

**QUEEN
ELIZABETH**
Scholars



BRIDGING WORLDS, BUILDING IMPACT

**ANNUAL REPORT
2024-2025**



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Canada.**
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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/



“I feel as though this experience has been transformative in many ways both personally and professionally, allowing me to further understand a culture other than my own and gain greater understanding and empathy for public health problems and barriers experienced within Barbados.”

Kalli Youngstrom, master’s student,
University of Saskatchewan. QEScholar in Barbados.



Cover photos

1. Lauren Lum Webb, undergraduate student from University of Victoria, planting rice at PACOS Trust on Indigenous People’s Day, Malaysia
2. Photo of a leatherback turtle laying eggs in Matura National Park, Trinidad and Tobago, taken by Emma Bainbridge, undergraduate student from McGill University
3. Darius Bailey and Andrea Ryall, undergraduate students from Algoma University, on a boat in Ditsöwo u, an Indigenous community in Costa Rica
4. Chimaobim Ijeoma Enendu, QES-AS-WA post-doctoral researcher from Nigeria, presenting her research findings at an event at Carleton University
5. Siobhan Klassen, undergraduate student at the University of Northern British Columbia, in front of Mount Ngauruhoe, New Zealand

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Executive Summary

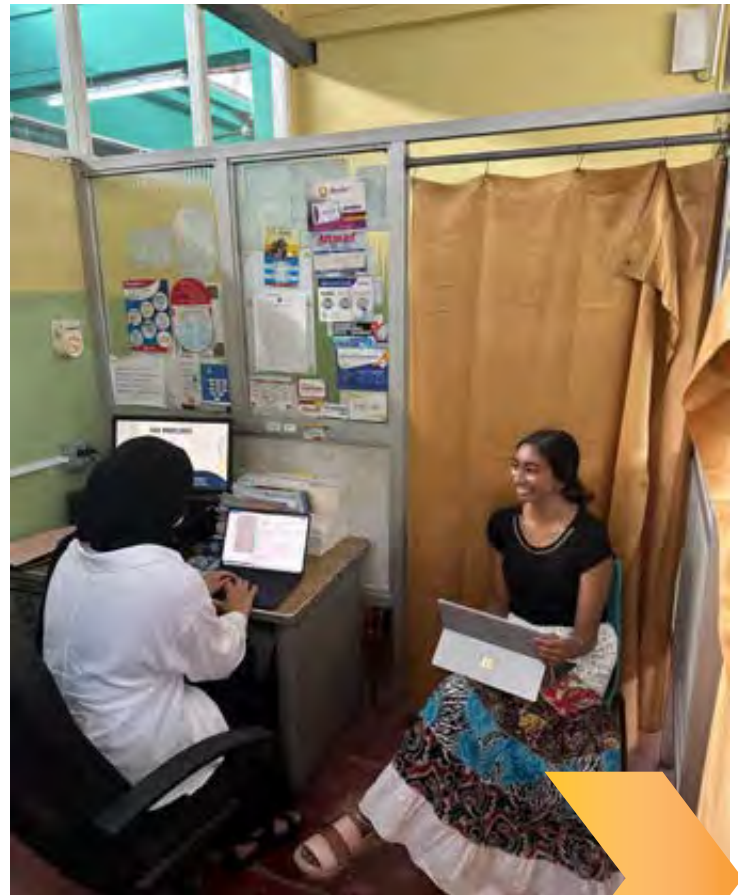
Working with a growing network of Canadian and international partners, the **Queen Elizabeth II Diamond Jubilee Scholarships (QES)** program supports the development of global leaders through study and research collaborations, experiential learning, and community engagement. In 2024-2025, QES activities focused on adaptation, resilience, and cross-cultural bridge-building.

Through their experience, QEScholars expanded their academic, professional, and community networks in Canada and abroad, while Canadian post-secondary institutions deepened study and research partnerships around the world.

This work is made possible through a partnership between the Rideau Hall Foundation, Universities Canada, and Canadian post-secondary institutions. Since 2015, the QES program has supported 2,690 scholars through 134 projects at 55 Canadian universities and colleges.

QEScholars shared the stories of their experiences through end-of-project reports, highlighting how they learned to lead, communicate, and connect across cultures – bridging the gap between academic knowledge, lived experience, and diverse community and cultural knowledge systems.

In the following pages, we highlight the impacts and outcomes achieved through the QES program in 2024-2025, with profiles of participating scholars and institution-led projects. These stories showcase what's been achieved, what's next, and how the QES program continues to make a difference in Canada and beyond.



Sakshi Meda, on the right, graduate student from the University of Saskatchewan, preparing to collect data taken at the Diabetes Clinic at the University of West Indies, Mona, Jamaica



Collaborating with people with disabilities essential to the research of QES-Advanced Scholars- West Africa focused on inclusivity



Queen's University QEScholars after a CBPR training session

At the heart of the Queen's University QES-AS-WA project is a guiding ethos: people with disabilities and their families should participate in every aspect of research that studies their experience.

"Historically, people with disabilities and their families were really marginalized in research agendas: either research would not consider their perspectives, or it was quite extractive, or from a medical model of disability in which experts were trying to fix them," says Heather Aldersey, professor of Rehabilitation Therapy.

To redress this, Queen's developed excellence in Community Based Participatory Research (CBPR) and it formed the basis of their QES-AS-WA project. In the summer of 2023, seven Ghanaian and one Congolese doctoral and post-doctoral researchers were trained in CBPR at Queen's.

As part of their commitment to flattening the hierarchy between researchers and their subjects, Queen's separately funded the participation of non-academics from Ghanaian community organizations identified by the researchers for their work on issues related to health equity and inclusive education.

These five participants, including those with a disability, joined the QEScholars for a summer institute in which mornings emphasized CBPR content and afternoons put researchers and community organization members together to develop research projects they could continue to work on back in Ghana. The community members were empowered to collaborate with scholars on research methodology, data collection and analysis, and importantly, how research results are shared with their communities and beyond.

The University of Ghana QEScholars and their community partners worked on inclusive education policy, while QEScholars from Kwame Nkrumah University of Science and Technology developed a project on water and sanitation access for students with developmental disabilities. While in Canada, the QEScholars also completed research with a parent-led developmental disability advocacy organization about quality education in Ontario. (In 2025, two QEScholars will arrive from Ghana to complete analysis for the Canadian project, while a Canadian QEScholar will go to Ghana to support completion of the water and sanitation project.)

The summer institute began with Indigenous academics discussing Canada's legacy with Indigenous people.

"It opened up the scholars' eyes to the Canadian context and started an impactful conversation on colonial legacies," says Aldersey "It set the stage for how we don't have all the answers, and we haven't always done it right."

Another successful component was having QEScholars engage with the Kingston, Ontario community: attending church services, adaptive sailing lessons, soccer games, art gallery exhibitions and a trip by ferry to Wolfe Island led by a former QEScholar from India.

"The opportunity to share meals, celebrate birthdays, go sight-seeing that's how you build the foundation of relationships," says Aldersey. "Now folks are just an e-mail or WhatsApp message away and we will find ways to collaborate in the future."

Preventing injuries and embracing opportunities in the growing field of sports engineering



Testing hockey helmets for protection against concussive impacts

Despite never learning to skate, QEScholar and University of Alberta mechanical engineering graduate Loni Nickel has unique insight into preventing head injuries in Canada's national game: hockey.

Nickel became fascinated with the relatively new, multidisciplinary field of sports engineering while in high school when she discovered a blog authored by one of the members of the Sports Engineering Research Group (SERG) at Sheffield Hallam University in the United Kingdom.

In 2023, during her mechanical engineering undergraduate degree (there are no sports engineering degrees in Canada), she reached out to a SERG aerodynamicist working with major sports companies to optimize and design sports equipment. He agreed to supervise her QES experience in Sheffield, telling her upon arrival that she could do whatever she found interesting.

That turned out to be head injuries.

"I love learning about how our brains, skulls and cerebrospinal fluid react to impacts," says Nickel. "The research is super exciting."

For her main project, Loni worked with a SERG PhD student who'd developed a testing method to assess how hockey helmets protect against concussive impacts. Most hockey helmets protect against the blunt force impacts from pucks and hard surfaces, not the longer duration impact of player-to-player hits which can produce severe concussions.

Using high-speed videos, test dummies and accelerometers, Nickel completed a reliability study, attempting to replicate the study with comparable results in a condensed

manner to show the testing method was usable by industry. She also collected, analyzed the data, and wrote up the final paper as lead investigator. After being submitted to an engineering conference in Florence, the paper was peer reviewed and accepted: Nickel flew to Italy to present it in person.

It wasn't the only place she visited during her eight months in Sheffield. Nickel joined other students in sports engineering camps in Germany, Austria and the Netherlands and was exposed to other specialities in the field.

"It was a life-changing experience," she says. "I learned you have to seek opportunities, reach out to potential mentors, and never be afraid to ask questions."

Since returning home, she has graduated from her five-year co-op engineering program, and plans to return to Sheffield in October 2025 for PhD work. But this time the avid tennis player and certified tennis coach will focus on a sport she knows well: she will aim to optimize tennis shoes by understanding the differences in male and female movement patterns and how this affects how their shoes degrade.

"In sports engineering, we look at the human, we look at the equipment and the human-equipment interaction," Nickel says. "There are so many diverse opportunities and so many things yet to discover."

Introduction

The Queen Elizabeth II Diamond Jubilee Scholarships (QES) program connects Canada to the world by supporting scholars in gaining international study, research, work, and life experience. Through these immersive, cross-cultural experiences, QEScholars engage with colleagues, leaders and mentors across academic, non-governmental organizations, grassroots community groups, and industry.

QES projects foster meaningful collaboration between post-secondary institutions and communities, between academic research and lived experience, and between Indigenous and non-Indigenous knowledge systems. By emphasizing partnership, adaptability, and community engagement, the QES program empowers the next generation of leaders to address some of the world's most important challenges.

Madelyn Richardson, undergraduate student from Dalhousie University bringing a Caribbean Spiny Lobster aboard a research boat for measurements and tagging as part of a tag-recapture project in The Bahamas.

PROGRAM OBJECTIVES

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

PROGRAM 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

All Projects (2015-2025):



134

PROJECTS
FUNDED

2,690

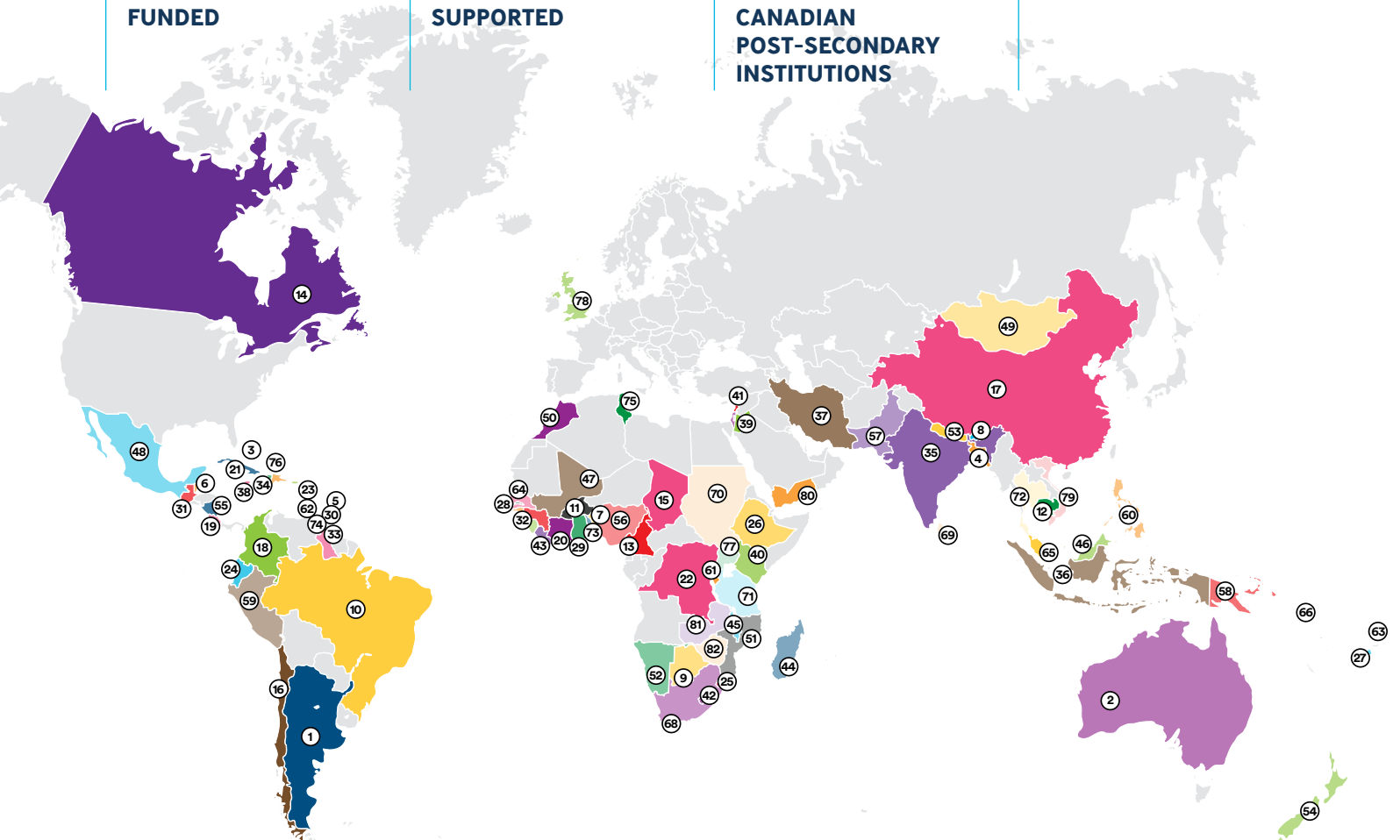
SCHOLARS
SUPPORTED

55

PARTICIPATING
CANADIAN
POST-SECONDARY
INSTITUTIONS

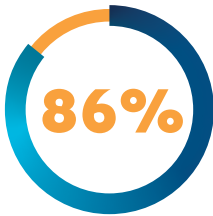
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COUNTRIES



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

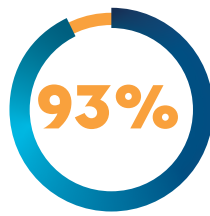
QES Student-Focused Projects



of scholars reported increased leadership skills

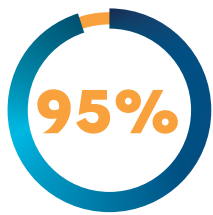


of scholars reported increased communication skills



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

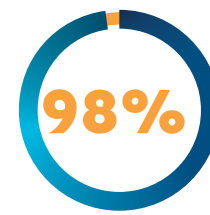
QES-Advanced Scholars-Researcher-Focused Projects



of scholars reported increased leadership skills



of scholars reported increased communication skills



of scholars reported strengthened professional networks

“The scholars have increased capacity and allowed us to trail novel approaches to the problems that we have been working on. Having a dedicated person to try a new approach allows us to be more experimental in a low-risk environment, which ultimately drives innovation. Additionally, the QEScholars bring a number of skillsets that we might lack in our small team of researchers, e.g. specialist coding skills, GIS etc.”

Nicholas Higgs,
Director of Research and Innovation at the Cape Eleuthera Institute. Project partner of Dalhousie University.

Percentage of Scholarships by theme for student based projects

Scholars were able to choose more than one theme

Health	45%
Environment	33%
Education	27%
Children and Youth	24%
Gender	21%
Economic Growth	21%
Food Security	19%
Governance	18%
Indigenous	9%

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	63%
Sustainable inclusive growth	59%
Health equity	52%
Climate resilience and sustainable food systems	48%
Ethics in development research	46%
Inclusive governance	40%

650+ Partner organizations
\$85M for scholarships

Leadership for decolonization and cross-cultural communication starts with a bonding exercise for these QEScholars



Winter camping during Algoma University's pre-departure training

At Algoma University, QEScholars don't leave for their scholarship before completing a two-day leadership training run by a local Indigenous tourism company that has them step out of their comfort zones, ensures they bond as a group, and helps them decide if they are ready for the experience.

This past February, the potential scholars did this while winter camping on one of the coldest nights of the year.

"It was experiential and hands-on and forced them to work as a team," says Dawn White, Algoma University's director of International, Career and Experiential Education. "By the end of the two days they were immersed, and they were all friends on WhatsApp. They really had to think about if they were committed and ready to be out of their comfort zones."

Algoma's QES 2024 project provides third-and-fourth-year undergraduate students international study, research and internship experiences centred on global decolonial and cross-cultural education.

The pre-departure training includes learning about the Truth and Reconciliation Commission calls to action, action planning for leadership and allyship, as well as principles of leadership for decolonization, how to build resilience using the medicine wheel for good mental health while abroad, and how to shift knowledge from the local to the global. This reflects Algoma U's Special Mission of cross-cultural education between Indigenous and non-Indigenous communities.

"We challenge the scholars to start thinking about how whichever destination they're going to has been impacted by colonization," says White. "Then when they come back, to bring that knowledge, debrief and share it with the

outgoing scholars, so they can take active steps to work on initiatives undoing the effects of colonization."

The project's first three QEScholars left in January 2025. Two interned at an Indigenous-led tourism company in Costa Rica; the other— a computer science undergraduate— interned at a Vietnam enterprise, programming Artificial Intelligence to incorporate a diversity, equity, inclusivity (DEI) lens. That QEScholar enjoyed the work so much his internship was extended.

A spring 2025 cohort has left for Colombia, Costa Rica, Guatemala, and Indonesia. And more students will leave in the fall. Algoma's project has focused on recruiting QEScholars from Indigenous, racialized and/or low-income backgrounds because the barriers to international experience for these students is high. Its QES project has wrap-around supports for the students known as the Scholars' Circle, that includes pre-departure training and a post-return program, plus interaction in between so they have a network of support the instant they commit.

"Canadian students in general are less likely to go abroad for study experience," says White. "But our students are often the first generation to attend university or they may be parents themselves. For us to be able to offer significant funding is huge. We want to remove that financial barrier as much as possible."

Bringing a Social Work and Education focus to climate change resilience in Auckland and Calgary

Nose Hill Park in Calgary and Tiritiri Matangi, an island outside of Auckland, sit over 12,000 kilometres apart, but both play a central role in the University of Calgary's QES 2025 project.

Through a partnership with the University of Auckland, the faculties of Education and Social Work from both universities are exploring how communities adapt to climate change – and how education and social work can support that resilience.

Nose Hill is an 11-square kilometre park in Calgary on former bison hunting grounds, protected by grassroots efforts and home to a sacred night sky observatory for the Siksikaitsitapi (Blackfoot Confederacy). Tiritiri Matangi, once an over-grazed sheep farm, has been transformed into a thriving bird sanctuary, that is in the process of reconnecting with Māori communities to honour ancestral ties to the land.

These landscapes serve as local case studies in climate change resilience, offering a way for scholars to understand how history, land use, conservation, and Indigenous knowledge intersect.

"What education people think community resilience is might be slightly different from what the social work graduates will think," says Roswita Dressler, associate professor in the Werklund School of Education, Specialization, Language and Literacy. "Bringing them all together makes for a really interesting dialogue and synergy."

The QES project is built around two-month international experiences that include collaborative research and community engagement. Two scholars from Auckland will arrive in Calgary in August, and five from Calgary will head to New Zealand in September. Their trips overlap to ensure time for relationship-building and shared learning across contexts.

"We are really interested in this aspect of internationalization," says Dressler. "This is an opportunity for both faculty and students to experience another culture, other ways of knowing and doing. For example, our outbound scholars will encounter a different Indigenous perspective on the land in New Zealand and add them to the perspectives here."

QES activities will challenge scholars to explore how both education and social work can support climate adaptation, especially in ensuring that resilience strategies are inclusive and equitable.

"Education investigates what my options are, the structures that have to be in place to make those options easier for me to adopt," says Dressler. "And a social work approach asks how do marginalized groups, such as those with lower incomes, get access to these options for a changing climate."



"The QEScholar significantly contributed to our team by assisting in the development of project documents and drafting community engagement emails. Her efforts were instrumental in effectively reaching out to committee members, whose expertise has been vital in advancing the project. As we prepare to launch a campaign aimed at recruiting Black newcomer girls and women, her work will be key in gathering their unique perspectives on the economic challenges they face and how systemic changes can help address these issues."

Halima Mohamud, Manager, Enhancing Gender Equity, Africa Centre. QES-AS-WA non-academic research placement partner of University of Alberta.

Scholar Reflections

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

"I had a unique experience that enriched both my research and medical practice, as well as my personal development. While working on interviews with women who had undergone surgery for fistulas, I deepened my understanding of their perception of healing. This project allowed me to combine my clinical skills with a qualitative approach, to better understand their needs and incorporate them into comprehensive care... This internship was a key milestone in my journey as a physician and committed leader."

Gloire Byabene Kaduku, doctoral researcher from Democratic Republic of the Congo. QEScholar at Université de Montréal.

"I have met many people in New Zealand who offer valuable connections for life. I made many friends from all over the world, and I have connected with professors and academics from New Zealand in the North and South Islands. During my exchange, both my professional and personal my networks expanded and grew."

Siobhan Klassen, undergraduate student, University of Northern British Columbia. QEScholar in New Zealand.



Gloria Elsy Boko Agbo, QES-AS-WA post-doctoral researcher from Benin, Carleton University

On working with the National Olympic Committee of Kenya:

This scholarship has given me fulfilment in sport that I had once lost and a pride in work that I will carry forward into my professional career."

Gabe Podivinsky, undergraduate student, Mount Royal University. QEScholar in Kenya.

"During my time with the Queen Elizabeth Scholars program, I conducted a comprehensive review and participated in modeling and measuring the sustainability limits of Canadian diets, gaining valuable insights into the environmental and nutritional trade-offs of various dietary patterns... I plan to extend this research by working with a professor from the same field in Trinidad, to produce a paper specific to Trinidad, aiming to make a meaningful contribution to both communities."

Riana Kandhai, master's student from Trinidad and Tobago. QEScholar at McGill University.

Building disaster-resilient communities globally in an era of climate change

When Western University engineering professor Ashraf El Damatty arrived in Havana, Cuba in January 2019, he landed in the wake of a highly destructive tornado. The physical devastation was impossible to miss. What he didn't expect to encounter was the level of public calm.

His Cuban colleagues mobilized their students to distribute food and construction materials for rebuilding. Some professors inspected buildings to see if they were safe. Institutions, authorities, and citizens worked together.

"They have a good social fabric in Cuba—they help each other," says El Damatty. "This impressed me as something we could learn from. At the same time, there was room for science and engineering support."

El Damatty, who researches severe wind effects on infrastructure such as electricity transmission, saw a gap Western's interdisciplinary hub in multi-hazard risk and resiliency could fill.

As a result, the QES 2019 project dedicated to building disaster-resilient communities— an international collaboration between Western, The Technical University of Havana (CUJAE) and the University of Holguin—was born.

Since then, 17 engineering and health sciences undergraduates and one PhD from Western have travelled to Cuba for three-month internships where they map physical hazards and risks on the island nation, recommend design code changes to future-proof infrastructure, and support social and health risk assessments.

"Participants significantly strengthened their technical expertise, gained deeper cultural awareness, and improved their language skills," says Lise Laporte, a senior director at Western International. "They also fostered leadership development and personal growth, equipping them with critical global competencies."



Western University QEScholars alongside Cuban professors and engineers on a construction site. Located on the top floor of the tallest building in Vedado, Cuba

For many of these outbound scholars, it is the first time they encounter a society that is not only vulnerable to extreme weather events made worse by climate change—Cuba is endangered by hurricanes and flooding as well as earthquakes and more recently tornadoes — but also economic constraints such as food and electricity shortages.

"Our students had their eyes opened to how resilient other people are," says El Damatty.

Additionally, over the project's duration, five QEScholars came from Cuba for Western's multi-disciplinary specialization in Hazards, Risks and Resiliency at the graduate level. Two more QEScholars from CUJAE are scheduled to arrive the summer of 2025.

Today, the inter-university relationship with Cuba continues; Western and CUJAE have established a dual PhD program, and according to Laporte, there are other places that will benefit:

"The long-term objective is to use the training environment and capacity built through this QES project to tackle disaster management priorities not only for Cuba and Canada, but also for other low-medium income countries."

"Key results from previous QEScholar activities include better knowledge, attitudes, and practices of our member farmers for improving cattle health management, including cow comfort, and the benefits of vaccination for bovine viral diarrhea virus and other infectious agents to the cattle and cattle farmers in the Naari area."

Purity Bundi, Cooperative Manager, Naari Dairy Farmers Cooperative Society.
Project partner of University of Prince Edward Island.

Engaging children as social actors in malaria prevention a mission for this West African researcher

Before QES-Advanced Scholar Celina Aju-Ameh arrived at Carleton University's Institute of African Studies, she had a eureka moment when it came to malaria prevention among families in the Nigerian state of Benue where she lives and works.

"Africa is a continent of children ...these children die more from malaria than anyone, why are we not bringing them to the table?"

As an early career researcher specialized in medical entomology and parasitology, Celina had interviewed Nigerian children in families struggling with malaria infections, and discovered they were not regularly tested and/or often split doses of malaria medicine intended for one child, increasing the risk of antibiotic-resistance.

But to transition to community engagement from the wet lab work of blood and molecular analysis, Celina needed help with pedagogy, networking skills, and basic interpersonal confidence.

She chose a mentor from far outside her field in Monica Eileen Patterson, Assistant Director of Curatorial Studies at Carleton's Institute of Comparative Study of Literature Art, and Culture, because Monica's work promoted children as social actors within museum spaces.

"I hadn't seen that anywhere in my science," says Aju-Ameh. "In malaria research we see children as victims, not actors."

She was also mentored by Principal Investigator of the program, Professor Nduka Otiono, as well as Associate Professor of International Business Diane Isabelle who helped her with networking skills. So, her placement with Ottawa's CO-CREATH Lab – a hub for researchers and other stakeholders to promote health equity and community engagement – made her time in Ottawa uniquely multidisciplinary.

At CO-CREATH, Aju-Ameh was assigned to review and develop a framework for the Peer Equity Navigator (PEN) curriculum. PENs build bridges between health services and disadvantaged communities, by training members of those communities as health advocates. This community-led health education approach had clear synergies with her goal of empowering children in malaria prevention.

"CO-CREATH gave me a foundation and boosted my confidence that this is doable," she says.



Celina Aju-Ameh delivering a presentation at Carleton University

Along with her mentors, the placement opened dozens of doors. Back in Nigeria she is in regular contact with her new Canadian connections, as well as continuing to do work for CO-CREATH Lab, and volunteering for the Ottawa-based Canadians of African Descent Health Organization (CADHO) while developing international partnerships for her malaria project and working as a lecturer and researcher at Federal University of Health Sciences Otukpo.

She calls her QES experience her "beautiful journey." As a seven-year-old she was told by a male visitor the acronym WEEK (women's education ends in the kitchen) applied to her. Despite being offered in marriage at 17, and having her first of five daughters a few years later, Aju-Ameh kept proving that visitor wrong, completing her undergraduate degree while a first-time mother, followed by a master's and a PhD. Now emboldened by her experience, she's a role model for other young Nigerian women.

"It changed my story," she says. "A lot of young girls say if Mama Celina can do it, so can I."

Leadership, Networking, and Community Engagement



Converging Horizons between Canada and West Africa event at Concordia University

Canadian post-secondary institutions offer leadership development, networking, and community engagement opportunities to all QEScholars.

A key output of **York University's** QES-Advanced Scholars project was the publication of a book titled *Climate Justice and Participatory Research: Building Climate-Resilient Commons*. Each scholar contributed a chapter based on their research, and the editing process was intentionally designed to build academic leadership skills. Scholars were paired for internal peer review, giving them hands-on experience in offering, and receiving constructive feedback on academic work. The manuscript then underwent a double-blind review process, requiring scholars to further refine their chapters based on feedback from multiple sources.

This iterative process of writing, reviewing, and editing helped advance competencies such as rigorous analysis, collaboration, and the ability to communicate research effectively – key qualities of emerging academic leaders.

During their time in Canada, QEScholars at the **University of Prince Edward Island** volunteered at various events across the region. In October 2024, they participated in a Thanksgiving fundraising dinner for Farmers Helping Farmers (FHF), an organization that supports Kenyan farm families. The event in New Glasgow, PEI, connected scholars to members of the local farming community and helped raise thousands of dollars for FHF programs.

At **McMaster University**, QEScholars engaged the broader community by delivering presentations about their international experience. Each scholar's talk was streamed live as a webinar and later uploaded to the McMaster Health Forum's YouTube channel. These presentations extended the reach of their work beyond the academic setting – sharing insights with researchers, policymakers, students, and members of the public.

In May 2024, **Concordia University** hosted an event titled *Converging Horizons between Canada and West Africa: Connecting Research, Communities, and Ideas to Achieve Gender Equality*. The event brought together QEScholars, professors, project partners, funders, researchers, and members of the public for a day of keynote speeches, panel discussions, and research sharing. In the afternoon, QEScholars hosted research booths where they presented their work and engaged with attendees both in-person and online.

In October 2024, **Carleton University** held a hybrid event to celebrate the conclusion of their QES-AS-WA project. The event offered a space for reflection, as scholars and faculty shared personal and professional insights from their QES experience. They presented their findings, highlighted the project's impact on their careers, and outlined plans to carry their work forward through continued collaboration.

These events created rich opportunities for connection – allowing scholars to connect with peers, receive feedback, explore future collaborations, and broaden their academic and professional networks across disciplines and regions.



QES-AS-WA end of project event at Carleton University

Recognizing the shared effects of colonization spurs this Indigenous scholar to think big back home

When Martha Coc arrived in Winnipeg in the throes of January weather, it wasn't immediately obvious how her reality as a Mayan mother and educator in Belize's Toledo District, where the majority of the country's Indigenous population lives, would feel kindred with the Canadian Indigenous experience.

But while taking an Indigenous Education course as part her Master of Education at the University of Manitoba, the QEScholar recognized the shared effects of colonization on language, tradition, and selfhood.

"You can speak your language while in elementary school but to go to high school you leave the village, and you will be educated in English with an English curriculum. The same with university. You learn to feel lesser because of your indigeneity and to feel ashamed of your language," says Coc. "To hear this same experience from others, suddenly I realized I am not alone."

The course included teaching from Indigenous elders and Coc heard— in the guest speaker's discussions of leadership, the use of talking circles and "two-ear" listening for empathy and cross-cultural communication— resonances of her own Kek'Chi Mayan traditions. This transformed her understanding of leadership from being in charge, to being in service, a lesson she now applies to her own teaching and community work.

One of her most memorable experiences was a downtown Winnipeg community clean-up organized as part of an Introduction to Harm Reduction Workshop offered by University of Manitoba's Community Engaged Learning. Before the clean-up walk, an Indigenous leader offered a smudging ceremony and encouraged participants to offer dignity to those they encountered.



Martha Coc at the Faculty of Education Indigenous Student Awards

For Coc, who teaches drug education to high school students, this use of Indigenous tradition was moving, and helped prepare her for the poverty and suffering she witnessed.

"When you come from where I live, you think North America is ideal – it has all the opportunities," she says. "You don't see the problems. It made me appreciate what we have in Belize, and our Mayan approach to taking care of each other."

Studying with numerous other international students was another portal into a broader world view according to Coc, who hosted regular dinners for her new international friends. "It brought the whole world closer to me," she says.

Back home in Laguna, Coc has resumed drug education while remaining in touch with her University of Manitoba professors and colleagues to collaborate on future research projects in Belize. Her long-term goal is to work toward elementary and secondary school curriculum changes that incorporate Indigenous knowledge, traditions, and history, and ultimately to create an Indigenous University in her area that would keep Mayan youth attached to the land of their forebears, the vast forested areas of Toledo that are under threat from logging and other industries.

"The QEScholar's presence and collaborative/supportive work to the Muslim Resource Centre research team on-site has been extremely valuable and beneficial. For instance, in this evaluation context, they have been an active contributor to the research work...This opportunity provided the QEScholar the exposure and experience of conducting research on issues related to immigrant and refugee populations in a community-based organization."

Abir Al Jamal, Research Manager, Muslim Resource Centre for Social Support & Integration. QES-AS-WA non-academic research placement partner of Western University.

Connections between QES-Advanced scholars and grassroots organizations foster gender equity goals

Concordia University Associate Professor of sociology and anthropology Océane Jasor has long recognized that development agendas for Africa may be well-meaning, but can leave grassroots women's organizations disillusioned when proposed solutions for gender justice don't reflect their priorities.



Concordia QEScholars and QES project team

"African feminists in particular have been vocal that their priorities need to inform those solutions and not the solutions informing their priorities," says Jasor. "So, our challenge is to create a transnational space where those voices are heard."

By focusing on gender equality and decolonization of knowledge, Concordia's QES-AS-WA project was designed to disrupt the typical top-down knowledge transfer between academics in the Global North and Global South, by fostering transnational (South-South) dialogue and collaboration.

In the spring of 2024, eight University of Ghana doctoral and early career researchers came to Concordia for professional development workshops as well as conversations and collaboration on transnational feminist praxis. Concordia hosted a symposium that allowed these scholars to meet and develop lasting ties with other West African academics working

in Canada. When they returned to Ghana, the QEScholars' community engagement work ranged from supporting grassroots initiatives empowering women through tailoring and upcycling to researching women's climate change resistance and supporting a shelter for battered women and children.

Cecilia Avorkliyah, an academic completing her PhD as well as a filmmaker, used her QES experience to finish a documentary, *The Loud Silence*, about the challenges Ghanaian women face speaking out about domestic violence.

When she returned home, Avorkliyah and Jasor (who was visiting Ghana) were interviewed on the morning show of a national broadcaster, to discuss the documentary and gender justice in the context of transnational feminism. They emphasized the importance of QES to their work.

Three Canadian doctoral and early career researchers also went to Ghana and participated in community engagement that included presentations on gender justice in the areas of food and education, contrasting Canadian and Ghanaian experiences. As well they supported small businesses run by women with marketing insight.

The connections continue to strengthen beyond the project. Jasor and two of the QEScholars are co-editing and/or contributing to a special issue of the African feminist journal *Agenda* to be published in November 2025.

"It would not be possible without QES," she says. "There is so much we can write about because of this project. What does it mean to form transnational friendships? How does it inform the larger project of gender justice? These relationships will continue for a long time."

KING CHARLES III CORONATION MEDAL

The Coronation Medal commemorates the Coronation of His Majesty the King Charles III as King of Canada. It is awarded to individuals who have made significant contributions to Canada – whether nationally, provincially, or locally – or who have achieved excellence abroad that brings credit to the country. In 2025, two QES alumni were honored with this prestigious award.

Madeline Swain, a University of the Fraser Valley alumna, received a King Charles III Coronation Medal for co-founding The Roots Library in Mathare, Kenya during her time as a QEScholar in 2023. The Roots Library offers a safe and inclusive space for out-of-school youth to find a pathway to education, develop skills, and pursue personal growth.

Marina Melanidis, a University of British Columbia alumna, was recognized for her leadership and advocacy in climate action. She launched two successful youth-led NGOs – Youth4Nature and Climate Guides – which focus on nature-based solutions and giving youth a voice on the international stage. Marina is currently pursuing her PhD at the University of Cambridge.

Community composting in Borneo becomes a learning ground for active listening and sustainable development advocacy

QEScholar Marcus Forrester Hougaard didn't expect joining an Academic Diplomacy in Action project would have him thinking a lot about vegetables. But when his host described a complicated waste problem with a wholesale produce market in Borneo's Malaysian state of Sabah, the University of Victoria biology student became passionate about compost.



Marcus Hougaard at the summit of Mount Kinabalu holding the flag of Sabah

Marcus was in Sabah for a six-month QES 2024 internship hosted by Jannie Lasimbang, an elected member of the Sabah State Legislative Assembly and chairperson of Sabah's Rural Development Corporation (KPD). He admits that at first Jannie, a member of the indigenous Kazadan community, didn't quite know what to do with him.

"In meetings, people would ask me lots of questions, and I would tell them what I knew," he says. "Eventually, I realized the key was to talk less and listen more so I could figure out what they needed from me, how I could help."

At a weekly meeting Lasimbang held with local political representatives, participants described the ongoing issue of waste generated by Penampang's wholesale vegetable market. Because of the area's tropical humidity, produce decomposed quickly: after each market day, two tonnes of vegetables were thrown into a dumpster. Residents living near the market site complained about smell and pests. Hauling and emptying the dumpster was expensive. Additionally, the local landfill was leaking and overflowing; there were concerns about how its production of greenhouse gases and groundwater pollution aligned with Sabah's sustainable development goals.

"I was brought into the meeting to just listen but I came out interested in a solution," Forrester Hougaard says.

Using his research and advocacy skills, he found a Malaysian source for a mechanical composter that uses enzymes to break down organic material within 24 hours. He wrote up marketing and financial proposals, and helped found Kompostana' Enterprise and apply for a government grant. When that was unsuccessful, they didn't give up.

"We had talked up the mechanical composter with such passion that there was incredible community support," he says. "So, it was funded by individual donations."

By the time his QES project was ending, Forrester Hougaard found it hard to go; there were so many exciting things in process. In addition to the composting effort, he'd written an Environmental Impact Assessment for a micro-hydro project, and worked with an ethnobiologist cataloguing native plants used in Indigenous medicine.

He was sitting in a hostel in Thailand when he received news over WhatsApp that Kompostana' had ordered the composter. As of early June, the machine has been delivered and in operation, serving the Penampang community. Of the five people newly hired to operate it, three were youth who needed jobs. "That was a great feeling," he says.

"Having the QEScholar in our workshops helped some participants feel more engaged, since she was someone from their region of the world... During the discussion session on food and nutrition for clients from West Africa, she was able to make participants feel so comfortable that, by the end of the session, they didn't want to go home. Many of them exchanged contact information so they could continue connecting after the session."

”

The QEScholar created two intervention tools. The first is a list of stores that can be given to newly arrived clients in Montreal to help them find the foods they are used to cooking at home. The second is a visual representation of a balanced meal illustrating the types of meals commonly consumed by West African communities."

Suzanne Lepage, Coordinator of Social Perinatal Nutrition Practices, Alima Perinatal Social Nutrition Centre. QES-AS-WA non-academic research placement partner of Université de Montréal.

Building a legacy with an international education consortium to fund climate change and adaptability scholarships

Vancouver Community College (VCC) leveraged a unique opportunity in its role as the international secretariat for University Mobility in Asia Pacific (UMAP), a consortium of higher education institutions collaborating to increase study abroad.

As a way to create a legacy for UMAP in Canada, VCC developed a QES 2025 project that focuses on climate change and adaptability, drawing on the diversity of strengths within the consortium.

“It’s a way for VCC to contribute back to the sector and ensures UMAP Canada institutions continue to send their Canadian students to members of the consortium,” says Chelsey Laird, director, UMAP International Secretariat, who works with consortium members to develop programs and connects them with eligible Canadian institutions.

Three UMAP members have been chosen as host institutions for VCC’s QE project this year based on their strengths in climate change programming: Universiti Kebangsaan Malaysia (UKM), Institut Teknologi Sepuluh Nopember (ITS) in Indonesia and Mexico’s Universidad de Colima.

QEScholars at the graduate and undergraduate level will do research internships or course work that ranges from agroforestry adaptation to integrating virtual reality technology to assess and enhance disaster preparedness. There is also a significant community engagement component. In Indonesia, for instance, QEScholars can choose activities based on UN Sustainable Development Goals such as urban farming, tree planting or trash collecting and sorting.

The project’s first four students, who leave for their host institutions in the fall of 2025, represent a variety of disciplines, from psychology to urban planning, environmental science to geography, all at the university level. As this is the first time Canadian college students are eligible to be QEScholars, VCC is also working hard to make international experience relevant to them.

“It’s harder to attract college students given most college programs are two years in length,” says Alexander Kim, VCC’s International Student Engagement and Mobility co-ordinator. However, he is extra determined to make college programs amenable to students gaining international experience, given how his own time studying abroad as a student was “life changing.”

The team at VCC is excited about future momentum: the new Centre for Clean Energy and Automotive Innovation is underway, and it has potential as a source of QEScholars.

“We get to work with different institutions and colleges and research universities across Canada – so it is a real exercise in capacity building both for VCC with its leadership role and to show Canada’s strength in education and in climate change adaptability,” says Laird.

Bilal Shakir, undergraduate student from University of Calgary, chimpanzee trekking in Uganda



Annex I

COMPLETE LIST OF QESCHOLAR PROJECTS

ACTIVE PROJECTS

QES 2019 PROJECTS

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-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

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 and 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
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.

QES 2025 PROJECTS

INSTITUTION	PROVINCE	PROJECT TITLE
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	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 Philippines.

CLOSED PROJECTS

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
Ontario Tech University	Ontario	Incubating Global Careers as Queen Elizabeth Scholars
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	Québec	Renforcement d'un réseau mondial de jeunes leaders engagés pour le développement des communautés
Université du Québec à Trois-Rivières	Québec	Formation scientifique d'étudiants indiens pour la recherche en énergie durable et en sciences biomédicales - volet 2
University of Alberta	Alberta	Securing Our Shared Global Future: Student Leadership for Change
University of Calgary	Alberta	Young Leaders in International Development
University of Manitoba	Manitoba	Promoting Community-University Partnerships in Global and Indigenous Health
University of New Brunswick	New Brunswick	Addressing Health and Environmental Challenges from a Youth Perspective in Malawi and the Caribbean
University of 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-Sahara Africa (NextGen Climate Change Advanced Scholars)
Lakehead University	Ontario	Agrobiodiversity, Nutrition and Sustainable Marketing of Heritage Crops in Ecuador and Canada
McGill University	Québec	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
Simon Fraser University	British Columbia	Providing Sustainable Potable Water and Greenhouse Crops
Toronto Metropolitan University	Ontario	Strengthening Coastal Aquifer Resilience and Groundwater Use Against Climate Change Effects in the Caribbean
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	Québec	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	Québec	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	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	Climate Justice, Commons Governance, and Ecological Economics

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	Québec	Common Threads through the Commonwealth: Exploring innovative approaches to key challenges in health, well-being and equity
McGill University	Québec	Quantitative biology and Medical Genetics for the world
McMaster	Ontario	Queen Elizabeth Scholars in Strengthening Health Systems
Memorial University of Newfoundland	Newfoundland and Labrador	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	Québec	Partenariats pour le leadership en santé dans un Commonwealth bilingue
Université du Québec à Trois-Rivières	Québec	Formation scientifique d'étudiants indiens pour la recherche en énergie durable et en sciences biomédicales
Université Laval	Québec	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)

INSTITUTION	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 INSTITUTION

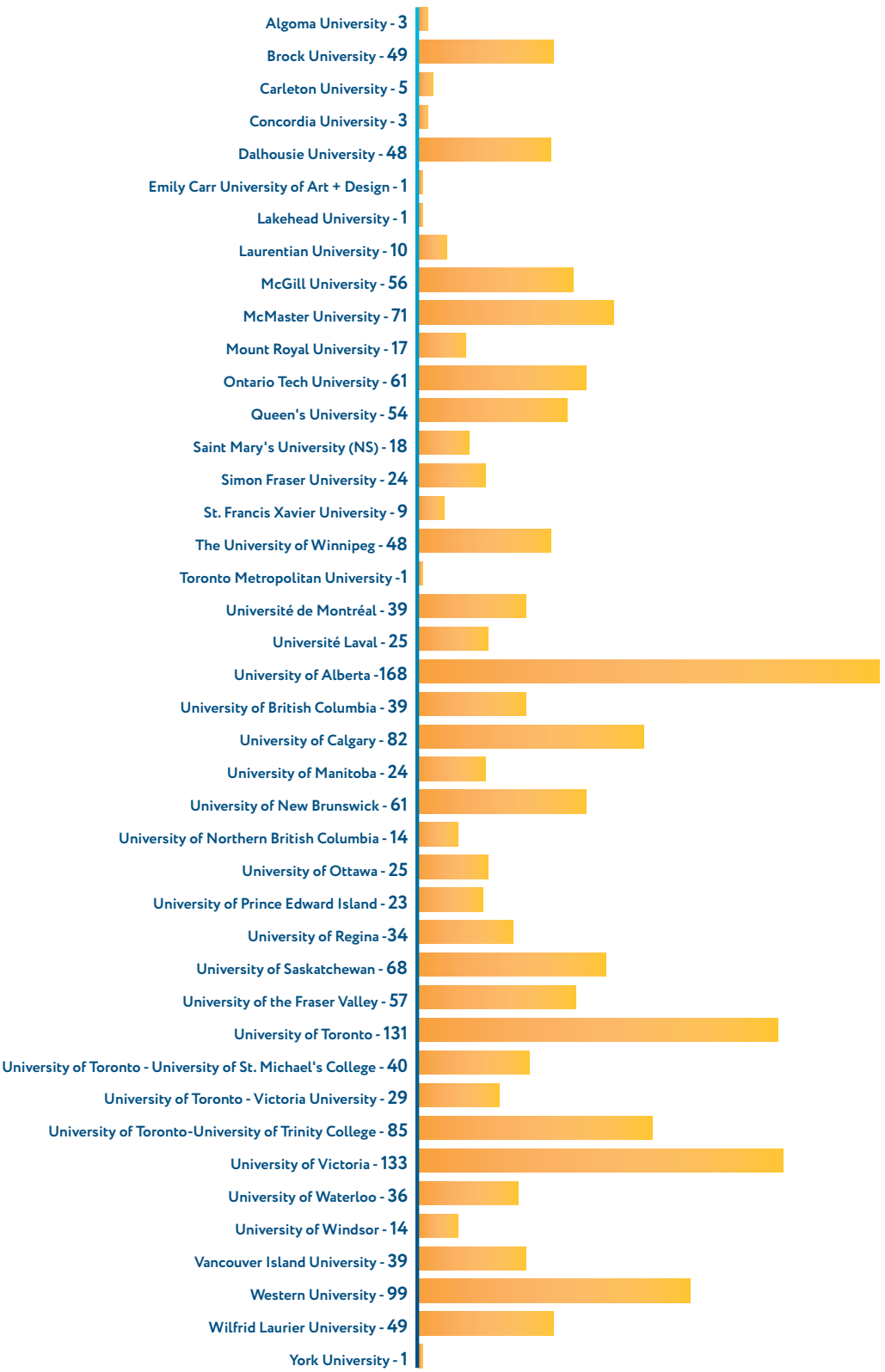
Institution	Number of QEScholars
Algoma University	3
Brock University	49
Carleton University	59
Concordia University	11
Dalhousie University	54
Emily Carr University of Art + Design	4
Lakehead University	9
Laurentian University	18
McGill University	131
McMaster University	92
Memorial University of Newfoundland	13
Mount Royal University	17
Ontario Tech University	70
Queen's University	88
Saint Mary's University (NS)	25
Simon Fraser University	45
St. Francis Xavier University	9
The University of Winnipeg	74
Toronto Metropolitan University	20
Université de Moncton	7
Université de Montréal	94
Université du Québec à Trois-Rivières	15
Université du Québec en Outaouais	7

Institution	Number of QEScholars
Université Laval	41
University of Alberta	212
University of British Columbia	71
University of Calgary	114
University of Manitoba	48
University of New Brunswick	87
University of Northern British Columbia	17
University of Ottawa	59
University of Prince Edward Island	32
University of Regina	64
University of Saskatchewan	109
University of the Fraser Valley	72
University of Toronto	150
University of Toronto - University of St. Michael's College	43
University of Toronto - Victoria University	35
University of Toronto-University of Trinity College	91
University of Victoria	155
University of Waterloo	65
University of Windsor	18
Vancouver Island University	52
Western University	138
Wilfrid Laurier University	86
York University	17

Total

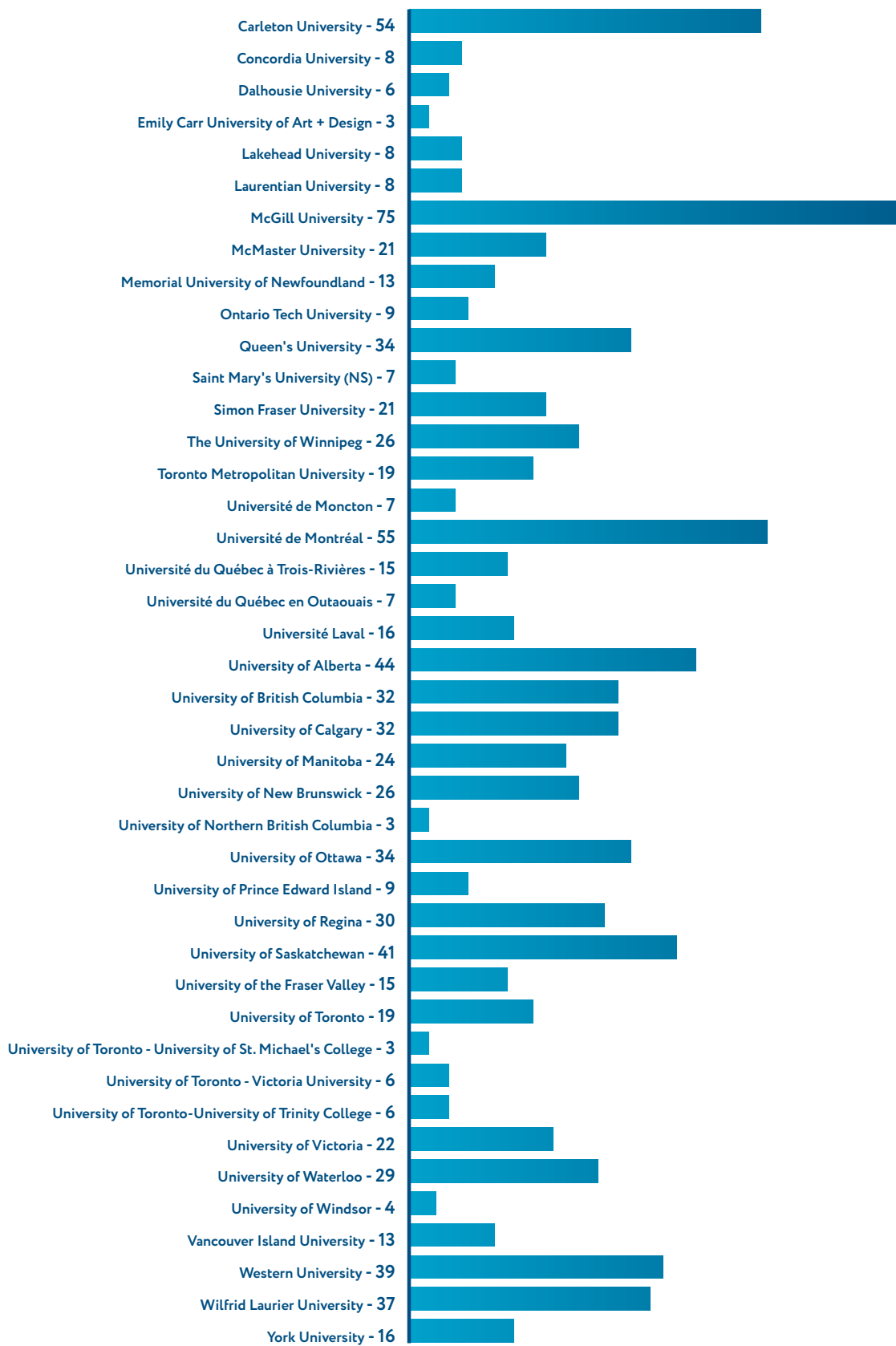
2,690

CANADIAN QESCHOLARS BY CANADIAN INSTITUTION



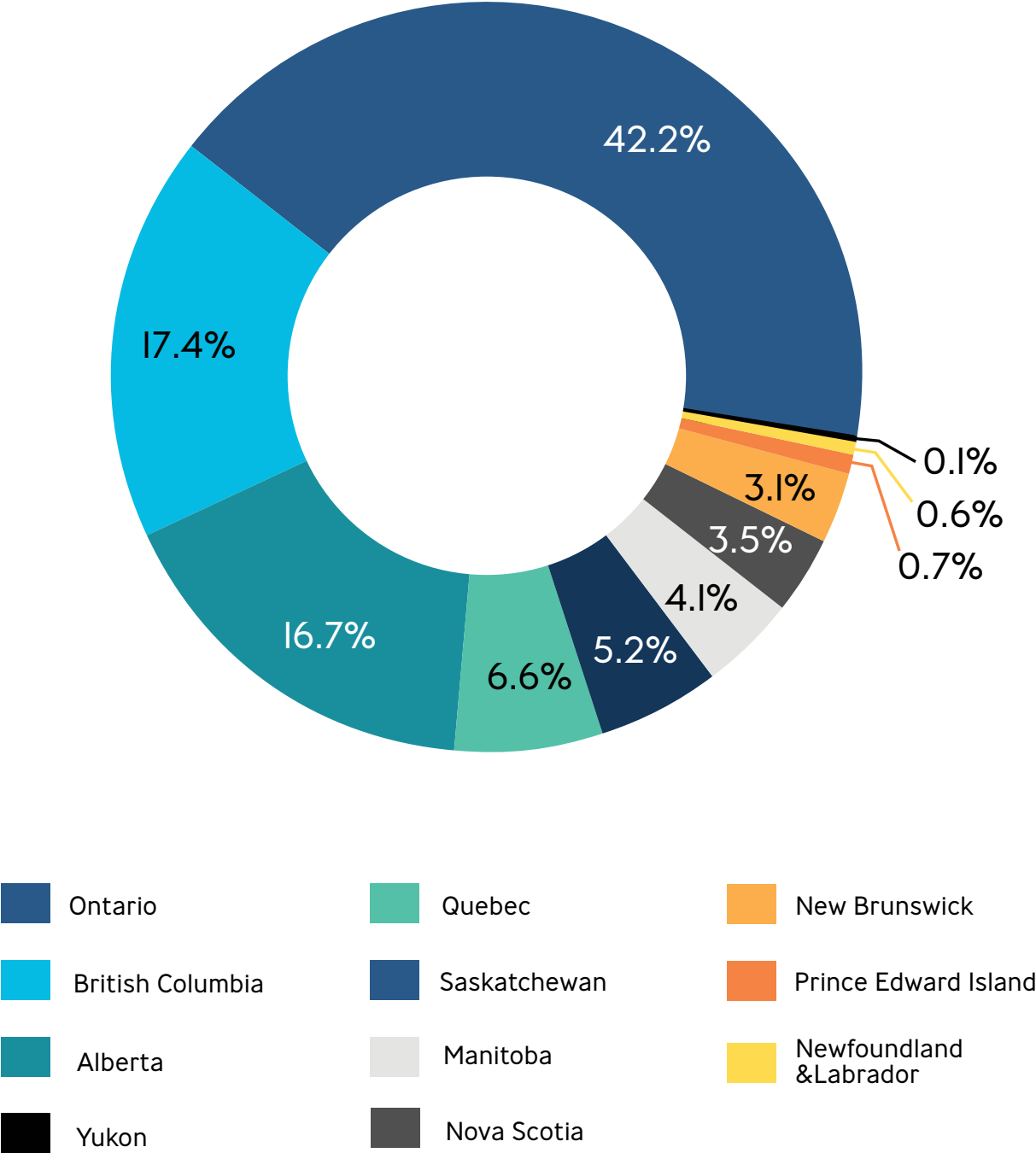
TOTAL: 1794

INTERNATIONAL QESCHOLARS BY CANADIAN INSTITUTION



TOTAL: 896

SCHOLAR DATA AND STATISTICS BY HOME PROVINCE



Annex 3

FINANCIAL REPORTS

QES 2025 Financial Report as at March 31, 2025							
	2025-2029	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029	Total Actual/ Forecast
	Budget	Actual/ Forecast	Forecast	Forecast	Forecast	Forecast	
Number of Scholars	551	57	123	160	124	87	551
Total QES contribution	6,242,783.25	920,926.90	1,330,964.65	1,756,826.90	1,297,039.90	937,024.90	6,242,783.25
University/Partner Contribution	4,064,880.48	512,477.62	956,706.39	1,161,966.16	822,768.04	610,962.27	4,064,880.48
Grand Total	10,307,663.73	1,433,404.52	2,287,671.04	2,918,793.06	2,119,807.94	1,547,987.17	10,307,663.73

QES 2024 Financial Report as at March 31, 2025							
	2024-2028	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	Total Actual/ Forecast
	Budget	Actual	Actual	Forecast	Forecast	Forecast	
Number of Scholars	132	2	26	52	42	12	134
Total QES contribution	1,599,912.00	23,000.00	300,791.23	605,781.77	500,834.00	169,405.00	1,599,812.00
University/Partner Contribution	2,032,516.00	18,635.00	466,611.95	757,882.97	653,283.92	350,876.15	2,247,289.99
Grand Total	3,632,428.00	41,635.00	767,403.18	1,363,664.74	1,154,117.92	520,281.15	3,847,101.99

QES WA Financial Report as at March 31, 2025

	2020-2026	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	Total Actual / Forecast
	Budget	Actual	Actual	Actual	Actual	Forecast	
Total number of scholars	205	7	27	45	53	41	173
Total QES Contribution	2,899,999.98	45,570.02	365,084.01	569,248.46	769,829.51	808,585.73	2,558,317.73
University/Partner Contribution	4,322,595.67	670,996.56	869,880.41	1,172,098.73	1,309,920.93	693,620.08	4,716,516.71
GRAND TOTAL	7,222,595.65	716,566.58	1,234,964.42	1,741,347.19	2,079,750.44	1,502,205.81	7,274,834.44

QES 2019 Financial Report as at March 31, 2025

	2020 - 2025	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	Total Actual / Forecast
	Budget	Actual	Actual	Actual	Actual	Actual	Forecast	
Total number of scholars	202	-	3	19	32	36	24	114
Total QES Contribution	1,792,764.00	-	15,343.00	202,681.08	371,746.21	429,486.39	231,037.87	1,250,294.55
University/Partner Contribution	1,970,709.50	19,480.00	117,798.28	363,969.58	363,107.76	506,309.92	202,568.86	1,573,234.40
GRAND TOTAL	3,763,473.50	19,480.00	133,141.28	566,650.66	734,853.97	935,796.31	433,606.73	2,823,528.95

QUEEN ELIZABETH *Scholars*

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