

10 YEARS OF IMPACT: EMPOWERING SCHOLARS, EXPANDING HORIZONS

ANNUAL REPORT 2025-2026



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

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



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Canada

“

In the end, this has been an experience I will never forget. It has not only helped me grow as a researcher but has also shaped me as a person. I return home with new knowledge, new relationships, a renewed sense of purpose and a strong commitment to my involvement with climate resilience within the grassroots communities.”

■ Mira Azzasyofia, doctoral student from New Zealand. QE Scholar at the University of Calgary.

Mira Azzasyofia, graduate student from New Zealand, planting a tree during a Mini Forest event in Calgary.

Cover photos

1. Maran Srinavasajendren, undergraduate student at Western University, visiting a farm near Vinales, Cuba.
2. Raphica Scott, graduate student from Barbados, carrying out DNA extraction for a Randomized Control Trial at the University of Saskatchewan.
3. QE Scholars from the University of Waterloo visiting the WHO country office in Ghana. Photo submitted by Emily Dang, undergraduate student at the University of Waterloo.
4. Orlando Cervantes, graduate student from Mexico conducting a remote operated vehicle test at McIvor Lake, B.C. while completing research at North Island College.
5. QE Scholars Sharon Sajan-Thomas and Steven Sheppard, graduate students at the University of Calgary, at Waitākere Ranges Regional Park in New Zealand with a faculty member from the University of Auckland.

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EXECUTIVE SUMMARY

This year's annual report for the **Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES)** program is more than an ordinary summary of the previous year; it's a celebration of the program's 10-year anniversary and the ongoing success of our QE Scholars.

Since launching 10 years ago, the QES program has enabled 2,876 scholars to participate in remarkable academic and cultural experiences. By emphasizing the value of inter-cultural collaboration in our rising young leaders, the program empowers them to navigate complex, shared challenges such as global health, climate change and sustainability. Through experiential learning, research and internship opportunities abroad, participants have the ability to learn across borders. By sharing ideas and forging relationships beyond their own communities, QE Scholars strengthen their own personal and professional paths –along with Canada's connection to the world.

Cultivating meaningful opportunities for youth requires strong partnerships, which is why the QES program is jointly supported by the Rideau Hall Foundation, Universities Canada and Canadian universities and colleges. Over the past decade, the program's network has grown to encompass post-secondary institutions across the globe, along with government organizations, non-profit and community groups.

For Canada, embracing a global mindset in education is critical to nurturing strong, international relationships. Amidst today's rapidly changing political and economic landscape, it's paramount that countries learn to work together. The QES program exemplifies how sharing perspectives and fostering understanding across cultures not only develops global citizens; it leads to collective success.

In the following pages, individual QE Scholars, Canadian post-secondary institutions and partner organizations share their successes and insights from the past year. In honour of our tenth anniversary, we're also showcasing the journeys of some of the first QE Scholars, from where they started to the incredible contributions they're making today. As we consider the significant impact of the QES program, it's never been clearer that investing in youth translates into stronger leaders – who can lead us into a brighter, shared future.



Kendra Mainprize, undergraduate student at Dalhousie University maintaining coral nurseries at the Cape Eleuthera Institute in the Bahamas.



INTRODUCTION

This year marks a decade of remarkable growth for the Queen Elizabeth II Diamond Jubilee Scholarships (QES) program. Since its inception, the QES program has enabled 2,876 scholars to participate in academic and cross cultural placements that combine hands-on learning with meaningful community engagement. Working alongside a diverse network of global partners, scholars contribute their skills while adapting to local contexts — strengthening their capacity to collaborate across cultures and sectors.

QE Scholars learn to share their knowledge and exchange ideas with colleagues and mentors representing over 650 program partners, including post-secondary institutions, research facilities, governmental organizations, non-profit community groups and industry leaders. Not only do participants expand their professional horizons; they also return home with confidence, adaptability and a new-found sense of identity. Every QE Scholar joins a lifelong community of dynamic young changemakers, armed with the academic diplomacy and innovative perspective needed to address the world's shared challenges.

Sarah Pollard, undergraduate student at the University of Victoria, in front of Mount Kinabalu, Malaysia.

PROGRAM OBJECTIVES

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

PROGRAM EXPECTED OUTCOMES

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

COLLABORATIVE RESEARCH INSPIRES IMPROVEMENTS TO FARMING AND HEALTH APPROACHES

A multi-pronged research project linking QE Scholars from the University of Prince Edward Island (UPEI) with QE Scholars in Kenya is sparking new approaches to agricultural sustainability and community health.

The project, “Integrating Multidisciplinary, Community-Based, Innovative Research & Training for Improved Sustainable Livelihoods in a Farming Region of Kenya” included a study of livestock management on dairy farms in rural Kenya. Veterinary students from UPEI assisted a Kenyan PhD student with data collection on farms that have converted, or are in process of converting, to zero grazing – a livestock management approach where animals are housed and fed, rather than grazing freely.

“The whole project is predicated on helping people who are impoverished,” explains John VanLeeuwen, a UPEI Professor and Veterinary Epidemiologist. “They’re helping farmers who might only have one or two cows, advising them how to better manage their animals.”

The research aims to understand the benefits and costs of the two approaches. Zero grazing is often more efficient for the region’s small pieces of land.

“Farmers are implementing those recommendations and seeing improvements in milk production, animal growth and disease control; they end up having better income and an improved quality of life.”

In addition to gaining hands-on experience they will carry into their veterinary careers, VanLeeuwen says the QE Scholars build leadership and communication skills.

“This has been a successful project in that it’s in the communities, with the farmers,” he says. “The QE Scholars live with the graduate students, renting a house – they’re not in a hotel, so they get to know the people in Kenya really well.”

Another research area of the project focused on health education. VanLeeuwen explains that in Kenya, the average diet relies heavily on corn for carbohydrates and beans for protein.

“There’s a number of important vitamins and minerals that are deficient documented,” he says.

To address that dietary gap, a UPEI nutrition student assisted a Kenyan graduate student in measuring the impacts of training school-age children in growing fruit and vegetables – then adding them to their diets.



Abigail Penney-Wiseman, veterinary medicine student at UPEI, collaborating with a local veterinary student in Kenya. Photo submitted by Lindsey Burns, also a veterinary medicine student at UPEI.

“The theory is if children are learning this, they can share knowledge with their families; hopefully diets will change,” says VanLeeuwen.

While he acknowledges that lasting change takes time, a post-training survey already indicates some progress in knowledge and attitudes.

Since QES funded his first project in 2015, VanLeeuwen and UPEI have been building relationships with the University of Nairobi, Kenyatta University and Meru University of Science and Technology. Farmers Helping Farmers – a non-profit based in PEI that’s been working in Kenya for 40 years – is another key research partner.

For VanLeeuwen, over a decade of collaborative research has reaped benefits for both Canada and Kenya.

“Our students are going to other countries, then coming back as better, globally minded citizens back in Canada,” he says. “Plus, building research capacity in a low-income country is important for them to be able to do these things on their own.

“We’ve given them their wings; now they’re able to do it themselves.”



AT A GLANCE

By the numbers, all projects, cumulative 2015-2026

134

PROJECTS

2,876

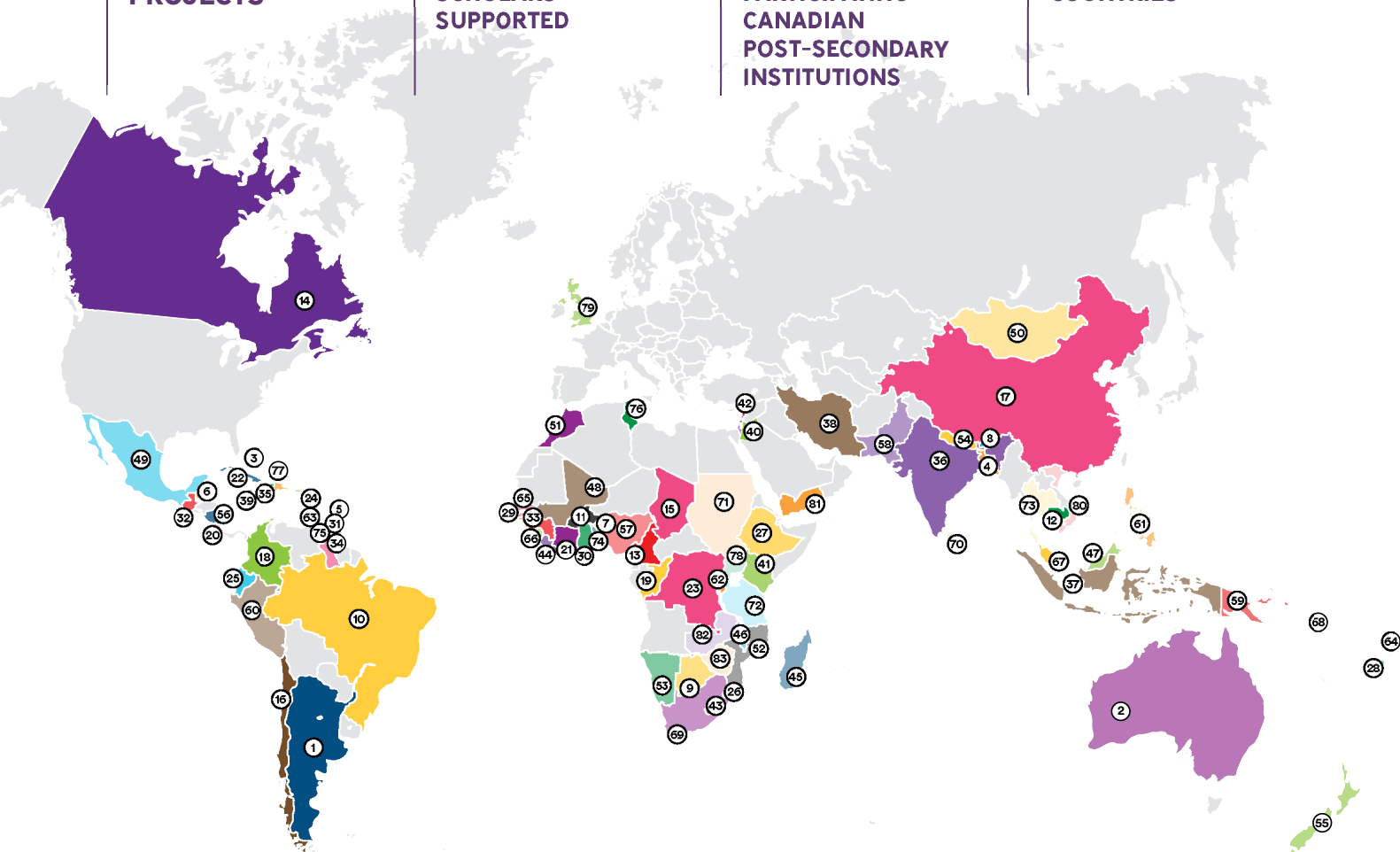
SCHOLARS
SUPPORTED

55

PARTICIPATING
CANADIAN
POST-SECONDARY
INSTITUTIONS

83

COUNTRIES



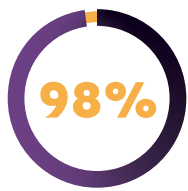
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|------------------|--------------------------------------|---------------|-----------------|--------------------------------------|-------------------------|
| 1. Argentina | 16. Chile | 29. Gambia | 44. Liberia | 59. Papua New Guinea | 72. Tanzania |
| 2. Australia | 17. China | 30. Ghana | 45. Madagascar | 60. Peru | 73. Thailand |
| 3. Bahamas | 18. Colombia | 31. Grenada | 46. Malawi | 61. Philippines | 74. Togo |
| 4. Bangladesh | 19. Congo | 32. Guatemala | 47. Malaysia | 62. Rwanda | 75. Trinidad and Tobago |
| 5. Barbados | 20. Costa Rica | 33. Guinea | 48. Mali | 63. Saint Vincent and the Grenadines | 76. Tunisia |
| 6. Belize | 21. Cote d'Ivoire | 34. Guyana | 49. Mexico | 64. Samoa | 77. Turks and Caicos |
| 7. Benin | 22. Cuba | 35. Haiti | 50. Mongolia | 65. Senegal | 78. Uganda |
| 8. Bhutan | 23. Democratic Republic of the Congo | 36. India | 51. Morocco | 66. Sierra Leone | 79. United Kingdom |
| 9. Botswana | 24. Dominica | 37. Indonesia | 52. Mozambique | 67. Singapore | 80. Vietnam |
| 10. Brazil | 25. Ecuador | 38. Iran | 53. Namibia | 68. Solomon Islands | 81. Yemen |
| 11. Burkina Faso | 26. eSwatini | 39. Jamaica | 54. Nepal | 69. South Africa | 82. Zambia |
| 12. Cambodia | 27. Ethiopia | 40. Jordan | 55. New Zealand | 70. Sri Lanka | 83. Zimbabwe |
| 13. Cameroon | 28. Fiji | 41. Kenya | 56. Nicaragua | 71. Sudan | |
| 14. Canada | | 42. Lebanon | 57. Nigeria | | |
| 15. Chad | | 43. Lesotho | 58. Pakistan | | |



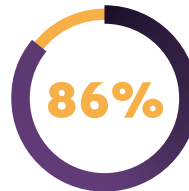
QES STUDENT-FOCUSED PROJECTS



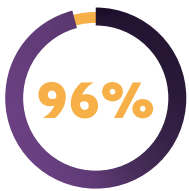
of scholars reported that they met or exceeded the goals of their scholarship



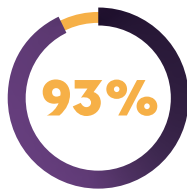
of scholars reported increased knowledge and skills



of scholars reported increased leadership skills



of scholars reported increased communication skills



of scholars reported an increase in global awareness

PERCENTAGE OF SCHOLARSHIPS BY THEME FOR STUDENT BASED PROJECTS

Scholars were able to choose more than one theme

Health	48%
Environment	34%
Education	32%
Children and Youth	24%
Economic Growth	24%
Gender	21%
Food Security	19%
Governance	18%
Indigenous Issues	10%

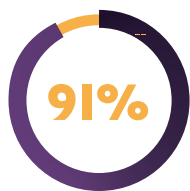
“

The QE Scholars do not merely provide temporary assistance; they contribute to a sustainable cycle of renewal and capacity-building. We anticipate that future placements will continue to harmonize with our on-the-ground operations, further cementing FED’s role as a resilient, community-centred leader in the region.”

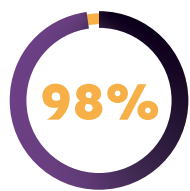
Mi Kay Thi Moe, Education Coordinator,
Foundation for Education and Development (FED).
Project partner of the University of Victoria



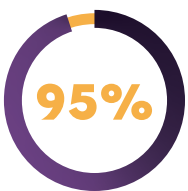
QES-ADVANCED SCHOLARS-RESEARCHER-FOCUSED PROJECTS



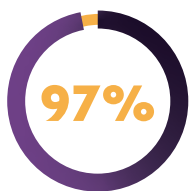
91% of scholars reported that they met or exceeded the goals of their scholarship



98% of scholars reported increased knowledge and skills



95% of scholars reported increased leadership skills



97% of scholars reported increased communication skills



93% of scholars reported an increase in global awareness

PERCENTAGE OF SCHOLARSHIPS BY AREA OF FOCUS FOR RESEARCHER BASED PROJECTS

Scholars were able to choose more than one area of focus

Areas of Focus: Advanced Scholars

Food, environment and health	41%
Climate change	36%
Agriculture and food security	33%
Maternal and child health	31%
Governance and justice	21%
Foundations for innovation	19%
Employment and growth	16%
Networked economies	8%

Areas of Focus: Advanced Scholars-West Africa

Education and innovation systems	66%
Sustainable inclusive growth	60%
Health equity	50%
Climate resilience and sustainable food systems	45%
Ethics in development research	44%
Inclusive governance	41%

650+
Partner
organizations

\$87M
for scholarships

CROSS-CULTURAL LEARNING PROMOTES GROWTH OF GLOBAL CITIZENSHIP SKILLS



QE Scholars from the University of Waterloo visiting Nsofa Sacred Forest in Ghana. Photo submitted by Andrew Housh, undergraduate student at the University of Waterloo.

For 12 University of Waterloo students, a summer packed with experiential learning underscored how climate change, plastic pollution and water insecurity are impacting the health of Ghanaian communities.

The QES project, ‘Beyond Borders: Co-Learning to Tackle Climate Change and Plastic Pollution for Resilient Communities in Africa’ consisted of a hands-on, 65-day field course that offered participants undergraduate course credit. UWaterloo students worked alongside Ghanaian students at the University of Cape Coast (UCC) and Ashesi University, and heard the perspectives of local stakeholders, experts and residents.

“These opportunities are pivotal in developing the next generation of global leaders,” says Alexa Bennett, Field Course Instructor and a PhD candidate at UWaterloo, adding the course integrated field visits, lab work, guest lectures and debates into the experience. “Students learn there are other systems and ways of operating in the world that are different from their own, and understand their way is not the only or the best way.”

As part of a multi-day activity studying microplastics in fish, students purchased fish from the Elmina market. Working alongside Ghanaian professors and research assistants in a microplastics lab at the UCC, students dissected the digestive tracts of the fish and analyzed their plastic levels. Working with a research team from the Africa Centre of Excellence in Coastal Resilience – a leading centre for coastal management research – the students also tested water samples.

During a field trip to the World Health Organization’s Ghana headquarters, students heard about the strategy to mitigate the health impacts of climate change. The group visited water treatment facilities, learning how infrastructure challenges affect water supply for the population. Students also connected directly with residents, listening to their lived experiences of climate change.

“We went to visit with local farmers to see how flooding and drought were impacting their crop yields,” says Bennett. “Students visited a local farm in Cape Coast and also visited one of Ghana’s oldest cocoa farms.”

In the second half of the field course, UWaterloo students collaborated with the International Genetically Engineered Machine (iGEM) team at Ashesi University. As part of a worldwide competition, the Ashesi iGEM team is bio-engineering synthetic bacteria to combat both coastal erosion and plastic pollution.

After reflecting on the many challenges they observed, students were tasked with developing solutions.

“This culminated in students doing an innovations pitch on a device, solution or policy that would help fix one of the problems they learned about,” says Bennett. “They weren’t coming in and developing solutions on behalf of the people; they did this in collaboration with the local students.

“One of our learning objectives was to improve global citizenship skills within the students, which comes from practicing humility, learning with and from the people around you, knowing your place in the world – how you’re part of a bigger system.”

Students were asked to synthesize their learning – through the creation of podcasts, YouTube videos, blogs and flip books – and encouraged to include voices that weren’t their own. In her YouTube video, undergraduate student Jordan Wilton shared the impact of her time in Ghana.

“I’ve grown as a leader by being reminded that meaningful change starts with empathy, listening and designing with people’s lived health experiences at the centre,” says Wilton.

BREATHING NEW LIFE INTO INDIGENOUS LANGUAGES THROUGH COMMUNITY ENGAGEMENT

Studying Indigenous language and culture in New Zealand has inspired QE Scholar Mahatta Price to weave new approaches into language revitalization efforts back at home.

During the first leg of her two-month study program, Price studied at Te Whare Wānanga o Awanuiārangi – an Indigenous university in Whakatāne, a town in the Bay of Plenty region on the north island of New Zealand.

“I learned about their programs for Indigenous language revitalization, their environment in relation to Indigenous teachings, and how climate change is affecting their traditional foods,” explains Price, who is working towards an Associate of Arts degree at North Island College on Vancouver Island.

In her second month, Price was introduced to *te reo Māori* – an official language of New Zealand spoken by the Indigenous Māori population – while studying at the University of Waikato.

“On the first day of my *te reo Māori* class, my instructor brought out a guitar and sang a song,” says Price. “You can pick up on the sounds and words of their language beautifully and it sticks in your brain; it reminded me that we have different songs here that help with revitalizing the language.”

A homestay with a Māori family further augmented her understanding of the *te reo Māori* language.

Price also learned *Te Raranga Kete*, the Māori art of weaving baskets from *harakeke* – a New Zealand flax. Her instructor asked students to add images of their weavings to a sketchbook, along with class teachings. This approach inspired Price to create another sketchbook, documenting all of her New Zealand experiences.

“I kept track of everything I learned with personal reflection pictures as well as what I learned academically, and how we could bring that knowledge back into North Island College and into community,” she says.

Back in B.C., Price plans to present her New Zealand experience to the Indigenous Education Council at North Island College. She continues to study the Indigenous languages of *Ayajusem* and *Ayajuthem*, and hears *Kwak’wala* spoken at cultural events.

Beyond formal studies at North Island College, Price works with a language resource development group



Picture taken in Whakatāne at Kāpū-te-rangi pā or Pā of Toi.

in Campbell River to build resources for various First Nations. Her New Zealand experience will inform a project designed to awaken the sleeping *Ayajusem* dialect, traditionally spoken by the K’ómoks First Nation on Vancouver Island.

“The *te reo Māori* teaching styles are so beautiful, that’s something I want to bring back here to help revitalize our language,” she says. “The teaching styles and methods could help build our dictionary project.”

Looking to the future, Price says her QES experience reinforced her desire to teach Indigenous languages.

“It definitely inspired me to be a teacher one day,” she says. “It really cemented how important language revitalization is and where we can be one day,” she says. “It was inspiring to see how much Indigenous culture and values were implemented – especially at Te Whare Wānanga o Awanuiārangi – everywhere you went.

“Language is so central to our culture; I feel that teaching language classes is one of the best ways to bring all those Indigenous teachings into the university.”

10 YEARS OF QES

Looking back: Four QES alumni reflect on a decade of driving change

It takes confidence to step forward – to create a ripple of positive change in Canada and beyond.

That confidence starts with a single spark, a defining experience for a young person that ignites their desire to serve, to lead and to innovate. The QES program has been that spark for 2,876 QE Scholars over the past decade, offering international study, research and work experiences to youth through immersive, cross-cultural exchanges. In turn, each QE Scholar becomes part of a growing, dynamic pipeline of globally engaged leaders.

As we celebrate the tenth anniversary of the QES program, we're shining a spotlight on alumni who have grown into changemakers – in their academic institutions, organizations and communities. We reconnected with four QE Scholars

who are tackling an array of challenges with care, persistence and creativity, and asked them to share their personal journeys.

These inspiring testimonials remind us why the QES program is so important. They illustrate how young people, when supported through meaningful, cross-border learning, gain the confidence to expand their academic and professional horizons. But most importantly, these QE Scholars show us what it looks like to work with empathy and collaboration across cultures, as global citizens capable of building bridges between Canada and the world.

That is profound, and we hope their words fuel the next generation of QE Scholars to discover their own spark for change.

SARAH CRAWFORD: RESEARCHING HARM REDUCTION FOR MARGINALIZED POPULATIONS



Following her QES experience in Uganda as an undergraduate student at the University of Saskatchewan, Sarah Crawford continued to be involved in the program for three years – supporting over 30 students

participating in QES experiences in Uganda. Looking back, she credits the people she met during her time as a QE Scholar for changing the trajectory of her entire career.

“The professors I met through the program inspired me to attend graduate school, and to continue to learn how the global perspective can be applied in Canada,” explains Crawford. “I continued to go back to Uganda for my graduate work, focused on human flourishing in rural and remote adolescents in Uganda.”

Today, Crawford serves as Project Director for a research program focused on organ donation and transplantation, with a focus on Indigenous peoples. Crawford's role encompasses both the strategic and day-to-day operations required throughout the life span of a research project.

“My QES experience in Uganda changed how and what I wanted to do in this world,” says Crawford. “It inspired me to follow a career in health research, specifically in harm reduction and a focus on our society's most marginalized.”

Most importantly, Sarah saw the importance of ethical, global engagement and building mutually beneficial relationships – concepts she continually strives to reflect through her current work.

EBENEZER DASSAH: DEVELOPING INTERVENTIONS FOR HEALTH INEQUITIES



Engaging in cutting-edge research while connecting with scholars from diverse countries was a defining experience for QE Scholar Ebenezer Dassah. Ten years later, he reflects on how this exposure broadened his perspective.

“It strengthened my focus on globally relevant, policy-oriented health research, while enhancing my ability to design and conduct rigorous, collaborative studies,” says Dassah, who came from Ghana to Queen's University in Canada to complete his PhD. “My QES experience also deepened my commitment to advancing equity through research that informs both policy and practice.”

Today, Dassah is a Senior Lecturer in the School of Public Health at the Kwame Nkrumah University of Science and Technology in Kumasi, Ghana. He leads research on health policy decision-making and health systems, with a focus on developing evidence-based interventions to address health inequities among marginalized populations globally.

Dassah shares that his exposure to international perspectives and interdisciplinary collaboration during his QES experience influenced his approach to research and teaching, reinforcing a more globally engaged and impact-driven career path. That spirit of collaboration is now at the heart of his professional life.

“The most lasting impact has been the collaborative networks and grant-writing skills I developed,” says Dassah. “I continue to work closely with colleagues from different countries to apply for research funding.”

“These ongoing partnerships – and my ability to contribute effectively to international research teams – remain central to my work today.”

COLE MCGILL: NAVIGATING RISK AMIDST VOLATILE COMMODITY MARKETS



As a key member of the mining equity research team for a leading investment dealer in Toronto, Cole McGill considers his QES experience instrumental to his success.

“QES provided me the opportunity to advance my technical, mineral

exploration-focused skill set alongside academic and industry professionals,” says McGill, who spent three months as a QE Scholar in Australia while earning his graduate degree in Exploration Geochemistry from Queen’s University.

Following his QES experience in 2015, McGill transitioned from a career in geoscience to capital markets. Today, he serves as Director of Equity Research – focused on the metals and mining sector – for Stifel Financial in Toronto. His area of focus spans mid-capitalization precious metal producers to small capitalization precious/base metal exploration and development companies.

“With the help of QES, I advanced my skills in ore controls, mineralization vectors and resource estimation,” he explains. “These skills have been paramount to my current role as an investment analyst, helping to provide technical insight and analysis on mining investment opportunities.

Although over a decade has passed since his time as a QE Scholar, McGill still leans on that experience while helping clients to navigate volatile commodity markets.

“The insights I gained from remote mining operations in the sands of the Tanami desert while a QE Scholar provide perspective on risk, operation decisions and opportunity,” says McGill. “To this day, I draw on the relationships and lessons learned as a QE Scholar.”

MARINA MELANIDIS: CHAMPIONING YOUTH-LED NATURE AND CLIMATE SOLUTIONS



When Marina Melanidis considers what her QES experience in India gave her, she sums it up with a single word: Courage.

“It gave me the opportunity to demonstrate to myself what I am capable of,” she explains. “I have

been and will continue to be confident in my ability to do hard and scary things, because I know that I have done it before.”

Melanidis shares that her QES experience as an undergraduate student at the University of British Columbia shaped her journey in ways that are still rippling out today.

“My time in India sparked a profound paradigm shift,” she says, adding she changed her undergraduate major to focus on the social science aspects of nature conservation. “It helped me reckon with the reality that biodiversity conservation work is not actually about ‘science’ or animals, it’s about people, politics and power.”

As a QES alumni, Melanidis also participated in Students on Ice, an educational program in the Arctic– which impacted how she understood the climate crisis and climate justice. Collectively, these experiences pushed her to co-found Climate Guides, a non-profit organization dedicated to youth climate mentorship. Melanidis also founded Youth4Nature, a global, youth-led organization supporting young people to lead on nature and climate solutions.

Currently, Melanidis is pursuing her PhD at the University of Cambridge.

“I still reflect on the lessons I learned in India all the time,” she says. “In many ways, my QES experience is the reason I am here in the UK, why I am now a conservation social scientist and political ecologist, and why I am dedicating my career to environmental work that fosters – rather than inhibits – justice.”

Jeanne Sauvé—QES Mentorship Program

Launched by the Rideau Hall Foundation in 2025, the Jeanne Sauvé—QES Mentorship Program is an initiative that connects QES alumni with experienced mentors from a variety of sectors. Eight QES Alumni participated in the pilot program in 2025-26, fostering professional growth, building networks, and addressing pressing challenges facing both Canada and the global community.

FOSTERING LEADERSHIP THROUGH MOBILITY CULTURE

A QES project promoting student mobility at the University of Northern British Columbia (UNBC) is fostering a new network of student leaders.

“Knowledge That Moves: Travelling Knowledges II” is a project that facilitates transformative student experiences between Canada and countries in Africa, Asia, Oceania, North America, South America and the United Kingdom.

“Our first objective is to foster student mobility and a mobility culture at UNBC; that’s really important but we see there are a lot of obstacles,” explains Jacqueline Holler, Professor of History, Women’s Studies and Gender Studies at UNBC. “Our university is in a relatively remote location so it’s very expensive to travel; you have to get to Vancouver first.

“We also have a large number of non-traditional students, who may have caregiving or ceremonial responsibilities that make them feel it’s really difficult for them to travel.”

Through the project’s areas of thematic focus – Indigenous knowledge, economic sustainability and resilience, language learning and cultural exchange – QE Scholars participate in global experiences and bring knowledge and academic diplomacy back home.

Last year, the project saw two outgoing and two incoming QE Scholars. Rubi Briones Venegas, a QE Scholar from Peru, has been studying Indigenous communities in Guatemala. With QES funding, she completed her master’s degree at UNBC. During her time in Canada, she was able to travel to Guatemala to participate in a field school and work directly with impacted communities.

“That was the culmination of her QES experience and basis for her thesis, which she just successfully defended, says Holler. “Not only has she engaged in amazing

academic diplomacy, but she’s also working at the interface of indigeneity, ecology, community resilience and Indigenous knowledge.”

Laura Balkwill, an outgoing QE Scholar working towards her B.Sc. in Biology, studied the ecology of foredunes on the Sunshine Coast in Australia.

“These foredunes are important ecological habitats; they serve as protective barriers for the shoreline and coastal infrastructure,” says Holler, adding Balkwill focused on how climate change impacts were monitored, along with habitat preservation efforts. “She wanted to learn how these methods might be applied to Canadian coasts; this will undoubtedly help her as a practising biologist in the future.”

Beyond boosting the visibility of international mobility at UNBC, Holler says the project has bred a culture of leadership and shared identity among participants. At networking events on campus, QE Scholars synthesize their experiences and knowledge to deliver presentations to their academic communities.

“That’s been a phenomenal piece – to see students go out of their comfort zone with these experiences, then not only blossom internally but also before their colleagues,” says Holler of the QE Scholar presentations. “An academic diplomat engages with the world, representing Canada and UNBC in the best, most authentic way while being respectful and open to host cultures, knowledges and practices.

“Bringing transformative knowledge and awareness back home to share with others offers value to individual students, to UNBC, to Prince George and its region, and to Canada.”

QE Scholars Eyram Gyimah and Mira Azzasyofia from New Zealand, and QES Alumna, Portia Bansa from Ghana, networking at the University of Calgary.



DEVELOPING RESEARCH SKILLS TO INFORM PUBLIC HEALTH DECISIONS



Amanatou Bèye Gueye with other QE Scholars at Western University. Photo submitted by Marie Jeanne Gnacoussa Sambou, QE Scholar from Senegal.

In August 2025, Amanatou Bèye Gueye arrived at Western University in London, Ontario, ready to deepen her research into viral diseases like dengue fever and malaria.

On the rise in her home country of Senegal, these mosquito-borne illnesses are a growing public health concern. Financial support from QES enabled Bèye Gueye, a visiting scholar at Western University's Department of Geography and Environment, to study how climate factors affect disease transmission.

"At Western University, I used environmental data to model how mosquito-borne diseases spread. Specifically, I linked climate variables like precipitation to epidemiological data to better understand how disease manifests in various geographical regions to help inform public health decisions," she explains.

"This scholarship enabled me to further develop my use of statistical models and formulate a solid scientific plan. I learned how to implement a rigorous research process and apply my results in real-world settings."

In Senegal, little research has been conducted on the relationship between the climate and dengue fever. To address this data gap, Bèye Gueye analyzed numerous climate-related factors such as temperature, humidity and precipitation to better understand how they affect the spread of dengue fever.

"Vector-borne diseases are on the rise due to climate change," she says. "I want to put my skills toward developing public health policy that is more in tune with climate realities."

For more than 10 years, Western University has offered young researchers from West Africa an enriching experience in Canada through the QES Program.

"The scholarship allowed me to collaborate with teams from around the world and meet scholars from a wide range of cultures and backgrounds. We're still in touch today, and it adds tremendous value to my work," she notes.

Back home in Senegal, Bèye Gueye feels that she can become a real agent of change — especially with vulnerable populations — thanks to the skills and confidence she developed in Canada.

"On a personal level, this experience was incredibly rewarding," says Bèye Gueye. "It improved my ability to work in different environments and sharpened my research and communication skills; I'm coming out of it a more adaptable and open person."

PARTNERSHIP NURTURES MUTUAL LEARNING AND CULTURAL HUMILITY

A strong partnership between the University of Calgary and the University of Ghana has opened the door to transformational collaboration among researchers.

The project, “Partnering for Innovation in Women-led Social Work and Social Science in West Africa” focused on the exchange of social work and social science researchers at the doctoral, post-doctoral and early career levels. Julie Drolet and Charles Mather, both professors from the University of Calgary, supported the integration of incoming students.

“One of the successes of the project is the new relationships that were fostered, and thinking about the role of social work and contributing to social change in different ways,” explains Drolet, Professor of Social Work at the University of Calgary. “We were considering the conditions for students and scholars to develop new social work skills, but also strengthening and developing critical awareness, cultural humility, adaptability and leadership to respond to complex social, economic and environmental issues.

“We actually have a number of shared challenges in social work, but they present differently in the Ghanaian and in the Canadian context.”

Drolet adds the project created many opportunities for reciprocal learning. The four incoming social work scholars from the University of Ghana gave guest lectures, met with undergraduate and graduate students, and co-presented at conferences during their time in Alberta.

Charles Mather is Associate Professor of Anthropology and Archaeology at the University of Calgary. Several years ago, he supervised a QE Scholar from the University of Ghana studying the resilience of traditional territorial cults, or shrine complexes, and their role in climate and ecological management.

“We were curious about how these sorts of institutions might function in a sustainable fashion, in a world where climate change is palpable.”

Last year, Portia Ama Bansa, a PhD student from the University of Ghana, continued that work in Calgary. As part of her focus on sustainability, she launched an initiative using coconut coir, the material between the shell and the outer coating of the coconut seed. Known as coco coir, the material is highly absorbent, pH neutral and the perfect medium for hydroponic farming. The QE



QE Scholar Portia Ama Bansa presenting at a seminar at the University of Calgary.

Scholar is now using coco coir in place of plastic bags for a major reforestation project on the coast of Ghana.

“They’re going to create coco coir containers for the seedlings for the mangrove reforestation, and they do millions of trees,” enthuses Mather, adding the material is abundant in Ghana. “They use plastic bags for seedlings, but you can create these things out of coco coir – and it’s biodegradable.”

Mather says the QE Scholars continue to communicate and explore shared funding opportunities with other grad students in the program. He hopes continued collaboration between the universities will empower both institutions to generate social workers and social scientists who can be a transformational force – for communities at home and abroad.

“I would like the scholars to respectfully interact with others, take something transformative from these experiences and then make their way in the world,” he says. “They become representatives of the project and the institutions involved; this is a part of their education they take with them – and I think that’s invaluable.”

LEADERSHIP, NETWORKING AND COMMUNITY ENGAGEMENT

The pillars of the QES program are leadership, networking and community engagement. Here are some of the meaningful QES initiatives from this past year.

CONNECTING EMERGING LEADERS

Vancouver Community College led a series of leadership development seminars, connecting post-secondary institutions throughout Canada and Asia. The first session, focused on the value of mentorship, was delivered in person – which established trust and peer connections for the virtual sessions that followed. Seminar topics included intercultural competence, career development in sustainability, and how emerging leaders can translate global frameworks – such as the UN Sustainable Development Goals – into meaningful, local action. QE Scholars participated in structured networking and peer-learning activities, small-group discussions and reflective exercises. Participants came away with increased confidence and expanded peer and professional networks, supporting their return to Canada’s academic and professional landscape.

BRANCHING INTO THE COMMUNITY

Through a hands-on community project at the **University of Calgary**, inbound QE Scholars grew their understanding of shared environmental responsibility. Together with the Calgary Climate Hub and the Rocky Ridge Royal Oak Community Association, the scholars participated in a ‘Mini Forest Planting’ initiative. In addition to planting trees that will have a lasting impact on the neighbourhood, the scholars developed communication and leadership skills by leading meaningful conversations around climate change.

ENGAGING LOCAL CHILDREN IN SUSTAINABILITY INITIATIVES

During their field placements in the Bahamas, **Dalhousie University’s** QE Scholars connected with local students through a number of community engagement activities. The scholars led STEM and marine ecology workshops at local schools, using hands-on learning techniques to bridge the gap between scientific concepts and everyday environmental challenges. In addition, coral restoration dives and the South Eleuthera Electricity Survey engaged community members in sustainability issues through a sense of shared ownership. Grounded in reciprocal learning and focused on community priorities, these projects strengthened bonds between Canadian students and Bahamian partners.



Kerwines Ashley Brice, graduate student from Haiti, at a volunteer placement during her scholarship at Université de Montréal.

SHARING IMPACTS OF INNOVATION ACROSS THE GLOBE

At the **University of Ottawa**, Open Africa Innovation Research (Open AIR) convened the Queen Elizabeth Scholars Symposium 2025 to showcase the innovative research conducted by QE Scholars. Delivered in a hybrid in-person and virtual format, this bilingual event brought together scholars and institutional partners – including faculty and research leaders. Under the theme, “Bridges of Innovation and Open Knowledge: Local Impact and Global Futures,” the symposium featured three interdisciplinary panels focused on local innovation and informal systems; open knowledge in technology, policy and gender inclusion; and open innovation in Francophone Africa. The event reinforced the positive, real-world implications of scholars’ work in local communities.

SUPPORTING OPPORTUNITIES FOR PEER MENTORSHIP

North Island College on Vancouver Island connected an outgoing QE Scholar with an incoming QE Scholar from New Zealand, resulting in mutual mentorship and leadership development. After the two scholars were introduced, the New Zealander welcomed the Canadian’s arrival with a personalized airport pickup, an orientation for the institution and a tour of the local area. A shared office workspace allowed for continued collaboration. This peer to peer connection supported cultural transition and academic preparation, while allowing both scholars to flourish.

SCHOLAR REFLECTIONS

"Participating in this program has given me a unique and invaluable opportunity to forge links with academic colleagues, not only in my field of research but also in a variety of disciplines... This dynamic exchange of knowledge and ideas has not only enriched my academic career, but has also laid the foundations for meaningful collaboration and innovation in the future."

Mahounakpon Wilfried Tossou, doctoral researcher from Benin. QE Scholar with McGill University project.

"My QES experience has been a transformative journey in expanding both my personal and professional networks, significantly enriching my academic journey and future career prospects... These interactions offered opportunities for collaboration, mentorship and idea exchange on contemporary agricultural issues."

Dominic Boateng-Gyambiby, post-doctoral researcher from Ghana. QE Scholar at the University of Saskatchewan.

"Together, these experiences strengthened my capacity to lead with creativity, empathy, humility and cultural sensitivity — qualities that will shape how I engage with communities in future academic and professional work."

Santiago Erding, undergraduate student, University of Victoria. QE Scholar in Malaysia.

"I gained valuable academic skills, contributed to meaningful public education through research collaboration, immersed myself in cultural exchange and actively sought opportunities to engage beyond the classroom. This experience has had a lasting impact on my academic development, professional interests and global perspective."

Shuwen Tian, master's student, Vancouver Community College project. QE Scholar in Malaysia.

"I believe I exceeded my goals. I took on leadership roles within my group, learned how to navigate communication challenges and contributed meaningfully to a final product that reflected the needs of our NGO partner. I pushed myself outside of my comfort zone numerous times. I connected my health sciences coursework to challenges we observed and furthered my understanding of ethical global engagement. Most importantly, I built lasting relationships, gained confidence, and developed a more nuanced, humble and adaptable approach to development work."

Jenna Black, undergraduate student, Queen's University. QE Scholar in India.

"Although I knew that it would be an enriching experience to explore Ghana through the lens of climate change, plastic pollution and water insecurity, it turned out to be much more enriching from an intellectual, personal and relational level. I am leaving this course with a much deeper and correct understanding of how climate change works, a greater sense of Ghanaian culture and how Ghana is dealing with resiliency efforts, and a group of newfound colleagues who all have brought deeply enriching perspectives to the table."

Allen Lu, undergraduate student, University of Waterloo. QE Scholar in Ghana.



QE Scholars from Queen's University at IIT Roorkee in India, with supervisor, Dr. Qingguo Li, and IIT Roorkee students. Photo submitted by Rajit Joshi, undergraduate student at Queen's University.

CULTIVATING SUSTAINABILITY PRACTICES THROUGH PARTNERSHIP



QE Scholars from Canadore College with members of the Maleku community in Costa Rica. Photo submitted by Xochilt Lucia Kiernan, student at the Canadore College.

Blossoming relationships between Canadore College of Applied Arts & Technology and its long-time partners in Costa Rica are yielding enriched opportunities for QE Scholars.

Building off established partnerships with Universidad Castro Carazo, Green Communities Costa Rica, Rotary International, and Tecnológico de Costa Rica (TEC), four QE Scholars from Canadore College participated in “Partnerships for the Goals: Building Better Communities” – a project focused on environmental sustainability and Indigenous language preservation projects in Costa Rica.

“This project has been really important to strengthening our partnerships to create more opportunities for our students,” emphasizes Laura Solano Moya, who grew up in Costa Rica and now serves as Director of Canadore International. “This enables them to not only visit a different country, but to learn a new language and engage in meaningful, experiential learning.”

The QE Scholars planted trees and built a pond to improve biodiversity on Farm 17, a coffee farm located on Canadore College-owned land in the cloud-forested Los Santos region.

“We want our coffee farm to be the model for how coffee farming is done,” says Jesse Russell, a Project Leader in Sustainable Development at Canadore College. “It’s a biodiversity hot spot, so now we’ve created a new habitat for amphibians, insects and birds; it’s good for pollinators so it’s really good for coffee farms.”

Russell explains that Farm 17 became the seventeenth farm in the organic co-op led by Green Communities, an organization that converts traditional coffee farms to organic to minimize environmental harm. Bordering the pristine Savegre River – a UNESCO Biosphere Reserve that flows into the Pacific Ocean – Farm 17 offers students an immersive space to learn about sustainable agriculture. Proceeds from coffee production help fund student experiences.

At TEC in Cartago, QE Scholars took Spanish lessons and boarded with local families for an engaging cultural experience. As their hosts guided them around the city, the scholars practiced their Spanish at markets and through conversations with locals.

An Indigenous language preservation project was another meaningful element of the trip, particularly for QE Scholar Xochilt Lucia Kiernan.

“Through AI, we were able to support the Maleku, an Indigenous tribe in Costa Rica at risk of losing their language,” says Russell, adding that Kiernan – a native Spanish speaker and dental hygiene student – continued the work after returning home. “She said, ‘It’s not done; we need to keep pushing forward on this.’”

Back at Canadore College, Kiernan reconnected with her colleagues in Costa Rica via WhatsApp. The ongoing project has produced over 1,600 recordings and transcriptions, to share with younger generations and keep the language alive. As a tribute, Kiernan was nicknamed *Pijiora*, hummingbird in Maleku, the smallest but most hard-working bird with the biggest heart.

Kiernan also got involved with the college’s hydroponic grow pod, planting seedlings and monitoring growing conditions. Produce is harvested for the campus restaurant and offered to staff and students at a weekly market. Russell is proud to see Kiernan continue to prioritize sustainability back in Canada.

“Our college has quite a few sustainability commitments that we take seriously,” he says. “We’re helping students understand that sustainability is everyone’s job, regardless of program, and opportunities like this help emphasize that.”

LEADERSHIP GROWS OUTSIDE OF YOUR COMFORT ZONE

For QE Scholar Luna Sinclair, a semester in Kenya has ignited a new passion for leadership in sport.

An undergraduate student in her last year of Mount Royal University's Health and Physical Education program, Sinclair spent a semester working with the National Olympic Committee of Kenya. As part of a team, she helped deliver a sport-for-development project called 'Cheza Healthy.'

"Cheza is the Swahili word for play, so it means 'Play Healthy,'" explains Sinclair. "The goal of that program was educating youth on the importance of physical activity to prevent non-communicable diseases."

Targeting kids ages four to 17, Sinclair helped to identify schools and community centres where the Cheza Healthy team could host interactive events. She also delivered the programming, leading children through games, relay races and activities that were customized to the reality of each school.

"Some schools have swimming pools, full courts and fields, and some might not even have soccer balls to play with," says Sinclair. "We had to think about how to tailor the experience so kids are doing some sort of physical activity they can recreate."

"If we bring a bunch of equipment and introduce a fun game – but then they can't play it again – it's not going to have the same impact as if we do some Zumba together, or something that doesn't require any sort of equipment."

Back in Calgary, Sinclair says the hands-on experience she gained in event planning for major sporting events has her considering new career directions.

"Working alongside people who work for a National Olympic Committee really opened my eyes to the world of sport," she says. "I've been looking at ways to combine my specialization in Ecotourism and Outdoor Leadership with sport, by working in event management or working in tourism combined with sport."

Sinclair's experience in Kenya also opened the door for another opportunity, this time on the international stage in Scotland.

"I'm going to be part of the mission staff for the Commonwealth Sport Games in Glasgow, for Team Canada," she enthuses, adding that some colleagues from Kenya will also be representing their country at the games. "It will be cool to work and see an international sporting event firsthand, and be a part of it behind the scenes."

In the future, Sinclair hopes to grow her leadership skills so she can positively impact students.

"Later in my career, I'd love to work with students in a similar capacity to the mentors I had in Kenya, or the professors here at Mount Royal," she says. "It would be amazing to mentor students as they embark on such once-in-a-lifetime opportunities."

Looking back on the hesitation she felt before going to Kenya, Sinclair says she's grateful she took the chance.

"It was the highlight of my degree; it allowed me to grow in a personal sense," she says. "It's important to seek out opportunities that push you, to say yes to things that seem scary."

"I think one of my big takeaways is just always saying, 'Yes.'"

Luna Sinclair with the Cheza Healthy team.



BOOSTING COMMUNITY RESILIENCE IN THE FACE OF CLIMATE CHANGE



QES Alumni, QE Scholars, and QES support team at Université de Montréal. Photo submitted by Anne-Christy Orcel, doctoral student from Haiti at Université de Montréal.

Université de Montréal's International Health Unit (IHU) has always maintained good relations with Caribbean nations.

"We have been partnering with Haiti well before our beginnings in 1989," says IHU Director Karina Dubois-Nguyen. When the IHU was given the opportunity to participate in QES, Dubois-Nguyen says her team jumped at the chance.

"The program strives to strengthen health systems and increase populations' resilience to crises," she adds. "These principles are at the heart of our mission."

The project, "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" was launched to foster a global network of young leaders in sustainable development and health care, and promote talent mobility between Canada and the Caribbean. 19 scholars – most of them women – took part in the project and honed the knowledge and skills required to tackle pressing, climate change-related issues in the Caribbean, including vector-borne diseases, food insecurity, and environmental migration caused by climate and socio-political instability.

In addition to identifying the needs of local communities and partner organizations, QE Scholars furthered Canada's diplomatic priorities, including promoting women's rights internationally.

"A core aspect of this program, and something I find remarkable, is community involvement," says Dubois-Nguyen. "These scholars participated in all kinds of different activities and learned about different realities; they drew from various fields – like community services – to supplement their skills in health care."

The project, which concluded in December 2025, also allowed international students to form lasting relationships with Canadian organizations. "These students then become ambassadors for our academic programs, which helps us attract more students," notes Dubois-Nguyen.

"It's important to train leaders capable of improving the health and well-being of populations around the world," she says. "To us, it's all interconnected. We give participants every chance to succeed in this program so they can give more back to society, whether in Canada or abroad."

PARTING WORDS

Like a seed taking root, growth begins quietly – with energy building over time.

Since being planted 10 years ago, the QES program has gathered incredible strength. Through networking opportunities and community engagement, our QE Scholars have sprouted into impactful and empathetic leaders. Through the pages of this report, we've amplified their diverse voices – along with the post-secondary institutions, government organizations and non-profit community groups that have played a role in the program's success. We've celebrated outstanding projects and individuals, along with the collective gains they've brought home to their academic communities and beyond.

But commemorating an anniversary is not only about looking back; it's about the excitement of what lies ahead. While the QES program has already burst into a hardy plant, now is the time to grow it – bigger and stronger than ever.

Investing in collaborative, cross-border education today is an investment in our shared future. It's only through a renewed commitment to the next chapter of the QES program that we can nurture the growth of tomorrow's leaders. And just like a plant reaches towards the sun, these young changemakers will steer us towards a better tomorrow.



QE Scholars and QES support team at Université de Sherbrooke. Photo submitted by Marième Cisse, doctoral researcher from Senegal.



ANNEX I

COMPLETE LIST OF QES PROJECTS

ACTIVE PROJECTS

QES 2024 PROJECTS

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

QES 2025 PROJECTS

INSTITUTION	PROVINCE	PROJECT TITLE
Canadore College of Applied Arts and Technology	Ontario	Partnerships for the Goals: building better communities
Carleton University	Ontario	Adapting for Resilience: Interdisciplinary Strategies for Climate Change in Biodiversity, Health, Water, and Agriculture
Concordia University	Québec	The Sustainable Polygeneration for Communities Initiative
Durham College	Ontario	Global Student Exchange for Community Resilience: Sustainable Urban Agriculture, Training, Capacity Building, and Innovation Exchange
Humber College Institute of Technology and Advanced Learning	Ontario	Young Leaders for Climate Action
McGill University	Québec	Transnational Climate Justice Collaboration through Strategic Litigation and Legal Research
Mohawk College of Applied Arts & Technology	Ontario	Empowering Future Healthcare Leaders: Pediatric Echo Training in Urban and Rural Guyana
North Island College	British Columbia	Indigenizing the Climate Change Response: Fostering Inter-Cultural & Inter-Disciplinary Resiliency Through Study Abroad
Queen's University	Ontario	Transdisciplinary Knowledge Translation for Social Transformation: Building Climate Resilient Communities through Co-development
The University of British Columbia	British Columbia	Pacific Rim Ocean Training ExchanGE (PROTÉGÉ)
Toronto Metropolitan University	Ontario	Sustainable Water-Energy Nexus for a Circular Economy

QES 2025 PROJECTS

INSTITUTION	PROVINCE	PROJECT TITLE
Trent University	Ontario	United Global Plan of Action for One Health and One Climate
Université de Montréal	Québec	Mobilisation et renforcement de capacités des jeunes leaders mondiaux dans l'adaptation aux changements climatiques.
Université du Québec à Rimouski	Québec	Innovons ensemble pour le climat: jeunes leaders du Canada et du Maghreb pour la résilience climatique
University of Calgary	Alberta	Our Changing Climate: Community Resilience and Education
University of the Fraser Valley	British Columbia	Youth Leadership in Climate Action for Resilient, Inclusive and Equitable Communities
University of Victoria	British Columbia	Navigating Complexity Together: Community resilience and adaptation to the impacts of a changing climate in Southeast Asia
University of Waterloo	Ontario	Beyond Borders: Co-Learning to Tackle Climate Change and Plastic Pollution for Resilient Communities in Africa
Vancouver Community College (VCC)	British Columbia	Addressing Climate Change in Asia and the Pacific – Leveraging University Mobility in Asia and the Pacific (UMAP) for Action
Vancouver Island University	British Columbia	Face aux changements climatiques : les jeunes Canadiens-Sénégalais œuvrent ensemble vers une réduction des risques climatiques et sanitaires.
Wilfrid Laurier University	Ontario	University of Ghana—Wilfrid Laurier University Partnership for Community Resilience, Human Rights, and Migration in a Changing Climate
York University	Ontario	Canada-Global South Interdisciplinary Initiative on Climate Change & Displacement: Cases of Costa Rica, Ghana and the Philippines

CLOSED PROJECTS

QES-ADVANCED SCHOLARS-WEST AFRICA PROJECTS (ENDED DECEMBER 2025)

INSTITUTION	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)

QES-ADVANCED SCHOLARS-WEST AFRICA PROJECTS (ENDED DECEMBER 2025)

INSTITUTION	PROVINCE	PROJECT TITLE
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

QES 2019 PROJECTS (ENDED DECEMBER 2025)

INSTITUTION	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 2017 PROJECTS (ENDED DECEMBER 2023)

INSTITUTION	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

QES 2017 PROJECTS (ENDED DECEMBER 2023)

INSTITUTION	PROVINCE	PROJECT TITLE
University of New Brunswick	New Brunswick	Addressing Health and Environmental Challenges from a Youth Perspective in Malawi and the Caribbean
University of Ontario Institute of Technology	Ontario	Incubating Global Careers as Queen Elizabeth Scholars
University of Prince Edward Island	Prince Edward Island	Integrating Innovative Research & Training for Improved Sustainable Livelihoods of Smallholder Dairy Farms - Phase 2
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-ADVANCED SCHOLARS PROJECTS (ENDED DECEMBER 2021)

INSTITUTION	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 Moncton	New Brunswick	Développement des "leaders" pour une meilleure nutrition des filles et des femmes, un incontournable pour le mieux-être des populations d'Afrique de l'Ouest et Centrale
Université de Montréal	Quebec	Bourses de recherche destinées aux chercheurs doctoraux, post-doctoraux et en début carrière du Canada et de Chine dans les domaines du droit et de la santé
Université du Québec en Outaouais	Quebec	Partenariat pour l'amélioration de la santé maternelle et infantile en Afrique de l'Ouest à l'aide de la santé numérique
University of Alberta	Alberta	Coming Together – Strengthening Partnerships between Ghana and Canada to Address Maternal, Newborn, and Child Health
University of Calgary	Alberta	QES-Advanced Scholars (International Development)

QES-ADVANCED SCHOLARS PROJECTS (ENDED DECEMBER 2021)

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

QES 2014 PROJECTS (ENDED DECEMBER 2019)

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

QES 2014 PROJECTS (ENDED DECEMBER 2019)

INSTITUTION	PROVINCE	PROJECT TITLE
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	New Brunswick	The Commonwealth Scholars Program: Connected Learning Across the Commonwealth
University of Northern British Columbia	British Columbia	Cross-Cultural Indigenous Knowledge Exchange (CIKE)
University of Ontario Institute of Technology	Ontario	Queen Elizabeth II Scholars at University of Ontario Institute of Technology
University of Ottawa	Ontario	Building experiential learning, capacity and knowledge exchange through the AIMS-NEI Network and new Commonwealth partnerships
University of Prince Edward Island	Prince Edward Island	Integrating Innovative Research & Training Methods for Improved Sustainable Livelihoods of Smallholder Dairy Farms
University of Regina	Saskatchewan	Queen Elizabeth II Diamond Jubilee Scholarship - University of Regina
University of Saskatchewan	Saskatchewan	Community Partnership for Food Security and Health
University of the Fraser Valley	British Columbia	Urban Food Systems in Dar es Salaam, Nairobi and the Fraser Valley: Capacity Building for Policy and Planning
University of Toronto	Ontario	Inclusive Innovation for Development: Creating a Network of Student Innovation Leaders
University of Toronto	Ontario	UTSC Centre for Critical Development Studies
University of Toronto – University of St. Michael's College	Ontario	Literacy and Indigenous Language Education in South Africa
University of Toronto – Victoria University	Ontario	Enhancing Education in Health and Sciences

QES 2014 PROJECTS (ENDED DECEMBER 2019)

INSTITUTION	PROVINCE	PROJECT TITLE
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

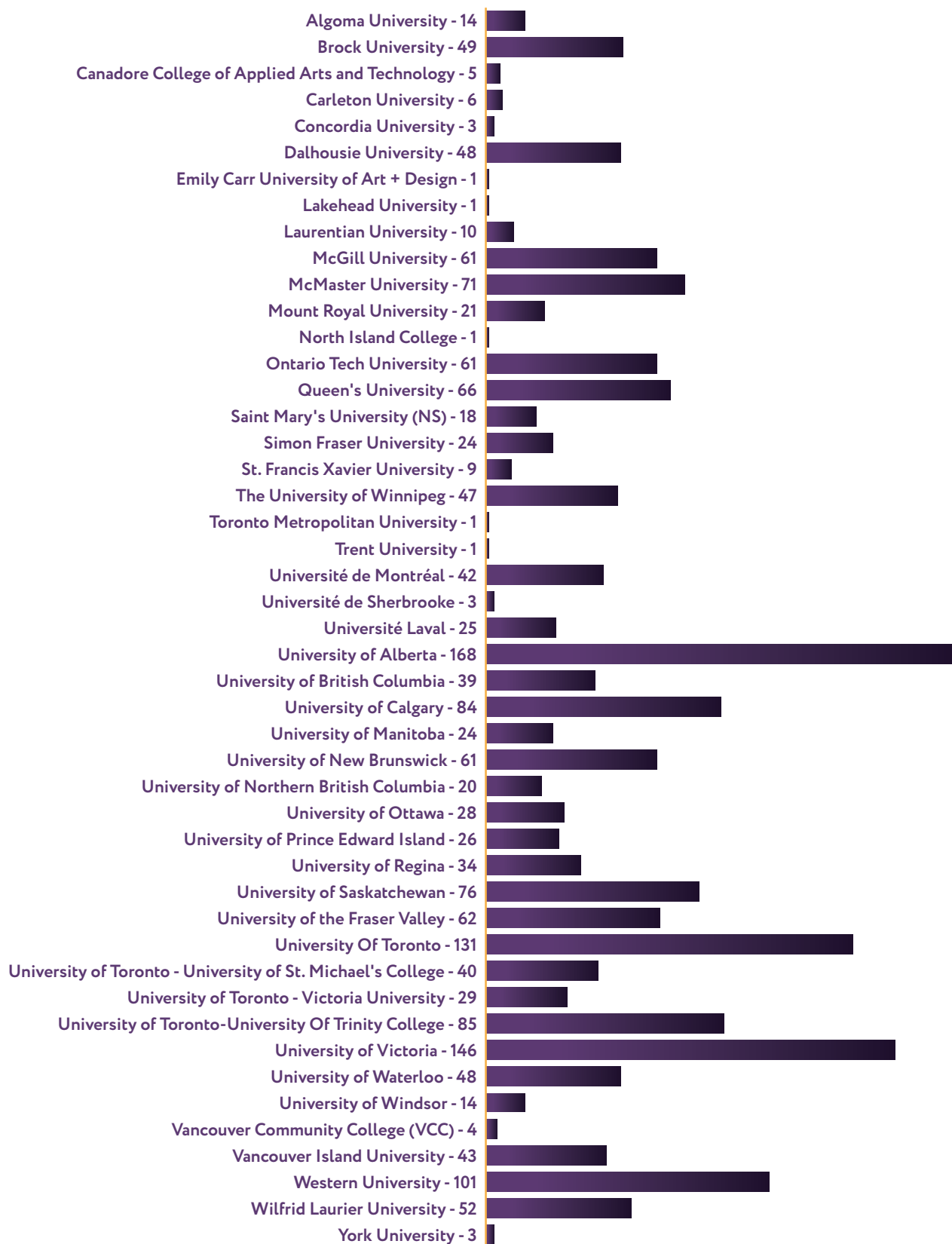
ANNEX 2

TOTAL QE SCHOLARS BY CANADIAN INSTITUTION

Canadian Institution	Number of QEScholars	Canadian Institution	Number of QEScholars
Algoma University	14	Université du Québec à Trois-Rivières	15
Brock University	49	Université du Québec en Outaouais	7
Canadore College of Applied Arts and Technology	5	Université Laval	41
Carleton University	61	University of Alberta	222
Concordia University	12	University of British Columbia	71
Dalhousie University	54	University of Calgary	121
Emily Carr University of Art + Design	4	University of Manitoba	48
Lakehead University	9	University of New Brunswick	87
Laurentian University	18	University of Northern British Columbia	25
McGill University	144	University of Ottawa	66
McMaster University	92	University of Prince Edward Island	37
Memorial University of Newfoundland	13	University of Regina	64
Mount Royal University	21	University of Saskatchewan	119
North Island College	4	University of the Fraser Valley	78
Ontario Tech University	70	University Of Toronto	150
Queen's University	103	University of Toronto - University of St. Michael's College	43
Saint Mary's University (NS)	25	University of Toronto - Victoria University	35
Simon Fraser University	45	University of Toronto-University Of Trinity College	91
St. Francis Xavier University	9	University of Victoria	168
The University of Winnipeg	73	University of Waterloo	77
Toronto Metropolitan University	23	University of Windsor	18
Trent University	2	Vancouver Community College (VCC)	4
Université de Moncton	8	Vancouver Island University	56
Université de Montréal	102	Western University	146
Université de Sherbrooke	8	Wilfrid Laurier University	93
Université du Québec à Rimouski	7	York University	19
		Grand Total	2876



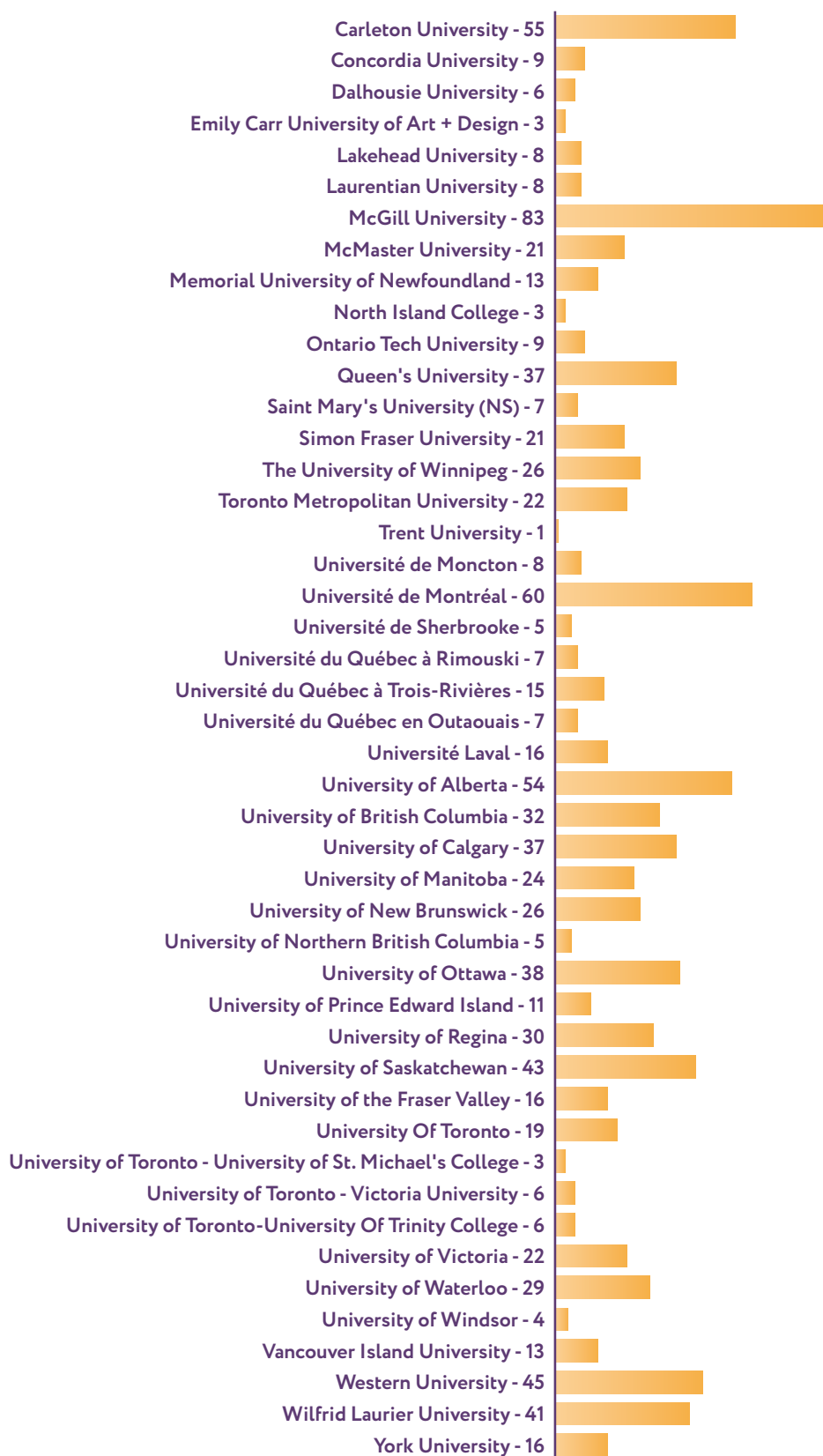
CANADIAN QE SCHOLARS BY CANADIAN INSTITUTION



GRAND TOTAL: 1906

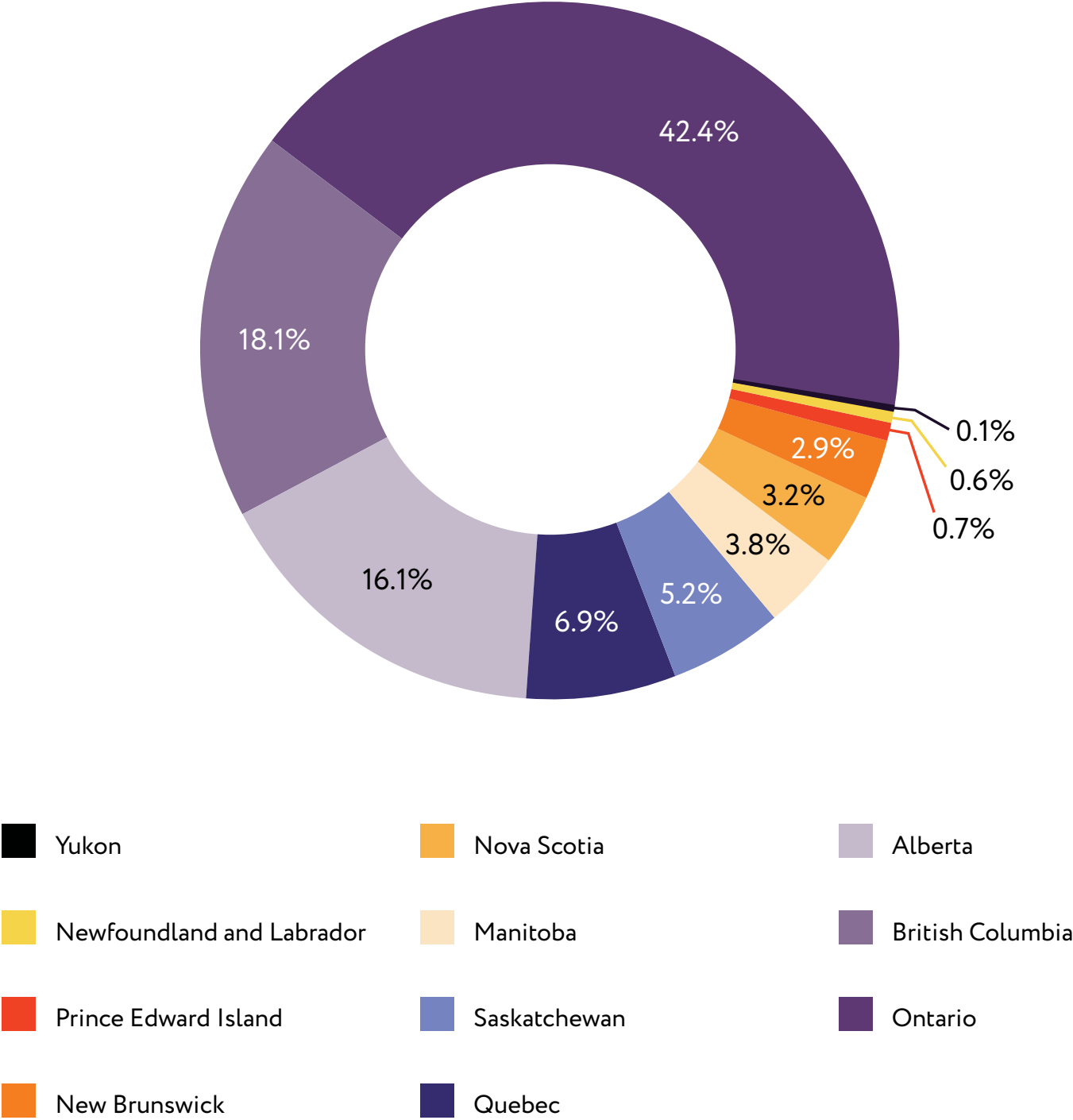


INTERNATIONAL QE SCHOLARS BY CANADIAN INSTITUTION



GRAND TOTAL: 970

SCHOLAR DATA AND STATISTICS BY HOME PROVINCE



ANNEX 3

FINANCIAL REPORTS

QES 2025 Financial Report as at March 31 2026							
	2025-2029	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029	Total Actual/ Forecast
	Budget	Actual	Actual/ Forecast	Forecast	Forecast	Forecast	
Number of Scholars	551	0	96	225	174	53	548
Total QES contribution	6,242,783.25	0	992,548.58	2,659,646.20	1,969,886.22	588,907.00	6,210,988.00
University/Partner Contribution	4,064,880.48	40,143.09	883,927.70	1,446,602.62	1,194,766.90	455,193.95	4,020,634.26
Grand Total	10,307,663.73	40,143.09	1,876,476.28	4,106,248.82	3,164,653.12	1,044,100.95	10,231,622.26

QES 2024 Financial Report as at March 31 2026							
	2024-2028	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	Total Actual/ Forecast
	Budget	Actual	Actual	Actual	Forecast	Forecast	
Number of Scholars	132	2	26	30	50	28	136
Total QES contribution	1,599,912.00	23,000.00	300,791.23	365,737.03	577,668.68	332,715.06	1,599,912.00
University/Partner Contribution	2,032,516.00	18,635.00	466,611.95	474,332.20	672,928.59	407,340.98	2,039,848.72
Grand Total	3,632,428.00	41,635.00	767,403.18	840,069.23	1,250,597.27	740,056.04	3,639,760.72

QES WA Financial Report as at December 31 2025

	2020-2025	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	Total Actual
	Budget	Actual	Actual	Actual	Actual	Actual	-
Total number of scholars	205	7	27	45	53	41	173
Total QES Contribution	2,899,999.98	45,570.02	365,084.01	569,248.48	747,557.97	725,774.67	2,453,235.15
University/Partner Contribution	4,322,595.67	670,996.56	869,880.39	1,172,098.73	1,205,957.04	593,558.46	4,512,491.18
GRAND TOTAL	7,222,595.65	716,566.58	1,234,964.40	1,741,347.21	1,953,515.01	1,319,333.13	6,965,726.33

QES 2019 Financial Report as at December 31 2025

	2020-2025	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	Total Actual
	Budget	Actual	Actual	Actual	Actual	Actual	Actual	
Total number of scholars	202	0	3	19	32	36	22	112
Total QES Contribution	1,792,764.00	0.00	15,343.00	202,681.08	371,746.21	429,486.39	205,474.04	1,224,730.72
University/Partner Contribution	1,970,709.50	19,480.00	117,798.28	363,969.58	363,107.76	506,309.92	165,356.72	1,536,022.26
GRAND TOTAL	3,763,473.50	19,480.00	133,141.28	566,650.66	734,853.97	935,796.31	370,830.76	2,760,752.98

**QUEEN
ELIZABETH**
Scholars

#QESCHOLARS