available widely or perusing academic literature."

Farhan Rahman, QES-AS Scholar from India, Wilfrid Laurier University

"My placement with a non-academic institution (MEDA) provided me with ample opportunity to learn from practitioners engaging in food systems development. This was a valuable learning opportunity because in my day-to-day work as a young academic, I do not usually collaborate with practitioners. As a result of this, my understanding of how CSOs operate and contribute to food systems development has improved immensely."

Jeremy Wagner, Canadian QES-AS Scholar, Wilfrid Laurier University

"The ability to explore the research context in another country was a fascinating opportunity. It revealed the similarities and the dissimilarities in the research contexts of the two countries and brought out the consistent hardwired underpinnings of research in my area across continents."

Aparna Venugopal, QES-AS Scholar from India, University of New Brunswick

"My QES experience has primarily taught me the value of non-verbal communication skills. Communicating across language barriers is a significant obstacle to occupational therapy work which can be heavily conversationally based. As such, the development of strong rapport between myself and the individuals with whom I worked was essential throughout my experience."

Caitlyn McKinley, outgoing QEScholar, Queens University

"Working cross culturally allowed me to understand how best to get across the critical information. Through working with colleagues that have different language and cultural backgrounds I had to think more critically about how I was communicating and needed to be more observant of how my messages were being received."

Andrew Jackson, outgoing QEScholar, University of Waterloo

WHERE ARE THEY NOW?



MATTHEW JALINK, 2016, DALHOUSIE UNIVERSITY, WENT TO TANZANIA

After finishing his Master's in Epidemiology, Matt returned to Tanzania with the Aga Khan International Youth Fellowship for eight months working with the Aga Khan Health Services, coordinating a 15M Euro grant focused on strengthening the cancer system in Tanzania. Matt is now pursuing a PhD in Epidemiology at Queen's University, looking at the effect of cancer treatment delay on survival for cervical cancer patients.



ADITYA NIDUMOLU, 2016, MCMASTER UNIVERSITY, WENT TO TRINIDAD AND TOBAGO

Aditya's QES award took him to the Caribbean Public Health Agency (CARPHA) in Trinidad and Tobago to assist in the development and execution of a deliberative dialogue used to improve health policy and practice among the Caribbean nations under the direction of CARPHA. Aditya is currently a resident doctor in psychiatry at Dalhousie University and working on public interventions that support healthy aging.



EILISH SCALLAN, 2017, MCMASTER UNIVERSITY, WENT TO AUSTRALIA

Eilish completed her QES placement at the Centre for Social Research in Health (Sydney, NSW) where she looked at health in the prison system. Since her time in Sydney, Eilish has completed medical school and is now entering the second year of a Public Health and Preventive Medicine residency program. Eilish is starting a Master of Public Health at Johns Hopkins this year and has continued with research and community work on health equity.



MARGO ELLIOT, 2019, MOUNT ROYAL UNIVERSITY, WENT TO TURKS AND CAICOS

As part of her Bachelor of Health and physical education program and in conjunction with SportWorks/ Commonwealth Sport Canada, Margo supported a sport (rugby) development project in the Caribbean. She found a love for coaching others on the island and decided to pursue personal training to help others be their best version of themselves.

» LEADERSHIP, NETWORKING AND COMMUNITY ENGAGEMENT



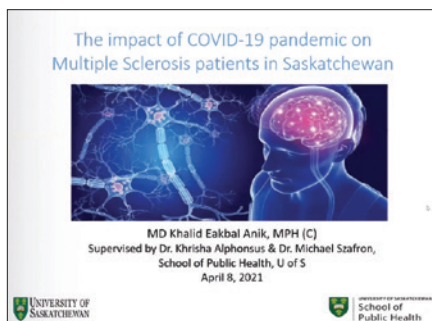
MCGILL QESCHOLARS WORKING COMMUNAL GARDENS



QESCHOLARS VOLUNTEERING AT A SOUP KITCHEN



SHANNON GANTER, OUTGOING QESCHOLAR, UNIVERSITY OF WINNIPEG



MD KHALID EAKBAL ANIK, INCOMING QESCHOLAR FROM BANGLADESH, UNIVERSITY OF SASKATCHEWAN, PRESENTING HIS RESEARCH VIA A ZOOM PRESENTATION



CLEAN UP AT UNIVERSITÉ LAVAL

“Our scholars and African institutions have highlighted that inter-African mobility has been exceptionally rewarding, more so than exchanges with the Global North. Such inter-African mobility opportunities are exceptionally rare, if non-existent. The ability for QES-AS Fellows to engage in inter-African mobility, working with leading African researchers on the continent, has been transformative and an obvious advantage of the QES-AS program compared to others.”

Victoria Schorr, Regional Manager & Research Associate, QES program manager, University of Ottawa

PROJECT PROFILE

FACILITATING REGIONAL SOLUTIONS TO INEQUALITY IN WEST AFRICA



FROM LEFT TO RIGHT: FROM THE UNIVERSITY OF GHANA, DR. RICHMOND ARYEETEY, PROFESSOR OF PUBLIC HEALTH, DR. FRANCIS DODOO, IMMEDIATE PAST PRO-VICE-CHANCELLOR FOR RESEARCH, INNOVATION AND DEVELOPMENT; AND FROM MCGILL UNIVERSITY DR. GRACE MARQUIS AND DR. NII ADDY, MEETING TO DISCUSS THE QES PROGRAM AND MCGILL'S ONGOING COLLABORATION WITH THE UNIVERSITY OF GHANA.

Women in West Africa face high rates of inequality, which negatively impacts not only their health and well-being, but also their livelihoods and participation in decision-making at all levels.

One way to help address this problem is to link up researchers and non-academic change agents to enhance health equity and sustainable inclusive growth in rural West Africa. Netlinks, McGill University's QES Advanced Scholars West Africa project, is working towards that goal by fostering networks of West African researchers and practitioners through a unique program of training, mentorship, research, and engagement with rural communities.

Rather than having the scholars travel to Canada for their QES experience, this project facilitates South-South solutions by bringing researchers from different West African countries together in Ghana, where they learn and forge bonds with colleagues – and potential future research collaborators – within their own region.

"I think there's going to be a real expansion of opportunities to build relationships," says Dr. Grace Marquis, associate professor in the School of Human Nutrition at McGill and the project lead. Nurturing cross-country collaborations within West Africa will help address the region's development challenges, she adds.

Under the project, the QES-AS West Africa scholars – including doctoral students, post-doctoral fellows and early-career researchers – gather for five weeks at the University of Ghana's Nutrition Research and Training Centre. There, they participate in specialist classroom and field training on a wide range of topics, including ethics, leadership, gender equity, communication and entrepreneurship innovation.

"What we wanted to develop here was to have a strong sense of cohort," says Dr. Marquis. "That means people have to be around each other, face to face, and to have that time to develop friendships and to explore each other's interests."

This is the second QES project partnership between McGill and the University of Ghana. Between 2017 and 2021, the first project trained a total of 18 QES Advanced Scholars from Canada and Ghana. The new three-year project will include participants from across West Africa, joined by some scholars from Canada, while the Université Joseph Ki-Zerbo in Burkina Faso has joined as the third partner institution – a further reflection of the initiative's focus on promoting research interaction among the countries of the region, through a Southern lens.

Despite some complications caused by the COVID-19 pandemic, the new project was able to conclude its first training program in March-April 2022, with the participation of seven scholars from Burkina Faso, Benin, Cote d'Ivoire and Ghana.

The participation of scholars from both French- and English-speaking countries in West Africa is an important element of the project, Dr. Marquis explains.

"It allows us to bridge the Anglophone-Francophone gap and bring people from throughout the region together," she says, adding that French- and English-speaking scholars will be paired as roommates during the five-week programme to encourage language learning.

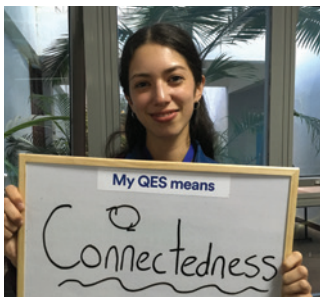
For the non-academic research component, the scholars are partnered with non-profit or for-profit institutions to carry out various activities related to health equity and sustainable inclusive development.

"That is the lens in which we're addressing the different topics – always trying to think about who is disadvantaged, who is not able to access services and how can we go about improving that," says Dr. Marquis.

While the project will not resolve West Africa's daunting gender inequality problem, Dr. Marquis is confident that part of the solution lies in the development of networks of researchers who will continue to work on this challenge throughout their careers.

"Our hope with this project is that we start the ball rolling, or maybe it's already rolling but we give it an additional little push and keep it going and get them into a cohort where they feel supported," she explains.

MY QES MEANS...



QES-AS EXPERIENCE BUILDS RESILIENCE IN SRI LANKAN SCHOLAR



WARSHI DANDENIYA IN HER LABORATORY IN SRI LANKA

For Warshi Dandeniya, participating in the QES-Advanced Scholars program during COVID-19 was an exercise in resilience.

“That is the silver lining in this big cloud of COVID,” says the Sri Lankan researcher. “Here the country was locked down for three months, but we managed to get through all of this and come up with good research findings...That happened because of the ability we developed to be resilient.”

Three of Warshi’s colleagues took part in the University of Winnipeg’s research project on carbon, phosphorus and nitrogen dynamics in soil before she applied for the QES program. Specializing in soil microbiology, Warshi felt she could also contribute to the project.

In collaboration with project leaders, she developed a back-up plan, in case the pandemic prevented her from travelling to Winnipeg - advance planning that paid off.

“Because of the COVID-19 restrictions I did my entire project in Sri Lanka,” she says. “But since we planned early on, considering both scenarios, it was easy for me to operate from here, even though it’s a missed opportunity that I couldn’t come to Canada”.

Warshi worked with the research team at the University of Winnipeg to develop a project where she would explore

carbon dynamics and contribute her findings to the group working on phosphorus-related issues of the research.

“What we wanted to know is how intensive agricultural practices change nutrient release patterns in the soil and how it affects the nutrient release to the environment, especially through run-off water and through leaching.”

Ongoing communications with the team in Winnipeg, including monthly meetings, made things progress smoothly despite the pandemic.

Later, the QES experience, she says, helped her secure a promotion to the position of Professor in merit basis at the Department of Soil Science of University of Peradeniya.

“It helped that QES is an international collaboration, an international project that I got to work on,” she says. “The publications that come through it, the ability to share my work with other people in different sciences helped me in the promotion and to establish myself as a scientist in my field.”

The collaborations established through her QES-AS experience are helping her have a voice in her home country.

“Sri Lanka is not in a good position right now,” she says, noting the hardships currently facing the agricultural industry.

“However, I get the opportunity to sound my voice and also help the farmers...QES was an opportunity that let me collaborate more so that people know me.”

“So basically I can say QES has helped me personally to develop myself, to establish myself as a young scientist in this country, and also contribute to the development of the country.”

Today Warshi continues to work on data analysis from her QES project and has recruited undergraduate students to get involved. She also uses the QES research project as a case study for courses she teaches and shares the research findings widely on social media to promote soil sciences. Sharing those outcomes has increased interest in the soil science program at the University of Peradeniya, with registrations doubling in recent years, from about 10-12 students to 24.

Warshi says she hopes to inspire other women to positions of leadership and envisions an ongoing collaborative relationship with her Canadian counterparts from QES, perhaps evolving into a network of mentors.

“Learning the importance and effective use of social networks in scientific research has been very useful to me. Being in an English-speaking country was an excellent opportunity to learn technical English in nutrition and also improve my capacity in nutrition, research, leadership and networking.”

Viviane Aurelie Tapsoba QES-AS West Africa Scholar from Burkina Faso, McGill University

PROJECT PROFILE

COLLABORATIVE NURSING PROGRAM BRINGS DIVERSE STUDENTS TOGETHER FOR QES EXPERIENCE IN GHANA



UNIVERSITY OF ALBERTA QESCHOLARS WITH ATWIMA APEMANIMHENE, NANA FOBI KROPA III, CHIEF OF THE VILLAGE OF APEMANIM. THE CHIEF, KNOWN IN PRIVATE LIFE AS PROFESSOR KWESI ANSU-KYEREMEH, A PROFESSOR AT THE SCHOOL OF COMMUNICATION STUDIES, UNIVERSITY OF GHANA, LEGON IS A UNIVERSITY OF ALBERTA ALUMNUS.

Meeting new people and learning together started before departure for nursing students participating in the University of Alberta's QES program. The unique model of the university's Collaborative Nursing program — with sites at Northwestern Polytechnic in Grand Prairie, Keyano College in Fort McMurray, and Red Deer Polytechnic — means the benefits of the QES program are now being felt far and wide in Alberta.

"We have QES scholars now as nursing leaders and community builders as far north as High Level and Peace River, throughout Central Alberta, and as far south as Banff and Pincher

Creek," enthuses project lead Isabelle Kelly, professor in the BScNursing collaborative program at the university. "The most amazing gift QES has given us is strengthening nursing leadership throughout Alberta," she says.

Beginning in 2017, the QES application process was centralized at UofA in Edmonton, with students travelling in for the interview process (pre-pandemic) and again travelling for pre-departure workshops. Getting to know fellow scholars from other nursing program sites continued on the ground in Ghana.

"We planned it in such a way where their roommate was from a different collaborative site," explains Isabelle. "For 90 days in Ghana, they lived, studied, cooked, worked, cried, played and shared amazing moments with another student who, not only was from another school and a total stranger, but also from a different race, religion, culture and socio-economic background.

"They learned how to take good care of each other and they kept each other safe, grounded and balanced. Kindness and respect were so palpable, you could touch it. It created lasting friendships as the experience changed their lives."

The scholars had exposure to various community healthcare settings in Ghana, including public health outreach, a malnutrition clinic, HIV testing and treatment, and labour and delivery.

"And then the rest of their practicum was in acute care at the military hospital," says nursing instructor Rebecca Low. "That's where they kind of went off into a specific area of interest. So we had some in trauma, someone in ICU, one in labour and delivery, four in pediatrics and three in med surg," she says of the cohort she lead in Ghana.

While placements in Ghana also took place before the university's QES program was launched, Kelly highlights that QES made it possible for a more diverse group of nursing students to take part.

"We were able to invite students who would not be able to afford to go otherwise," she says.

"My two most important lessons learned from this experience are to say yes to every opportunity that is offered to you. I had so many incredible experiences during my time here simply because I left my comfort zone. Another lesson learned here was that when collaborating with different perspectives and cultures great things can be achieved."

Adriane Cairns, outgoing QEScholar, Mount Royal University

QES EXPERIENCE STRENGTHENS SCHOLAR'S RESEARCH CAREER IN INDIA



KIRAN NAIK IN HIS OFFICE AT SIMON FRASER UNIVERSITY

For Kiran Naik, QES-AS has been a major boost to his career advancement as a researcher. In particular, the research and life lessons he learned from his supervisor, Majid Bahrami, Canada Research Chair in Alternative Energy Conversion Systems at Simon Fraser University, have proved invaluable.

A mechanical engineer, Kiran spent eight months at the B.C. university as part of a QES-AS project to enhance LMIC's capacity in technologies linked to water and food security. The project, led by Dr. Bahrami, develops innovative, clean technologies using solar-thermal energy or waste-heat to produce potable water, store thermal energy and control the

temperature and humidity in semi-closed greenhouses for optimal crop growth.

This QES experience, he says, helped him secure an assistant professor position at the prestigious National Institute of Technology in Rourkela, India

"My international and publishing experience through QES helped me get that position," says Kiran. "QES really helped me develop both my professional and personal skills."

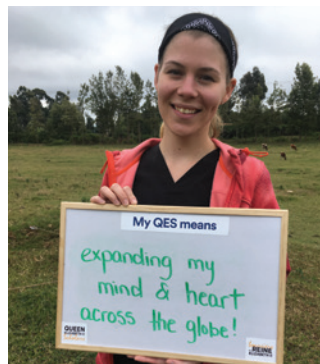
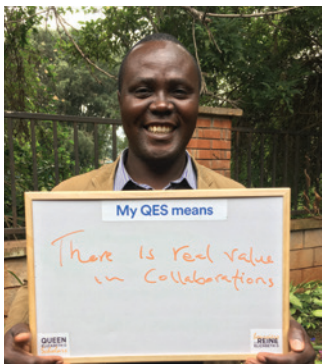
A particular benefit of the QES experience, he says, was learning how to collaborate with industry partners. In his current faculty role, Kiran has established and manages a lab modelled after the lab where he worked during at Simon Fraser, including strong industry partnerships.

Being able to collaborate with industry is a major advantage in India, he explains, as many university researchers rely on government grants, while Kiran has been able to secure industry support for various projects, such as one where his lab designed and patented a thermal energy exchange device for an industry partner.

Kiran says he still receives advice and guidance from Dr. Bahrami. They have a publication in progress, based on their QES-AS research, and continue to pursue collaborative projects.

He also developed close connections with two of his fellow QES-AS scholars – he has published two papers with one and they continue to collaborate on research projects.

MY QES MEANS...



» ENHANCING KNOWLEDGE AND SKILLS

SCHOLARS' REFLECTIONS

"Connecting with other QEScholars has been one of the highlights of my trip. Through my affiliation with Aga Khan University I had the opportunity to connect with two amazing QEScholars from Ontario doing their Global Health Masters. It was amazing to share our professional experiences with one another but also bond over the program we are in and from being from the same country."

Hailee Crawford, outgoing QEScholar, University of Calgary

"The QES-AS experience has guided and supported me in transforming my attitude, motivation, and performance. QES-AS has instilled the confidence needed for academic excellence by laying a strong foundation on my study skills, time management, leadership skills and organizational habits."

Anthony Sumnaya Kumasey, QES-AS Scholar from Ghana, University of New Brunswick

"I was able to further my understanding and experience with participatory research and pairing social science and environmental science methodologies to ensure that the communities are benefiting from the research."

Carolyn Cosette Shipman, outgoing QEScholar, University of Saskatchewan

"I am networking with colleagues from Ghana, Burkina Faso, Côte d'Ivoire and Benin on research collaboration after the QES program."

Patience Atitsogbey, QES-AS-West Africa Scholar from Ghana, McGill University

"I feel as though I walked away with a lot of knowledge about my area of study but also knowledge of the world. I feel more culturally aware and perhaps this will make me a better health care professional in the future."

Brianna Linton, outgoing QEScholar, University of Saskatchewan

QES ALUMNI BOOST PROJECTS

EACH ONE HELPS ONE

We built our program on a mentorship model where scholars help one another and each new scholar is paired with a previous scholar. Our previous scholars are still actively involved in this process. During our three months of predeparture training with our current cohort, we held three different Q&A sessions with previous scholars, some of whom were in our first cohort in 2016. In addition, each of the nine scholars who are going abroad in 2022 were paired with a previous scholar who also went to the same location which permitted them to provide first-hand knowledge and advise to the new scholar. All of our current scholars have committed to continuing this tradition.

- James McKinley, QES project coordinator, McMaster University

SHARING PERSONAL EXPERIENCE

Past QES participants prepare future QES applicants for selecting, applying for, and taking part in international placements by doing class presentations for the outgoing students, providing examples of their reports and materials to these students, and arranging a retreat for the outgoing students immediately prior to departure.

- Nisha Panchal, QES project coordinator, University of Toronto Scarborough

PLAYING MULTIPLE ROLES

Past participants assist with events and play an important role in connecting with incoming scholars in both Canada, Kenya and Tanzania. Past participants are engaged in collaborative research projects and appear engaged on our social media.

- Cherie Enns, QES project coordinator, University of the Fraser Valley

MODELS AND MOTIVATORS

Past and current QES participants will be used as role models and motivators for the potential new QES scholars. They will be used to aid outgoing and in-coming QES scholars (helping them settle in new surroundings and providing ideas that will help them settle faster); giving guest lectures during the (Cultural Ethics and Participatory Engagement) course; and providing guidance, motivation and mentorship to potential QEScholars. We will leverage their life experiences as QEScholars for the benefit of future cohorts of scholars. Previous QEScholars who developed stronger bonds with communities and partner institutions during their internships will also be used to strengthen the relationships through their personal connections.

- Irena Creed and Eric Enanga, QES project lead and scholars' coordinator respectively, University of Saskatchewan

QES INTERNSHIP PROMPTS SCHOLAR TO PURSUE PASSION FOR SOCIAL JUSTICE



A 2022 LGBT+ RIGHTS MARCH IN LONDON, ENGLAND, IN RESPONSE TO INCREASING LEVELS OF HATE THE COMMUNITY IS FACING.

Five years ago, Lisa Harrington’s experience as a QES scholar in Kenya ignited in her a passion for combatting gender-based violence and abuse. Pursuing that same passion and purpose, she is now working for an anti-violence organization in the United Kingdom that strives to advance the rights of LGBT+ people.

“It was a huge part of my life,” says Lisa of her eight-month QES internship, during which she served as project coordinator for a child-centred initiative overseen by Aga Khan University.

“I would say that I left the QES program with a more confident voice on injustice, and also that my boundaries and lens around ethics and voice in particular in projects working with vulnerable folks was also strengthened greatly.”

Partnering with a Nairobi primary school, her QES project used a participatory approach and arts-based activities to explore how students were affected by their school’s environment. The purpose was to understand the emotional impact of the environment on young people, and what their priorities for change would be if it was up to them.

Over the course of the internship, Lisa was struck by the structural injustices affecting young people in the rapidly urbanizing city, as well as the difficulties that the older girls were experiencing at the school, the stress and anxieties suffered by their male peers, and the undermining of young people’s voices.

Lisa returned to Canada and completed her bachelor’s degree in social work at the University of the Fraser Valley. She then pursued studies at the University of Sussex in the U.K., receiving a master’s degree in gender, violence and conflict.

In 2020, she started working for Galop UK, a charity that supports LGBT+ people who are victims of domestic abuse, sexual violence, hate crime, so-called conversion therapies and other forms of abuse. It also works on national and local policy change to improve outcomes for LGBT+ victims and survivors.

Lisa’s work is enabling more LGBT+ people in the U.K. to seek support for abuse and violence. As training and development manager, part of her job involves working with cisgender heterosexual people with a view to deepening their understanding and raising broader societal awareness of the abuses faced by members of the LGBT+ community and the distinct needs they have.

“A lot of the skills around inviting people to look at things in a different way, and to shift their lens on a topic that they already feel familiar with, is definitely something that I developed throughout the internship,” she explains.

The QES experience also reinforced her beliefs in sustainability and a participatory approach, which are important values in her current work aimed at making the U.K. a safer place for LGBT+ people.

“That thread sort of carried on for me to look at gender violence, not just from a binary perspective, but actually looking at gender identity, sexual and romantic orientation and how that’s also the basis for violence and abuse,” she says.

“I have learned to be more self-sufficient and forward, approaching coworkers and supervisors when I have ideas, questions, concerns, etc. I also became stronger at solving problem on my own.”

Alex Harte, outgoing QEScholar, Vancouver Island University

PROJECT PROFILE

BUILDING ON SUCCESS: QES ALUMNI STRENGTHEN NEW PROJECTS AT QUEEN'S



QES SCHOLARS AT THE SCHOOL OF REHABILITATION THERAPY

The success of Queen's University's QES projects is largely about their interconnectivity. The four projects (three hosted at the International Centre for the Advancement of Community Based Rehabilitation, and one led by ARCH: A research collaborative in global health equity), spanning from 2014 to today, are interconnected in ways that allow them to contribute to each other – including having alumni from earlier projects play leadership roles in successive ones.

"An incoming Queen Elizabeth Scholar from India was able to connect with our outgoing Canadian scholars to talk to them about the Indian context and do some pre-departure orientation work with us," says Heather Aldersey, principal investigator with the centre's current West Africa-Advanced Scholars project, as an example of the QES alumni linkages. But those connections extend well beyond orientation support.

A QES-AS scholar from Congo is now the lead connection to the University of Kinshasa for the university's QES-West Africa project. Another alumna with the 2014 project, from Ghana, is their lead connection at Kwame Nkrumah Institute of Science and Technology.

"They both collaborated with us to write the QES-WA grant that we ultimately got," says Heather. "So in addition to contributing vision for the project and supporting with recruitment, they are participating in our bi-weekly planning calls, will travel to engage with the QES-WA teams in Canada, and will support research implementation at their home institutions when they return. So, essentially, they are part of the QES-WA project in every sense."

One of the many benefits for the outgoing Canadian scholars in occupational and physical therapy, Heather says, is seeing the tremendous innovation taking place in different contexts, like the use of paper-based technology to build assistive devices.

"Students get exposure to how OTs and PTs function in different contexts that might look different from Canada, but teaches them how to make use of materials that are easily accessible in your community, and I think is directly applicable to good OT and PT practice, wherever you are."

While their travel stopped during COVID-19, Heather is hopeful their QES scholars will get back on the road this year. "We've got a lot of interest from both physical therapy and occupational therapy students to do their clinical placements in India together," she says. "And we still have an incoming student from India who's going to be able to provide that support and mentorship to our outgoing students."

LONGITUDINAL RESEARCH STUDY

Through a longitudinal study launched in 2017, Universities Canada is investigating the multilevel impact of the QES-Advanced Scholars program on scholars and institutions. The study examines the contributions of international research experience to outcomes including scholar collaboration, research quality, and development of leadership skills and global competencies. The study also focuses on benefits to participating organizations, as well as best practices for designing and implementing gender-sensitive, equitable and inclusive international scholarship programming.

Two-hundred and eight scholars, or 56.5% of all participants, completed a baseline survey before departure/program start, while 163 scholars (44% of all participants and 78% of those who completed the baseline) answered a re-integration survey when their program ended. In addition to the surveys, interviews are being conducted with scholars at least 6 months after program completion, to gain insights on the longer-term benefits accrued, and to provide scholars with an opportunity to reflect on the program considering their career development following program completion.

Preliminary results from the reintegration surveys show that scholars perceived changes to their collaboration activities, quality of research, leadership skills and global competencies as a result of the QES program. Emerging results from the interviews suggest that post-award, scholars have also experienced career benefits such as international publications, enhanced professional reputations, career advancement and new career opportunities, which they attribute to the program.

REINTEGRATION DATA – PRELIMINARY STATISTICS

- Total indicating quality of research increased or somewhat increased as a result of collaborations in the program: **88%**
- Total indicating change in leadership skills as a result of the program: **92%**
- Total indicating change in global competencies as a result of the program: **78%**

The study will be concluded in 2022 and a comprehensive overview of the project will be available in the 2022-2023 QES annual report.

SCHOLAR PROFILE

QES INSPIRES THEATRE SCHOLAR TO BUILD RESEARCH CAREER IN CANADA



TAIWO AFOLABI, CANADA RESEARCH CHAIR IN SOCIALLY ENGAGED THEATRE, ASSISTANT PROFESSOR, UNIVERSITY OF REGINA

As an artist, Taiwo Afolabi felt the QES program was an ideal fit for his research interests. It also contributed to his decision to pursue an academic career in Canada.

“I work in applied theatre, so it’s about community and practice,” he says. “You have to actually go into the community, and that fit perfectly with QES.”

Originally from Nigeria, Taiwo studied and conducted research in numerous countries before arriving in Canada for doctoral studies. As a PhD student and QEScholar at the University of

Victoria, he used applied theatre “to work with communities, to build communities, and to help refugee communities share their stories in ethical ways.”

That meant working closely with various community organizations, students and faculty “in addressing social issues such as migration, refugee advocacy, law enforcement and challenges facing Indigenous communities,” he explains.

As a QEScholar, Taiwo’s community engagement activities included collaborating with a faith-based organization on refugee advocacy, facilitating theatre activities with residents of seniors’ homes, and organizing refugee advocacy on campus. QES also boosted his research and publishing experience and helped him build a research network in Canada, where he decided to stay and build his career.

After completing his PhD in applied theatre in 2020, Taiwo was appointed Canada Research Chair in Socially Engaged Theatre at the University of Regina, where he is an assistant professor. He also created a research centre, the Centre for Socially Engaged Theatre (C-SET) where he conducts research, creates works, performs and teaches at the intersection of performance and human ecology. His research interests lie in the areas of applied theatre and policing, social justice, decolonization, art leadership and management, migration and the ethics of conducting arts-based research.

As Canada Research Chair and the Director of C-SET, Taiwo leads a program in socially engaged theatre research. He uses the performing arts as a creative tool to address the knowledge gap around policing and racism, immigrants’ experience and policymaking.

“Our QES-AS researchers have contributed to increasing the research capacity of our unit, by engaging in our overall research programme, as well as their individual contributions in the form of journal articles and other research outputs. They have also assisted as rapporteurs of various research colloquiums and workshops hosted by our unit.”

Erika Kraemer-Mbula, Professor, DSI/NRF/Newton Fund Trilateral Research Chair in Transformative Innovation, the 4th Industrial Revolution and Sustainable Development, University of Johannesburg, LMIC partner institution, University of Ottawa

MY QES MEANS...



JESS MACIVER AND ARIANA MARAGH OUTGOING QESCHOLARS, UNIVERSITY OF VICTORIA, IN SOUTH AFRICA

“The program has provided students and scholars with opportunities to network among themselves and potential mentors for their future career development. The opportunities have also helped shape their future careers and life choices, by providing them with a stage to test their independence in a new and foreign country and adapt and build resilience and connections/networks. It is a program that has really helped the students in their academic growth and development, global exposure and social skills.”

Irena Creed and Eric Enanga, QES project lead and scholars' coordinator respectively, University of Saskatchewan

ANNEX I

ALL QESCHOLARS PROJECTS

CURRENT PROJECTS

QES 2017 PROJECTS		
UNIVERSITY	PROVINCE	PROJECT TITLE
McMaster University	Ontario	Queen Elizabeth Scholars in Strengthening Health and Social Systems
Mount Royal University	Alberta	Sport Leaders International Internship Program
Queen's University	Ontario	Building innovative, community-driven solutions for people with disabilities
Simon Fraser University	British Columbia	Interns and Scholars for a Sustainable World
St. Francis Xavier University	Nova Scotia	Immersion Service Learning in Ghana
Université de Montréal	Quebec	Renforcement d'un réseau mondial de jeunes leaders engagés pour le développement des communautés
Université du Québec à Trois-Rivières	Quebec	Formation scientifique d'étudiants indiens pour la recherche en énergie durable et en sciences biomédicales - volet 2
University of Alberta	Alberta	Securing Our Shared Global Future: Student Leadership for Change
University of Calgary	Alberta	Young Leaders in International Development
University of Manitoba	Manitoba	Promoting Community-University Partnerships in Global and Indigenous Health
University of New Brunswick – Fredericton	New Brunswick	Addressing Health and Environmental Challenges from a Youth Perspective in Malawi and the Caribbean
University of Ontario Institute of Technology	Ontario	Incubating Global Careers as Queen Elizabeth Scholars
University of Prince Edward Island	Prince Edward Island	Integrating Innovative Research & Training for Improved Sustainable Livelihoods of Smallholder Dairy Farms - Phase 2
University of Saskatchewan	Saskatchewan	Experiential learning for the One Health/Planetary Health professional: A focus on Canadian and African communities-at-risk
University of Toronto	Ontario	Building Collaborative Learning Communities for Global Development and Justice
University of the Fraser Valley	British Columbia	Capacity Building for Policy and Planning in Kenya, Tanzania and India: A Focus on Food Systems and Urban Growth Management
University of Victoria	British Columbia	ASEAN Internship: Experience, Networking and Community (ENC) Program
University of Waterloo	Ontario	International Internships for University of Waterloo Students in Energy Access Social Enterprises
Vancouver Island University	British Columbia	Building Resilience in Coastal Communities (BRICC) Knowledge Network
Wilfrid Laurier University	Ontario	Laurier-Ghana Partnership for Human Rights, Criminology, and Social Justice

QES 2019 PROJECTS

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

QES-ADVANCED SCHOLARS WEST AFRICA PROJECTS

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

CLOSED PROJECTS

QES-ADVANCED SCHOLARS PROJECTS (ENDED DECEMBER 2021)

UNIVERSITY	PROVINCE	PROJECT TITLE
Carleton University	Ontario	Societal Transformation and Climate Change: Training the next generation of scholars in Sub-Saharan Africa (NextGen Climate Change Advanced Scholars)
Lakehead University	Ontario	Agrobiodiversity, Nutrition and Sustainable Marketing of Heritage Crops in Ecuador and Canada
McGill University	Quebec	A network of interdisciplinary, solution-oriented researchers to improve the livelihoods and food and nutrition security of adolescent girls and women farmers in rural Ghana
Queen's University	Ontario	QE Scholars Network for Equity in Maternal and Child Health
Ryerson University	Ontario	Strengthening Coastal Aquifer Resilience and Groundwater Use Against Climate Change Effects in the Caribbean
Simon Fraser University	British Columbia	Providing Sustainable Potable Water and Greenhouse Crops
Université de Moncton	New Brunswick	Développement des "leaders" pour une meilleure nutrition des filles et des femmes, un incontournable pour le mieux-être des populations d'Afrique de l'Ouest et Centrale
Université de Montréal	Quebec	Bourses de recherche destinées aux chercheurs doctoraux, post-doctoraux et en début carrière du Canada et de Chine dans les domaines du droit et de la santé
Université du Québec en Outaouais	Quebec	Partenariat pour l'amélioration de la santé maternelle et infantile en Afrique de l'Ouest à l'aide de la santé numérique
University of Alberta	Alberta	Coming Together – Strengthening Partnerships between Ghana and Canada to Address Maternal, Newborn, and Child Health
University of Calgary	Alberta	QES-Advanced Scholars (International Development)
University of New Brunswick – Fredericton	New Brunswick	Entrepreneurship Education and Training for Canada, India, China and Ghana
University of Ottawa	Ontario	The Open African Innovation Research Partnership (Open AIR): New and Emerging Researcher Fellowship Program
University of Regina	Saskatchewan	University of Regina Queen Elizabeth II Diamond Jubilee Program for Advanced Scholars: Innovative Approaches to Climate Change
University of Saskatchewan	Saskatchewan	Global Leaders Scholarship – Seeking Sustainable Solutions in Food Security and Nutrition for Women and Children: A Tri-Country Approach
University of Toronto	Ontario	The Statistical Alliance for Vital Events (SAVE) Queen Elizabeth Scholarship-Advanced Scholars Program (SAVE-QES)
University of Victoria	British Columbia	Regulating Globalization in South and Southeast Asia
University of Waterloo	Ontario	Water Security as a Foundation for Healthy Communities and Sustainable Livelihoods
University of Winnipeg	Manitoba	The University of Winnipeg Queen Elizabeth II Diamond Jubilee International Scholars Program
Wilfrid Laurier University	Ontario	Building Capacity in Urban Food System Governance in LMIC Cities
York University	Ontario	Ecological Economics, Commons Governance, and Climate Justice

QES 2014 PROJECTS (ENDED DECEMBER 2019)

UNIVERSITY	PROVINCE	PROJECT TITLE
Brock University	Ontario	Sport Leaders International Internship Program
Dalhousie University	Nova Scotia	Preparing Young Commonwealth QEII Scholars to Successfully Contribute to the Needs of a Shrinking World
Emily Carr University of Art + Design	British Columbia	Emily Carr Jubilee Art, Design + Media Research Scholars
Laurentian University	Ontario	The Mining Life Cycle; discovery, development, remediation, social license and the environment
McGill University	Quebec	Common Threads through the Commonwealth: Exploring innovative approaches to key challenges in health, well-being and equity
McGill University	Quebec	Quantitative biology and Medical Genetics for the world
McMaster	Ontario	Queen Elizabeth Scholars in Strengthening Health Systems
Memorial University of Newfoundland	Newfoundland	MUN Globalization 101
Queen's University	Ontario	Leaders in Element Migration in the Near-Surface Environment
Queen's University	Ontario	Queen Elizabeth II Diamond Jubilee Scholarships for Excellence in International Community Based Rehabilitation at Queen's University
Saint Mary's University (NS)	Nova Scotia	Bridging the Digital Divide in Rural Uganda
Saint Mary's University (NS)	Nova Scotia	Innovative use of ICT and Agri-Food Technology in integrating cultural preferences into the agro-processing sectors of Canada and Jamaica
Simon Fraser University	British Columbia	The Canada-Sub Saharan Africa (CANSSA) training program in global health leadership
Université de Montréal	Quebec	Partenariats pour le leadership en santé dans un Commonwealth bilingue
Université du Québec à Trois-Rivières	Quebec	Formation scientifique d'étudiants indiens pour la recherche en énergie durable et en sciences biomédicales
Université Laval	Quebec	Réseau UlaVal-Commonwealth : Des forêts pour un monde en mutation
University of Alberta	Alberta	Global Generation: Energy and Environment Network
University of Alberta	Alberta	Improving Individual and Community Wellness in the Commonwealth
University of British Columbia	British Columbia	GREEN LEADERS - Scholarship Program for Commonwealth Forests
University of British Columbia	British Columbia	Innovative Solutions for Developing and Managing Climate Resilient Transport Infrastructure in South Asia Region (SAR): A Lifecycle Thinking Approach
University of Calgary	Alberta	University of Calgary/Queen Elizabeth II Diamond Jubilee (International Development Internships)
University of Manitoba	Manitoba	Promoting International Community-University Partnerships in Global and Indigenous Health
University of New Brunswick – Fredericton	New Brunswick	The Commonwealth Scholars Program: Connected Learning Across the Commonwealth
University of Northern British Columbia	British Columbia	Cross-Cultural Indigenous Knowledge Exchange (CIKE)

QES 2014 PROJECTS (ENDED DECEMBER 2019)

UNIVERSITY	PROVINCE	PROJECT TITLE
University of Ontario Institute of Technology	Ontario	Queen Elizabeth II Scholars at University of Ontario Institute of Technology
University of Ottawa	Ontario	Building experiential learning, capacity and knowledge exchange through the AIMS-NEI Network and new Commonwealth partnerships
University of Prince Edward Island	Prince Edward Island	Integrating Innovative Research & Training Methods for Improved Sustainable Livelihoods of Smallholder Dairy Farms
University of Regina	Saskatchewan	Queen Elizabeth II Diamond Jubilee Scholarship - University of Regina
University of Saskatchewan	Saskatchewan	Community Partnership for Food Security and Health
University of the Fraser Valley	British Columbia	Urban Food Systems in Dar es Salaam, Nairobi and the Fraser Valley: Capacity Building for Policy and Planning
University of Toronto	Ontario	Inclusive Innovation for Development: Creating a Network of Student Innovation Leaders
University of Toronto	Ontario	UTSC Centre for Critical Development Studies
University of Toronto – University of St. Michael’s College	Ontario	Literacy and Indigenous Language Education in South Africa
University of Toronto – Victoria University	Ontario	Enhancing Education in Health and Sciences
University of Toronto – University of Trinity College	Ontario	Establishing Right Relations: Advancing Development and Prosperity for Aboriginal and Settler Populations in the Commonwealth
University of Toronto – University of Trinity College	Ontario	Scholarship in Immunology as a Platform for Sustainable International Partnership
University of Victoria	British Columbia	CANCOM-COOP (Canada-Commonwealth Co-op): Developing world ready graduates through international STEM based work integrated learning (WIL)
University of Victoria	British Columbia	Crossing Borders: Experiential Learning and Scholarship across the Commonwealth
University of Waterloo	Ontario	Building Research Capacity in LMICs through the Global Index of Wellbeing (GLOWING) Project
University of Waterloo	Ontario	Waterloo-Singapore graduate student exchange in quantum information science and technology
University of Windsor	Ontario	An international palliative care collaboration: Engaging scholars and communities to support best practices
University of Windsor	Ontario	Canadian Commonwealth Scholarships in Water and Energy
University of Winnipeg	Manitoba	Incoming University of Winnipeg QEII Diamond Jubilee Scholars
University of Winnipeg	Manitoba	Outgoing University of Winnipeg QEII Diamond Jubilee Scholars and Interns
Vancouver Island University	British Columbia	Building Resilience in Coastal Communities
Western University	Ontario	Professional Masters Program on Global Health Systems in Africa
Western University	Ontario	Collaborative Research and Training Program on Global Health Systems in Africa
Wilfrid Laurier University	Ontario	Laurier-Ghana Partnership for Human Rights & Social Justice

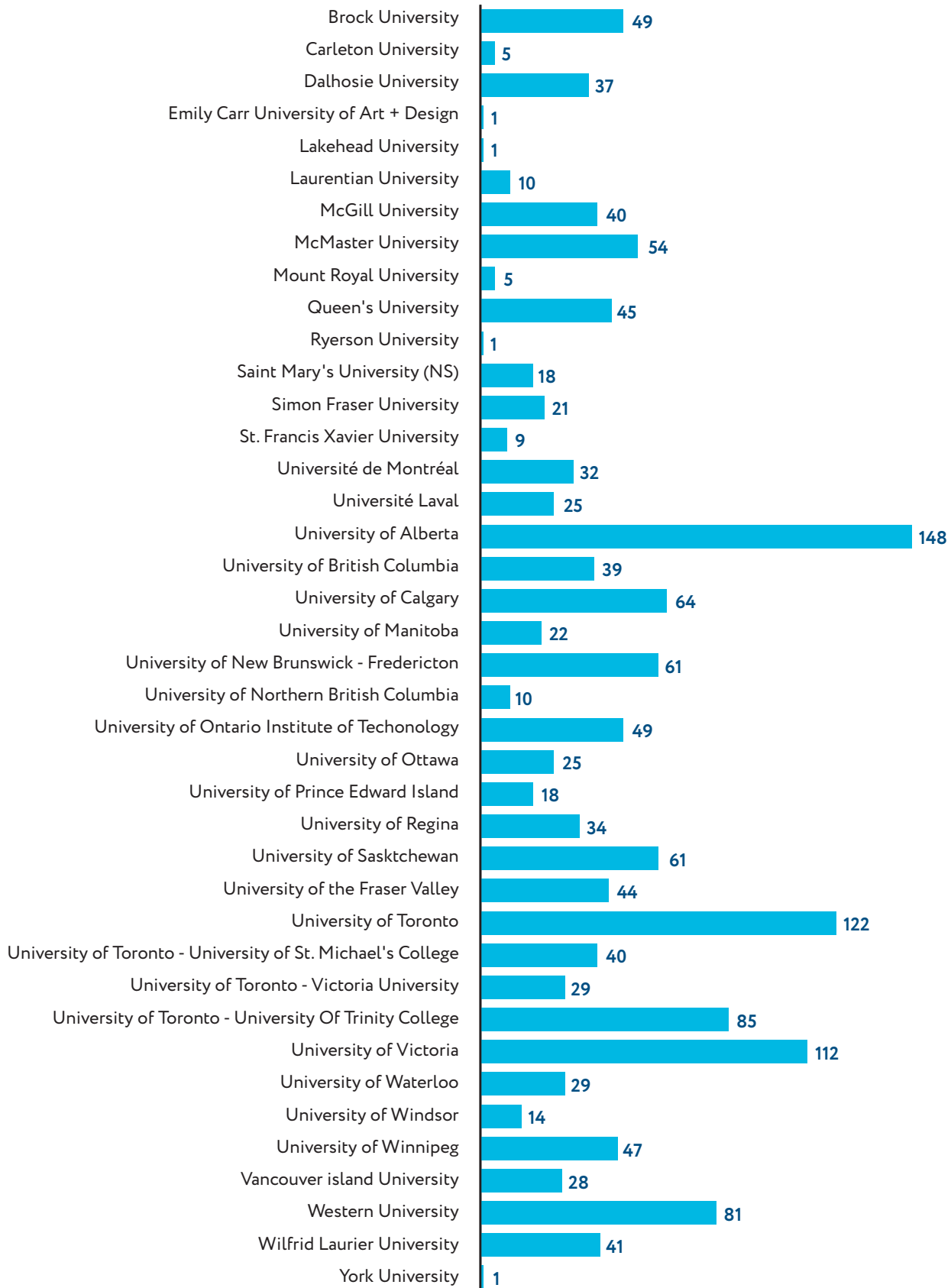
» ANNEX 2

TOTAL QESCHOLARS BY CANADIAN UNIVERSITY

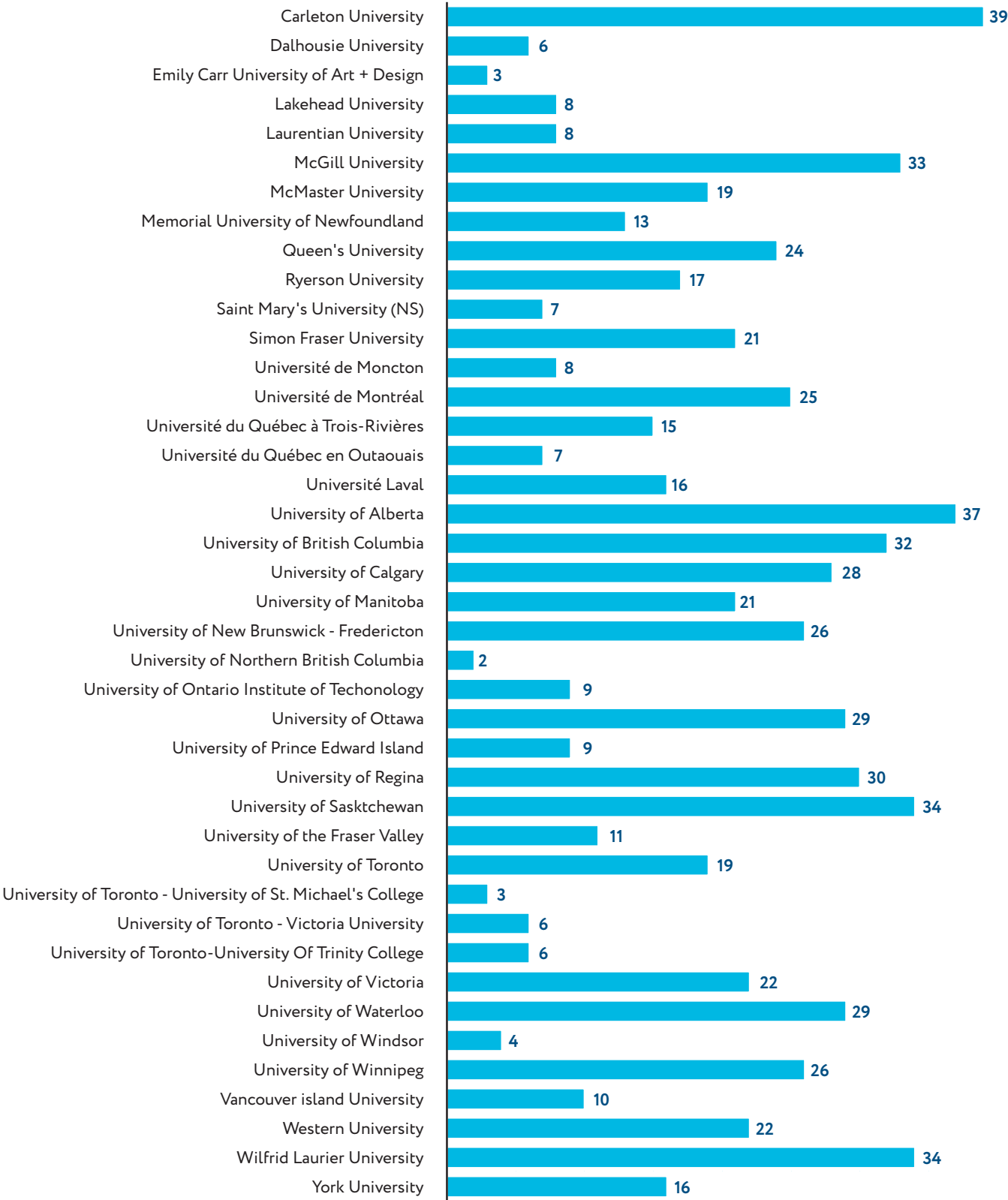
UNIVERSITY	NUMBER OF SCHOLARS
University of Alberta	185
University Of Toronto	141
University of Victoria	134
Western University	103
University of Saskatchewan	95
University of Calgary	92
University of Toronto - University Of Trinity College	91
University of New Brunswick - Fredericton	87
Wilfrid Laurier University	75
McGill University	73
McMaster University	73
University of British Columbia	71
Queen's University	69
University of Regina	64
University of Winnipeg	73
University Of Ontario Institute Of Technology	58
University of Waterloo	58
Université de Montréal	57
University of the Fraser Valley	55
University of Ottawa	54
Brock University	49
Carleton University	44
Dalhousie University	43

UNIVERSITY	NUMBER OF SCHOLARS
University of Toronto - University of St. Michael's College	43
Simon Fraser University	42
Université Laval	41
University of Manitoba	43
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	12
Lakehead University	9
St. Francis Xavier University	9
Université de Moncton	8
Université du Québec en Outaouais	7
Mount Royal University	5
Emily Carr University of Art + Design	4
TOTAL	2291

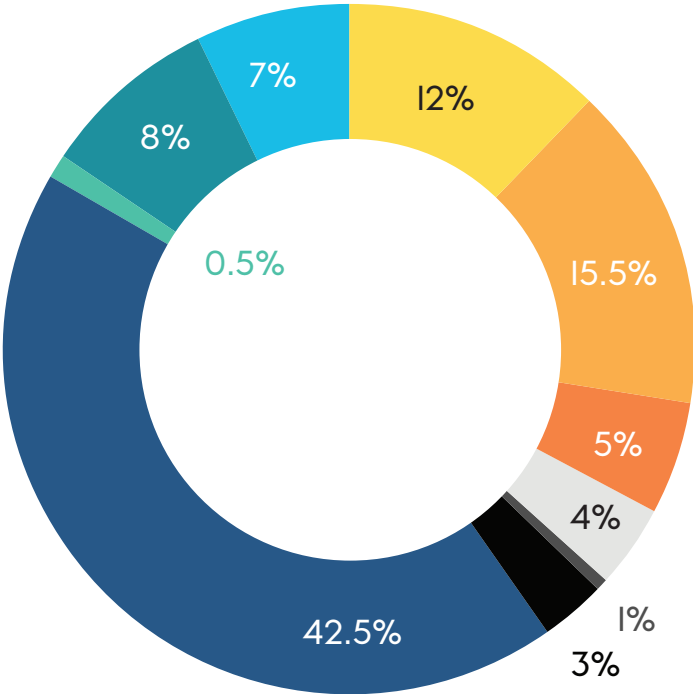
CANADIAN SCHOLARS BY UNIVERSITY



INTERNATIONAL SCHOLARS BY CANADIAN UNIVERSITY



SCHOLAR DATA AND STATISTICS BY PROVINCE



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

ANNEX 3

FINANCIAL REPORTS

QES AS FINANCIAL REPORT AS AT MARCH 31, 2022

	2017-2022	FY 2017 - 2018	FY 2018 - 2019	FY 2019 - 2020	FY 2020 - 2021	FY 2021 - 2022	Total Actual
	Budget	Actual	Actual	Actual	Actual	Actual	Actual
Total Number of LMIC Scholars	299	42	64	64	49	44	314
Total Number of Canadian Scholars	112	8	20	20	5	11	57
Total QES contribution	9,254,195.00	575,106.34	1,359,246.56	1,359,246.56	1,070,950.91	2,038,629.06	7,513,848.48
Total University/ Partner contribution	11,551,323.00	1,789,903.28	3,126,818.65	3,126,818.65	2,099,929.66	1,594,388.38	12,199,022.35
Grand Total	20,805,518.00	2,365,009.62	4,486,065.21	4,486,065.21	3,170,880.57	3,633,017.44	19,712,870.83

QES 2017 FINANCIAL REPORT AS AT MARCH 31, 2022

	Prior to Apr 2017	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	Total Actual / Forecast
	Actual	Actual	Actual	Actual	Actual	Forecast	
Number of Scholars	-	59	145	9	17	262	492
Total QES contribution	-	459,628.13	1,434,896.12	402,210.38	324,535.50	1,934,694.65	4,555,964.78
University/ Partner Contribution	3,150.00	817,803.19	2,089,961.22	692,336.87	599,520.30	2,201,271.25	6,404,042.83
Grand Total	3,150.00	1,277,431.32	3,524,857.34	1,094,547.25	924,055.80	4,135,965.90	10,960,007.61

QES 2019 FINANCIAL REPORT AS AT MARCH 31, 2022

	2020 - 2025	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	Total Actual / Forecast
	Budget	Actual	Actual	Forecast	Forecast	Forecast	
Total number of scholars	202	-	3	57	72	55	187
Total QES Contribution	1,792,764.00	-	15,343.00	520,920.00	655,726.00	472,575.00	1,664,564.00
University/ Partner Contribution	1,970,709.50	19,480.00	117,798.28	585,331.59	657,907.23	525,182.07	1,905,699.17
GRAND TOTAL	3,763,473.50	19,480.00	133,141.28	1,106,251.59	1,313,633.23	997,757.07	3,570,263.17

QES-ADVANCED SCHOLARS WEST AFRICA FINANCIAL REPORT AS AT MARCH 31, 2022

	2020-2025	FY2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	Total Actual / Forecast
	Budget	Actual	Actual	Forecast	Forecast	Forecast	
Total number of scholars	205	-	7	95	73	27	202
Total QES Contribution	2,899,999.98	-	45,571.40	1,277,300.14	1,119,316.18	439,730.01	2,881,917.73
University/ Partner Contribution	4,322,595.67	38,500.00	690,445.76	1,735,483.96	1,458,306.44	533,843.07	4,456,579.23
Grand Total	7,222,595.65	38,500.00	736,017.16	3,012,784.10	2,577,622.62	973,573.08	7,338,496.95



MAEVE MILLIGAN OUTGOING QESCHOLAR, UNIVERSITY OF VICTORIA DOCUMENTING HER QES EXPERIENCE IN INDONESIA

**QUEEN
ELIZABETH**
Scholars