



# QUEEN ELIZABETH *Scholars*



## ANNUAL REPORT 2022-2023

# FOSTERING LEADERSHIP, COMMUNITY AND CAREER SKILLS



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## Cover photos, counter-clockwise from the top:

1. Cherie Enns and QEScholars University of the Fraser Valley attending Elevation 2.0 National Planning Conference, Whistler, British Columbia
2. Elly Thompson, University of Victoria, at Batu Caves, Malaysia
3. Caleb Catto, University of Victoria, in a Mangrove forest outside Kuala Lumpur
4. Shanelle Gingras, University of Manitoba, cell sorting to isolate the cell fraction of interest for downstream 10X Single Cell Sequencing
5. Xinya Calhoun, Dalhousie University, in The Bahamas

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. The QES-Advanced Scholars-West Africa (QES-AS-WA) program was made possible with financial support from the International Development Research Centre (IDRC).

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



Canada



QES-West Africa researchers Myriam Baguignan (left) from Côte d'Ivoire and Oso Oluwadamilola, from Nigeria, in Ghana, McGill University

**“My QES experience has deepened the connection I have with my soul and the people and environment around me, specifically in helping me develop my language skills, familiarity with the practices of various cultures, including my own, critical thinking and introspective abilities and adaptability in resource-constrained situations and more.”**

*Shaddha Mishra, Canadian undergraduate student, McMaster University, QEScholar in India*



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# EXECUTIVE SUMMARY

The Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES) program resumed international mobility activities this past year and continues to navigate challenges in the post-COVID environment. University partners across Canada continue to offer future leaders unique opportunities to develop their career and research skills through work-integrated learning and advanced research opportunities – with networking, community engagement and leadership skills development opportunities embedded in their internships.

As scholars resumed inbound and outbound placements, QES-supported work-integrated learning and research experiences allowed them to tackle growing global problems ranging from climate change and energy access to food security and gender equality. While our university partners proved their resilience and creativity in keeping projects going during the pandemic, scholars took their research and skills development to new levels now with full resumption of in-person placements.

Current projects include Advanced Scholar opportunities that help advance the UN's Sustainable Development Goal 5: Achieve gender equality and empower all women and girls.

The QES program is managed through a unique partnership of the Rideau Hall Foundation, Community Foundations of Canada, Universities Canada and Canadian universities. Since 2015, 2415 scholars have been funded through 106 projects with participants going to/coming from 80 countries. Projects have been designed and led by 46 Canadian universities.

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

This report looks at how the QES program continued to develop a global community of scholars in 2022-2023 through leadership development, networking, work-integrated learning, community engagement and research opportunities. The following pages share an overview of what has been learned and accomplished this past year through evaluation data, anecdotes and lessons learned so that stakeholders can better understand the reach and lasting impact of this critical program in our changing world.

“The (QES) internships have contributed to UPEACE in several ways:

- **Increased Diversity:** The program provided opportunities for Canadian students, contributing to UPEACE's diverse and inclusive campus community. This diversity can enrich the educational experience for all UPEACERs, exposing them to new perspectives and ideas.
- **Enhanced Research:** QES internships provide opportunities for students to participate in research projects with UPEACE. This can bring fresh perspectives and new ideas to ongoing research, ultimately contributing to the advancement of knowledge in various fields.
- **Strengthened Partnerships:** The QES program fostered the partnership between University of Calgary and University for Peace. This partnership has led to new forms of collaboration and opportunities to further student exchanges.
- **Increased Reputation:** By participating in the QES program, both University of Calgary and UPEACE demonstrate their commitment to global engagement and knowledge exchange. This can enhance our reputation as institutions that prioritize international collaboration and diversity.”

*Sylvia Leon Koberg, Projects Officer, Project Management Office, Universidad Para La Paz  
– University for Peace, Costa Rica, University of Calgary's partner institution*

## DOCTORAL RESEARCHER INSPIRED BY SURVIVORS, NOBEL LAUREATE IN GUINEA AND DRC



Claire-Joane Chrysostome on the right with Asmaou Diallo, President of AVIPA, the organization where Claire-Joane did her research in Guinea

Claire-Joane Chrysostome, a doctoral-level researcher in applied human sciences at the Université de Montréal, credits her QES-Advanced Scholars-West Africa internship in Guinea with strengthening her research skills and network, and providing incredibly inspirational experiences.

“Now I have a network of contacts in Guinea and the Democratic Republic of the Congo (DRC),” she says. “And I was able to meet Dr. Denis Mukwege [Nobel Laureate, world-renowned gynecologist and human rights activist from east DRC], who is very inspiring to people in the fight against sexual violence against women. As a young researcher interested in the subject, this was really beneficial.” Her QES-supported research focused on the stigmatization of survivors

of sexual violence in Guinea and the DRC. She sought to increase understanding of the links between the stigma experienced by women and the use of services designed to support them.

Chrysostome says the highlight of her 2022 internship was being “able to meet women who have experienced violence of unimaginable atrocity but who show great resilience. Some campaign for change from the shadows, but others have become activists.”

In terms of enhancing her research skills, Chrysostome says she learned to be more adaptable. “I conducted remote interviews with women in the DRC so I had to use an interpreter and adapt to the dynamics of this approach. And traveling alone in a foreign country forced me to get out of my comfort zone and open up to interculturality.”

“Based on the experiences and perceptions of the 50 women and girl victims of sexual violence I interviewed in these two countries, my research highlights that stigma is a major barrier to help-seeking and recovery,” she explains. “Structures offering services to survivors must adapt their interventions to the stigmatizing context in which they operate. To achieve this, it will be necessary to use an intersectional approach to act at the individual, interpersonal, institutional and population levels.”

She says the QES-AS-WA program makes important research experiences possible. “Often, young researchers do not have access to sufficient financial resources to carry out projects,” she says. This program helps us, and through coaching sessions and seminars, it strengthens the skills of young researchers.”

“MSRI operates with a minimal number of staff, and funding constraints contribute to our inability to employ additional staff to carry out the various activities required in order to deliver our objectives. QEScholars are placed in programs that require extra assistance in order to meet the ever-increasing demands on our services. Their internship with us definitely strengthens our capacity to realize our mission in advocating the cause of displaced people and making a difference in the life of refugees and asylum-seekers.”

*Andrea Ann Fernandez, General Manager, Malaysian Social Research Institute (MSRI), University of Victoria’s partner institution*



# INTRODUCTION

The past eight years have seen the QES program's reputation as a proven pathway for excellence in work-integrated learning, global research and leadership skills development grow and solidify. QEScholars are achieving their potential and creating lasting impacts at home and abroad through cross-cultural exchanges and professional experiences.

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

## COLLABORATION AND DECENTRALIZATION

The success of the QES program has been attributed to its unique partnership model and decentralized project-based approach. The QES program is managed by a unique partnership between the Rideau Hall Foundation (RHF) and Universities Canada, with the support of Canadian universities, government bodies, crown corporations and private sector organizations.

## THE OBJECTIVES OF THE QES PROGRAM ARE TO:

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

## THE EXPECTED OUTCOMES OF THE PROGRAM ARE:

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



## QUEEN ELIZABETH II'S LEGACY

### Her Majesty's legacy recognized through \$20M gift to QES; scholars attend national ceremony

Following the passing of Queen Elizabeth II on September 8, 2022, the Government of Canada announced a gift of \$20 million to the Queen Elizabeth Scholars program in recognition of her immeasurable legacy.

"The Queen's legacy of service and steadfast leadership will live on in the countless lives that she touched and as an inspiration to us all," the Right Honourable Prime Minister Justin Trudeau said in announcing the contribution. "Her example inspired many young Canadians to dedicate their lives to service, give back to their communities, and become the leaders of today and tomorrow. I join Canadians in thanking Her Majesty Queen Elizabeth II for over 70 years of selfless service

and honouring her extraordinary life marked by grace, dignity, and an unwavering sense of duty."

This funding provides the support for a new legacy campaign by the Rideau Hall Foundation (RHF) to make the QES Program permanent. The RHF will seek to build on this very generous gift through additional public and private donations to ensure QES remains a permanent legacy to Her Majesty, supporting generations of scholars in her name.

"The Queen Elizabeth Scholars program is laying the foundation for the next generation of leaders: innovative people committed to making Canada, and the world, a better place," said the Right Honourable David Johnston, Chair

of the RHF and 28th Governor General of Canada. "What an exceptionally fitting tribute to Her Majesty The Queen, who valued the importance of diplomacy of knowledge and a commitment to service and leadership."

In further recognition of the importance of the program as part of the queen's legacy, QEScholars from the University of the Fraser Valley, University of Toronto (Scarborough), Queen's University, the University of Winnipeg, Saint Mary's University, McMaster University, University of Calgary and Carleton University were invited to the National Commemorative Ceremony in honour of Her Majesty Queen Elizabeth II held in Ottawa on September 19, 2022.

# AT A GLANCE

BY THE NUMBERS, ALL PROJECTS, CUMULATIVE 2015-2023 :

**2415**

scholars funded

**46**

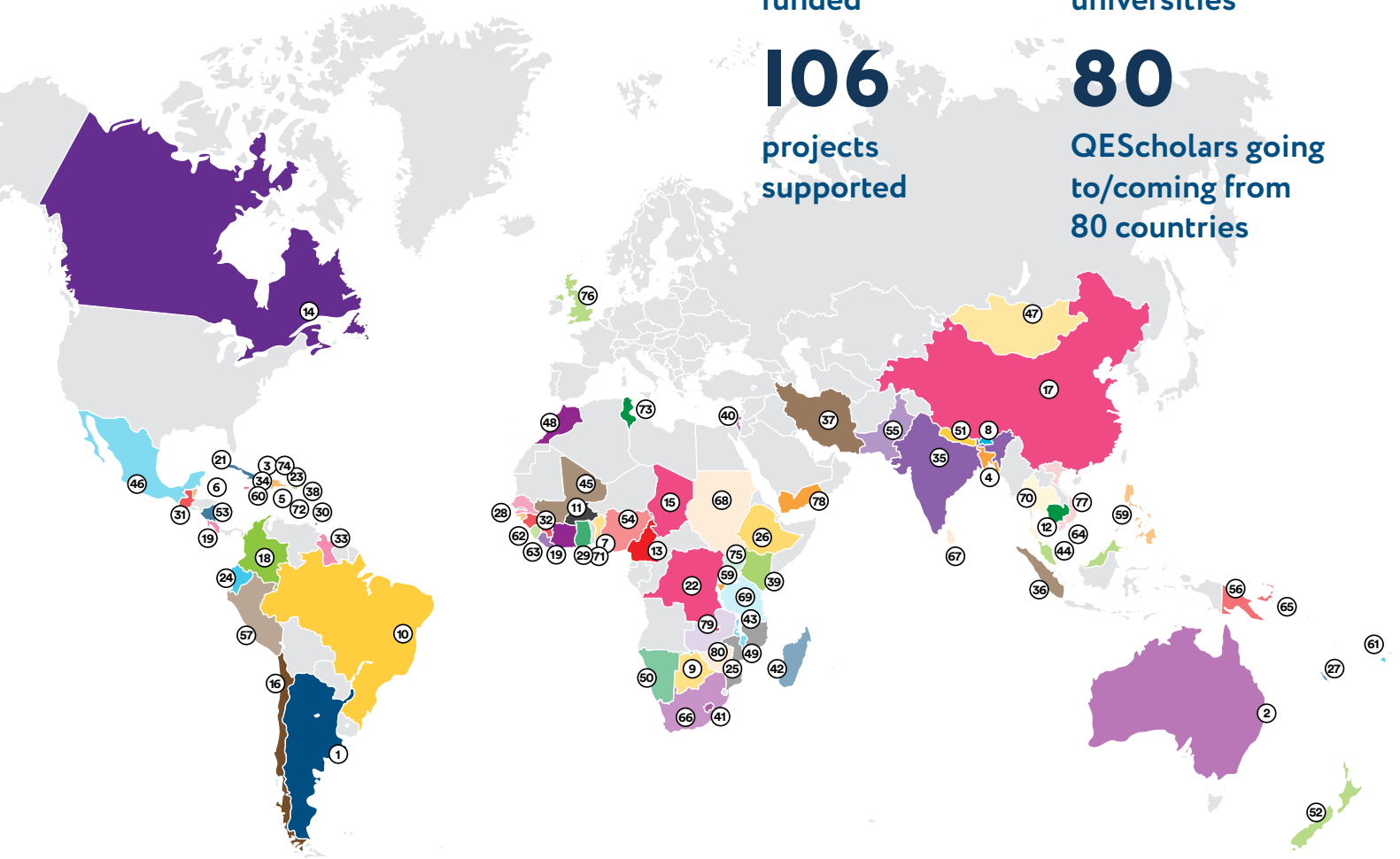
Canadian universities

**106**

projects supported

**80**

QEScholars going to/coming from 80 countries



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

## QES STUDENT-FOCUSED PROJECTS

98%

of scholars reported increasing their knowledge and skills

85%

of scholars reported increased leadership skills

95%

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

## PERCENTAGE OF SCHOLARSHIPS BY THEME

Scholars were able to choose more than one theme

Health	50%
Environment	35%
Education	30%
Children and youth	26%
Economic growth	24%
Gender	24%
Food security	21%
Governance	20%
Indigenous issues	12%

## QES-ADVANCED SCHOLARS - RESEARCHER-FOCUSED PROJECTS

98%

of scholars reported increasing their knowledge and skills

97%

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

100%

of scholars reported receiving transferable technology or science skills training

## PERCENTAGE OF SCHOLARSHIPS BY AREA OF FOCUS

Scholars were able to choose more than one theme

### Areas of Focus Advanced Scholars

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

### Areas of Focus West Africa

Education and innovation systems	67%
Climate resilience and sustainable food systems	64%
Health equity	54%
Sustainable inclusive growth	54%
Inclusive governance	36%
Ethics in development research	33%

650+ PARTNER ORGANIZATIONS

\$84M FOR SCHOLARSHIPS



# SCHOLAR REFLECTIONS

QEScholars are keen to share their stories. Below are some reflections scholars shared about their recent QES experiences.

*"The (QES) program includes leadership skills training, which includes examples of effective leadership and strategies for leading teams and projects. This training has prompted me to reflect on my own leadership style and identify areas for improvement."*

Myriam Yasmine Baguignan, QES-West Africa, doctoral researcher from Cote d'Ivoire, McGill University, QEScholar in Ghana

*"In the Bahamas I was able to meet amazing people, pursue coral restoration and learn about the Caribbean ecosystem as a whole. This opportunity was amazing in so many ways and instilled great insight into living in the Bahamas and the value of the ocean to the local communities."*

Kylee Lightbody, Canadian undergraduate student, Dalhousie University, QEScholar in The Bahamas

*"My placement was an incredible experience that exceeded my expectations. I was impressed by the level of responsibility I was given, the knowledgeable and supportive colleagues, and the dynamic projects I was able to work on. The inclusive organizational culture allowed me to form valuable connections and to feel like a valuable member of the team."*

Haley Ham, Canadian undergraduate student, University of Victoria, QES Scholar in Indonesia

*"I firmly believe that advances in the field of Nano-fabricated Energy Devices can help tackle issues like pollution and global warming for creation of a sustainable world. I have gained a lot of experiences in this field at SFU."*

Amin Abnavi, PhD student from Iran, QEScholar at Simon Fraser University

## ACADEMIC DIPLOMACY

Thanks to support from Community Foundations of Canada, in collaboration with the Victor Dahdeleh Foundation, the QES program will launch a call for proposals focused on health, education and social and economic development, which will also enhance academic diplomacy. Projects will support international study, research or internships for outbound Canadian students and/or study and research for inbound international students.



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COMMUNAUTAIRES  
DU CANADA  
ensemble pour tous

## WHERE ARE THEY NOW?



**ANDY KUSI-APPIAH**, outbound QES-AS doctoral researcher, Carleton University, went to Malawi and worked with "Find Your Feet," a social justice NGO whose aim is to help rural families grow enough food and earn enough money to take care of their families. Since QES, he has been working on completing his doctoral thesis and publishing articles on the political ecology of domestic water access and use in urban Malawi.



**GINNY LANE**, outbound QES-AS post-doctoral researcher, University of Saskatchewan, engaged in research in food security with the Mayan population of Momostenango, Guatemala. She is currently an assistant professor of nutrition at the University of Idaho, teaching community and global nutrition. She continues her research with the residents of Momostenango.

# CANADIAN UNIVERSITIES OFFER LEADERSHIP DEVELOPMENT TO QESCHOLARS

Our university partners offer a variety of leadership development opportunities to scholars. This past year they include:

**McMaster University** offered two leadership development programs: The Personal Leaders Program is designed to help participants develop discovery and self-leadership skills. The Knowledge Leaders Program is for individuals looking to strengthen their impact on others and lead relationships.

**Vancouver Island University** held a “QES Social Media Takeover” during World VIU Days. Returning 2022 QEScholars led the visioning, creation and implementation of a week-long,

engaging social media promotional campaign featuring Instagram stories, reels and content to promote QES activities in support of recruitment for the program.

**McGill University** organized an interactive session for all scholars on balancing conflicting demands/leading people from different disciplines/sectoral backgrounds. Guests included Research Placement Partners as well as industry partners.

## COMMUNITY ENGAGEMENT

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

### HERE ARE SOME COMMUNITY ENGAGEMENT EXAMPLES FROM THE PAST YEAR:

**Queen’s University’s** rehabilitation students in Ayikudi, India were able to help plan and coordinate four games nights for the inpatient Spinal Cord Injury unit as well as help to deliver and coach six wheelchair skills sessions.

**The University of Calgary’s** Abigail Adubea Mills volunteered with Food Rescue Team, which distributes donated groceries to the Calgary community.

**Dalhousie University’s** Sophie Friesen was an instructor for the Deep Creek Primary School’s School Without Walls Coral Restoration Certification Course in Eleuthera, The Bahamas.

**University of Prince Edward Island’s** Julie Achieng volunteered to teach four farmers’ groups in different villages of Rachuonyo South Sub County, Kenya, about the benefits of a healthy kitchen garden.

**Mount Royal University’s** Emily Metituk was part of a caravan that travelled to community organizations and schools to promote the Youth Commonwealth Games happening in Trinidad and Tobago in August 2023. She organized games to engage people when they visited the caravan.

“Some of the key results (of the QES-WA researchers) include using research findings to develop policy briefs which will help in advocacy areas of addressing inequity in young child undernutrition in Ghana and mainstreaming nutrition in agriculture investments from the gender perspective.”

*Awurabean Ouayeba Dadzie, Health & Nutrition Technical Manager, World Vision Ghana, McGill University’s non-academic research partner*

# UNIVERSITY PARTNERS GAIN VALUE-ADD THROUGH EXPANDED MOBILITY OPTIONS, KNOWLEDGE SHARING AND RESEARCH PARTNERSHIPS

University partners contribute in many ways to the success of QES projects, but the institutions also gain from participating in the program. McMaster University, Queen's University and Vancouver Island University note particular benefits in knowledge sharing, new global partnerships and expanded mobility offerings.



## INCREASING INTERNATIONAL MOBILITY OPTIONS

Vancouver Island University has a track record of success with short-term faculty-led international experience programs for students. "We have a beautiful tradition of field schools," says Jennifer Sills, manager of Education Abroad at VIU, noting that they sometimes run 10-12 field schools a year. The QES program allowed the university to expand those offerings with the addition of longer-term experiences, with more student independence.

"The bulk of our student mobility over the past 15 to 20 years has been in field schools," says Sills. "QES offered us an opportunity to leverage a lot of the experience that we had from supporting students in faculty-led programs and create new opportunities for students to explore longer-term experiences in a more independent work-integrated learning focused way."

Students tend to go to places with faculty because they know them and they trust them," says Sills. "So in order for students to even consider a medium- or long-term type of experience, the funding and support network that QES offered was really essential."

Students are indeed taking advantage of the opportunity, with 54 outbound scholars over two QES projects benefitting from these longer global placements.

## INCREASED OPPORTUNITIES FOR KNOWLEDGE SHARING

With more than a dozen countries and a wide variety of partners available for placements, McMaster University's Health Forum QEScholars have a tremendous diversity of research experiences. Once back on campus, the university ensures they have ample opportunities to share their new knowledge.

Firstly, says James McKinlay, senior lead of programs at the Health Forum, the university amplifies their partners' sharing of research results from projects the scholars work on. McKinlay ensures those stories are shared on social media and other platforms, highlighting the QEScholar's role and the university's international reach through QES.

"Of course, social media is huge for QES," says McKinlay. "We encourage our students to post things on social media, to let people know where they are and what they're doing."

There's also an academic sharing requirement. "They have to share their experience when they come back to McMaster, so they may do a poster display, for example."

"And all of our QEScholars also must do a presentation, which we advertise within the university. People come and sit in the room and watch the presentation, but we also stream it online as a webinar, so people will join from around the world. And then we upload the video to the Forum's YouTube channel; there's a sub-channel that has all of our QES presentations."

## NEW GLOBAL PARTNERSHIPS

Queen's University's list of international partners has grown over the course of four QES projects, with the latest project benefiting from partnerships that came before. For example, their current QES-AS-WA project has new partners because of relationships established in an earlier QES-AS project.

"We have new partners in Ghana and continued with a partner from the Advanced Scholars program because of an alumnus from the very first Queen Elizabeth scholars grant," explains Principal Investigator Heather Aldersey, associate professor at the university's School of Rehabilitation Therapy. "He came to Queen's, did his PhD and returned to Ghana where he took up a faculty position at the Kwame Nkrumah University of Science and Technology. Then we wrote this QES-AS-WA grant with him and he's our key point person at that university."

As well, the QES program's encouragement of other funding sources to expand the reach and impact of projects has allowed Queen's to build relationships with new community partners.

The latest QES project at Queen's is focused on inclusion in education and health, with QES funding bringing academics from partner institutions in Ghana and Congo to Queen's for a two-week intensive summer institute on community-based participatory action research. Other funding will bring community partners from Ghana – such as advocates for people with disabilities and family members of people with disabilities – to also participate in the summer institute.

"Part of their participation throughout the two weeks will be to co-create a research project together that they can then go back home to implement over the coming year," says Aldersey. "The community partners will go home after the two weeks and the academics will stay here to do some research with a local community organization that focuses on family advocacy and disability. They'll do some work in the Ontario context related to inclusive education and access to education, and then go back home and implement their own research."



# UNIVERSITY OF WESTERN ONTARIO PROJECT TACKLES ISSUES AROUND WEST AFRICAN DROUGHT



Conducting research on the ground in Ghana as a QEScholar, it's not just academic," says Melanie Katsivo, associate director of programs and partnerships at The Africa Institute, University of Western Ontario (UWO), of the university's current QES project. "The work the scholars do has the potential to impact in a big way how policies are made around climate mitigation strategies and the food sector," she says of research taking place in the context of continuing droughts in most parts of Africa.

The QES-Advanced Scholars- West Africa (QES-AS-WA) project – called Achieving Research and Knowledge Translation Capacity for Climate Change Resilience, Food Security and Sustainable Livelihoods in West Africa – is designed to deal with issues of climate change, food security, livelihoods and health. The idea, Katsivo explains, is to create more capacity in West African countries to be able to address these pressing issues.

"The project looks at how strategies are being developed to deal with food insecurity that countries now face and how

livelihoods have been affected by the changing climate," she says. "Because these are advanced scholars, we expect that they'll come up with recommendations that can be helpful to the policymakers and other knowledge users in their countries."

As with all QES-AS-WA projects, the UWO initiative is built around the theme of gender equality and advancing the UN's Sustainable Development Goal 5: Achieving gender equality and empowering all women and girls. Part of that commitment is to ensure at least 60 per cent of the project's scholars are women. Katsivo says their West African partners have been encouraged to look for recruitment opportunities across the broad spectrum of disciplines – beyond STEM fields, which in many cases are dominated by men – that impact issues around food security and climate mitigation.

Part of every award must include working with a non-academic partner institution and four of the project's Canadian non-academic partners have women and children as their core target groups. The QEScholars working with them are addressing themes where gender and health are cross-cutting.

Working in collaboration with the University of Waterloo, UWO proposed to engage 11 scholars from Canada and 11 from West African countries, she notes – but getting Canadian doctoral researchers to take part has been a problem.

"That's the biggest frustration," says Katsivo. She says it seems to be a "post-COVID problem."

The scholars have a variety of opportunities in knowledge sharing, including presenting at seminars, conferences, community forums, Western University Africa Research Day and events organized by West African partner institutions.

## WHERE ARE THEY NOW?



**SHINJINI MONDAL**, inbound student, 2016, from India, did her PhD with McGill University's Department of Family Medicine. She is currently based in Toronto and works on collaborative governance models for integrated care, making it more participatory and inclusive. She also works on a participatory research project to develop responsive services for the refugee population in two Canadian provinces.



**ZOLA NCUBE**, outbound student, 2018, Western University, went to Tanzania. After her return to Canada, she completed a fellowship with the mEducation Alliance where she conducted product development research across Africa to inform investment in education technology for low-resourced environments. She also spoke at the 67th Commission on the Status of Women (CSW67) in New York City, the United Nations' largest gathering on gender equality and women's empowerment.



His Honour Colton LeBlanc, Lieutenant Governor of Nova Scotia and QEScholar Keisha Jeffries



QEScholars attending Montreal symposium event

## QES ALUMNI SYMPOSIUM SERIES

In the fall of 2022, thanks to generous support from Heritage Canada, the Rideau Hall Foundation invited QEScholar representatives from across the country to join them at QES events hosted by the Vice Regal community in eight provinces and one territory.

On March 27<sup>th</sup>, the Rideau Hall Foundation hosted more than 50 QEScholars from more than 20 Canadian universities at McGill University.

This was an opportunity for alumni to engage with their QES peers, work together to talk through some of the big questions facing our world today, and use their experiences to explore new ideas and ways of tackling themes such as:

**Building inclusive and sustainable economies**

**Tackling climate change**

**Protecting democratic freedoms**

**Challenging poverty and access to education**

**Advancing global health and wellness**

The events brought together people with different perspectives and experiences having constructive conversations and sharing respectfully. They nurtured the kinds of connections that pave the way for greater understanding and cooperation.



Her Honour Antoinette Perry, Lieutenant Governor of Prince Edward Island with QEScholars

**“The primary benefit that is attractive for us about QEScholars is that they are funded to participate, which increases the diversity of our internship program. Having to cover accommodation and travel costs can be prohibitive for many students, so this program helps remove those barriers to access which has benefited our institution by providing a greater diversity of staff.”**

***Nicholas Higgs, Director of Research and Innovation, Cape Eleuthera Institute, The Bahamas, Dalhousie University’s partner institution***



## MOUNT ROYAL STUDENT GETS OLYMPIC EXPERIENCE IN BOTSWANA



Eric Gratton and rugby team in Botswana

Eric Gratton learned what it takes to get athletes ready for the Olympics, and other world sporting events, as a QEScholar in Botswana over the summer of 2022. As part of Mount Royal University’s partnership project with Commonwealth Sport Canada, he worked on a long-term athlete development project in netball, which is like basketball and popular in Botswana – especially for women.

“The Botswana National Olympic Committee had created a framework based on the Canadian model of how to implement a long-term athlete development program in specific sports,” he explains. “QEScholars were sent there to work with a specific sport to create a sport-specific plan for them.”

For Eric, a physical education student, his work included familiarizing himself with the sport of netball.

“It’s not played a lot in this part of the world,” he says. “It’s similar to basketball in that there’s a net, but there’s no backboard. And then players can’t dribble the ball. So they have

to pass it to move it up the court. It’s kind of similar to handball in that way.”

His placement included community events and activities, which had a significant impact on him personally.

“We had different activities with the Botswana Olympic Committee, including an Olympic Day celebration in a small village outside of like the city,” he says. “Up until that point, I was kind of just observing everything. And something struck me during the celebrations, when they were doing some songs and dances, where I was like, ‘Oh, man, like I should actually be getting in there. I should be joining.’”

And join he did, although it meant stepping outside his comfort zone, observing from the sidelines.

“That’s kind of the point where I started immersing myself in the culture.”

Those community celebrations led to his participation in other activities – most notably rugby. A rugby player back home in Calgary, Eric found a team to join in Botswana.

“That was really cool because we traveled all around Botswana to play games. We travelled to South Africa and played a South African team, which was awesome. And it was an amazing experience to see the New Zealand All Blacks playing South Africa – that’s one of the biggest sport rivalries in the world.”

Eric also worked with the Botswana National Sport Commission during his placement. He plans to pursue a career in education and bring his QES experience with him to the classroom.

“I have a more expanded worldview now and I’m a lot more of a diverse thinker,” he explains. “I see how people take certain things for granted here – but I don’t anymore.”

## SUCCESS STORIES

The tremendous achievements of QEScholars speak to the value and impact of the program.

### OPHELIA SOLIKU

Western University

Ophelia, a QES-WA researcher from Ghana, undertook her non-academic placement with the Primate’s World Relief and Development Fund (PWRDF). The PWRDF was so impressed with her work, she was invited to participate as a key member of their strategic planning team.

### KARAM AL-BAYATI

University of Manitoba

Karam completed his QES placement in central Australia, then worked as a clinical pharmacist in the Indigenous reserve of Norway House Cree Nation in Manitoba. Following the placement, he began medical school at the University of Manitoba. During the pandemic, he contributed to the Manitoba COVID-19 Report as part of the Clinical Description and Epidemiology team. He also founded EQdose, a mobile app, as a clinical tool allowing clinicians to switch medications on the go and make decisions on the most affordable options for their patients.

### RACHEL OLLIVIER

Dalhousie University

Since her QES experience in Tanzania, Rachel has completed a PhD in nursing at Dalhousie University, where her research focused on exploring sexual health after birth using a feminist post-structural lens. She also worked clinically as a Registered Nurse in various areas, such as medical/surgical units, COVID-19 assessment and testing, breast health and gynecology. In the future, she hopes to remain embedded in both research and frontline clinical practice with a special focus in women’s and maternal health. Rachel was selected as one of Canada’s Top 25 Women of Influence for 2023.

### EBENEZER DASSAH

Queen’s University

Ebenezer completed his QES award in 2019. He has since returned home and taken up a faculty position at Kwame Nkrumah University of Science and Technology (KNUST) in Ghana. Ebenezer is actively collaborating with his QES alma mater, Queen’s University, as a key point of contact for the QES-WA grant on disability inclusion in health and education hosted at KNUST as a result of the connections established while a QEScholar.



## DALHOUSIE SCHOLARS GAIN UNIQUE EXPERIENCES IN SUSTAINABILITY AT BAHAMIAN INSTITUTE



Phoebe Seely in the mycology lab where she is packaging cardboard with mushroom spawn

Dalhousie University's QES project is an ideal match for students who want to make positive changes for a more environmentally and socially sustainable future. Called Global Perspectives on Sustainability, the project has incoming scholars come from the University of Bahamas (UB) and outgoing scholars placed with the Cape Eleuthera Institute (CEI).

Just prior to the pandemic, UB set up its "Master's by Research" program requiring all students to have some international experience and Dalhousie was an ideal partner to help facilitate this.

"We have the capacity to take on UB students at Dalhousie for one semester so that students can expand their learning opportunities at Dalhousie, and we can help UB to increase their graduate program capacity," says Tarah Wright, director of the QES program at Dalhousie University.

COVID-19 delayed the start of the UB master's program, but now that it is getting underway, Dalhousie hopes to welcome their first UB QEScholars in January 2024.

For Dalhousie's 22 outgoing undergraduate scholars, CEI has three internship streams. One is in marine research,

where QEScholars work with scientists in turtle ecology, shark ecology, coral restoration and sustainable fisheries. A particular focus in recent years is supporting coral restoration in The Bahamas. "Local and global stressors are killing reefs faster than they can recover. Marine interns learn innovative coral restoration techniques that help to speed up and improve the reefs' natural recovery," says Wright.

A second internship opportunity is in sustainable agriculture and aquaponics. In addition to ongoing research projects focused on food security, the institute is doing science that also helps the institute survive.

"They have aquaponics tanks filled with Talapia fish, and they're experimenting with a system that recirculates the fish waste into fertilizer that can be used to grow vegetables which are then consumed at the CEI – cutting down on the economic and environmental expenses associated with ordering food onto the island."

The third placement opportunity is the sustainable systems internship. "These students support the CEI in their quest to build a sustainable living environment, by learning solar design and installation and exploring methods for natural treatment of waste streams," says Wright. "The CEI also has a mandate to bring as much information out to the community as possible, so our interns are often involved in outreach, teaching locals how to green their own neighbourhoods".

Overall, Dalhousie's QEScholars are getting "unique opportunities in The Bahamas," she says. "And what they learn is easily translatable into whatever each scholar choses to do next. Whether they go straight into the job market, or continue building their skills in school, they will have gained strong research foundations, hands-on experience and a large network of scientists from their time in The Bahamas that will help them to excel anywhere they find themselves in the world."

"I find it is literally life-changing for all of these students."

**"I have developed an understanding of gender-based analysis. This has helped develop my knowledge on intersectionality, queer theory, and other critical theories."**

*Christina Maida-Cook, Canadian undergraduate student, University of Calgary, who went to Costa Rica*

## FIELD WORK IN GHANA LAYS FOUNDATION FOR SCHOLAR'S CAREER IN GENDER AND DEVELOPMENT



Ayak Wel

Conducting research on the ground in Ghana as a QEScholar, while an undergraduate student at Wilfrid Laurier University, had a big impact on Ayak Wel, putting her on a path to a career at the intersection of gender equality and development.

Ayak's research project focused on child marriage in Ghana. She collaborated with an NGO called International Needs Ghana that works in child protection and children's rights.

"My project looked at the prevalence of child marriage in different localities in Ghana – the factors contributing to it and how that's related to gender equality."

Most of her work was in the field, because it centred on capacity building and raising awareness about the harmful consequences of child marriage. Those experiences included an opportunity to facilitate a workshop with children, teaching them about children's rights advocacy, and facilitating presentations with district assemblies' traditional leaders.

"It was very much hands-on. And that was what I liked so much about the experience; my supervisor allowed me to be on the ground. It wasn't mostly office work. We actually went to the field quite often and I did work around monitoring and evaluation as well."

"And I think, actually, that's essentially what has led me to where I am today."

Ayak now works with the United Nations Development Program in the Republic of Djibouti, a country in the Horn of Africa. As a program analyst leading a gender equality team, she is involved with a variety of work, ranging from gender mainstreaming and providing technical advice on national policy development to doing consultations and developing a national strategy.

"It's kind of like what I already started in Ghana, but now in a different, larger context."

Most importantly, she says, the QES experience introduced her to what it is like to work in international development.

When Ayak embarked on her QES journey in 2016, she was an undergraduate in social work, not considering studies or a career in international development. Her QES experience changed that.

Instead of graduate studies in social work, she did a masters in globalization. "And then I did another degree, called Water without Borders, with the United Nations University. And through that experience, I went back to Ghana to do additional research. But this time, it was more focused on the Sustainable Development Goals and water access, and it was still kind of intertwined with my previous experience, because we were still working with children and issues around gender equity."

In 2022, Ayak was one of 40 young African women selected for the African Young Women Leaders Fellowship Programme, which aims to position young African women leaders to serve the continent and the world through the design and implementation of development programs within the context of Africa's Agenda 2063 and the UN Sustainable Development Goals (SDGs).

"Some of the key results (of the QES-WA researchers) include using research findings to develop policy briefs which will help in advocacy areas of addressing inequity in young child undernutrition in Ghana and mainstreaming nutrition in agriculture investments from the gender perspective."

*Awurabean Ouayeba Dadzie, Health & Nutrition Technical Manager, World Vision Ghana, McGill University's QES-West Africa non-academic research partner*

## BUSINESS STUDENT HONES SOCIAL ENTREPRENEURSHIP SKILLS IN JAMAICA



Andreas Robinson

Andreas Robinson was already involved with social entrepreneurship and running a business while a student at Saint Mary’s University’s School of Business; in the QES program, he saw an opportunity to build on that experience.

“I was very curious and very excited,” he said about being introduced to QES. “The program aligned with everything that I was doing. It provided other opportunities where I could connect and collaborate with people in different communities.”

During his 2018 placement in Jamaica, Andreas developed and implemented programming on social enterprises, entrepreneurship, branding and innovation at the University of Technology in Jamaica. The experience, he says, made him a better social entrepreneur back home in Halifax.

“Being able to be in these different spaces, where you can be curious, where you can ask questions, is so important. I was

fully in community, and you get a different experience. When you get out of your comfort zone, so many things can happen.”

Andreas graduated from the Sobey School of Business at Saint Mary’s in 2019, with a double major in entrepreneurship and marketing. Today he is CEO of two social enterprises, Infinitus Academy and Limitless Media, and a director in multiple community non-profits. He prioritizes working with youth, as he sees them as the catalyst for future growth.

“Infinitus, which means limitless and boundless in Latin, is kind of our umbrella organization, and the mission is to empower youth, individuals and communities to embrace their limitless potential,” he says.

“The work that we do is really about capacity building – whether that’s through consulting, curriculum development, courses, events, summits, or a speaker series. Most recently we had graduation for our Business of Self program, which was a four-month program on personal, professional and employability skills development.”

“We have worked with individuals as young as six all the way up to 85,” says Andreas. “We work with community organizations, with industry, we do a lot of stuff with government in areas like anti-racism, digital literacy, financial literacy, a lot of different things.”

The same year as his QES experience, Andreas was selected as the Delmore Buddy Daye Learning Institute’s Ancestral Roots Business Entrepreneur of the Year. In 2019, he was presented with the Black Business Initiative’s Entrepreneur of the Year Award and in 2021 he received a Nova Scotia Human Rights Award.

### WHERE ARE THEY NOW?



**CAM GIANNOTTI**, outbound student, 2016, University of Victoria, went to Bangladesh. Since QES he has completed a graduate degree at the University of Alberta where his research examined the social and environmental impacts of social media ‘hotspots’ and the relationship between travel-related content shared on social media and the potential impacts to local communities and their environments. He is currently completing law school at the University of Manitoba.



**MAEGAN MCKAY**, outbound student, 2018, University of the Fraser Valley, went to Kenya and now works for Indigenous Services Canada in the International Relations Office where she supports bilateral activities, including the implementation of the Indigenous Collaboration Arrangement between the Government of Canada and the Government of Aotearoa-New Zealand, and multilateral activities including United Nations human rights reporting and implementation of recommendations.



## WATERLOO SCHOLARS MAKE LASTING IMPACT IN PLACEMENTS WITH START-UPS, SOCIAL ENTERPRISES



QEScholar Sydney Buis, in red, and her team during a marketing campaign for one of the local water kiosks

The University of Waterloo's QES For Energy Access project helps start-ups and social enterprises close the energy gap in East Africa and South Asia by matching companies with skilled students.

The project involves several partner groups on campus, but its genesis and oversight lie with the Waterloo Institute for Sustainable Energy.

The partners work on energy access solutions, often in remote communities, and the Waterloo students bring knowledge and skills that help advance their initiatives.

Ambika Opal, the institute's manager of global programs and initiatives, gives an example from a partner in India: "There are a lot of pine trees there that release pine needles that are a forest fire hazard," she says. "So the partner employed people to collect the pine needles, so the forest fires don't happen. And then they realized that this is a really good energy source for these remote communities who don't have access to electricity. So they now have these biomass gasification plants where you take the pine needles, you burn them, generate

electricity and it provides electricity and clean charcoal that the local communities need for energy."

"I think there are installations in 12 communities now. And we've had students go there who've done process improvement on the actual machinery, or biodiversity research to see how much of an impact removing the pine needles has. And they've done software engineering and developed websites for the company."

The start-up and social enterprise partners have been impressed with the skills Waterloo's QEScholars bring over their four-month internships.

"The companies are just so amazed," says Opal. "They say they've never had students who can acclimatize so quickly and have a genuine desire to support the work that they're doing and make an impact."

And the impact on the students is often life-changing.

"We did a little anecdotal survey and about 50 per cent of our QES students will stick around in sustainable energy or international development after their placement...It's just such a formative experience for the students, getting the chance to go internationally and often in a context that's very different, very remote places."

In addition to bringing students to "off the beaten path kinds of places," Opal says an aspect of the QES program that she really appreciates is the opportunity for networking among scholars.

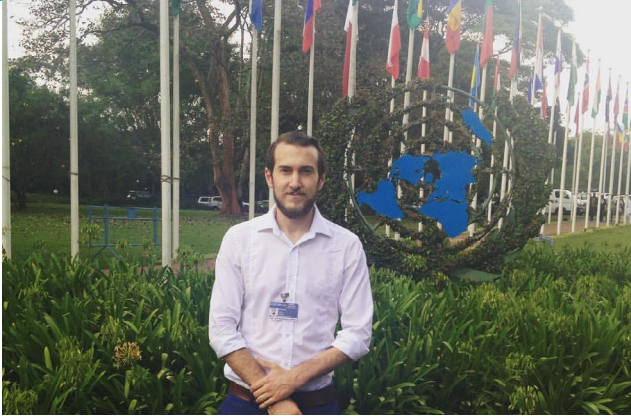
"It's not just a Waterloo program; they can connect with other QEScholars, and with other institutions around the world. It's a broader network and I really try and make sure the students understand that.

"Some of them have been maintaining those connections into the future and graduate studies, which is really beneficial."

**"Other students in the lab benefitted from the experience of learning about PhD programs internationally and from being exposed to PhD projects being carried out at the University of Manitoba."**

*Dr. Jennifer Juno, University of Melbourne, University of Manitoba's partner institution*

## UNDERGRADUATE PLACEMENT IN TANZANIA PUTS SCHOLAR ON PATH TO DOCTORATE IN FOOD SYSTEMS



Jeremy Wagner

As he wrapped up his undergraduate degree at the University of the Fraser Valley (UFV), Jeremy Wagner didn't know what he didn't know. He was interested in gaining additional research experience before embarking on his masters degree. The university's QES project presented the perfect opportunity. What he didn't know was that his area of research as a QEScholar – food systems – would become his career calling.

"It introduced me to a rabbit hole that I'm still going down in my PhD," he says.

He was part of the UFV's first cohort of students going to East Africa through the QES program. The group had a three-month placement in Dar es Salaam, Tanzania, looking at urban food systems.

For Jeremy, it was all new. "This was my first introduction to food systems, food security. And my first introduction to the East African region as well." The group's research focused on supermarket food procurement practices.

"We were interviewing supermarket managers within Dar es Salaam and asking them how they were sourcing their food – if it was coming from domestic sources or international sources, from large-scale farming enterprises or small-scale farmers.

And we asked them about the challenges and opportunities associated with investing and building up a business within the supermarket economy in Dar es Salaam, because it was fairly new at the time."

The experience impacted Jeremy's post-secondary trajectory "and my curiosities in a significant way," he says. "Immediately coming out of that internship, I was offered another internship position [unrelated to QES] in Nairobi, Kenya – basically to replicate the same study we did in Dar Salam, but with the Aga Khan Institute."

Following that experience, Jeremy moved to the Waterloo region to start his masters at the Balsillie School of International Affairs. "That's where I met Dr. Jonathan Crush, who's now my supervisor, who was running the QES-Advanced Scholars Program – which I got to be a part of during the earlier years of my PhD."

While the pandemic meant he couldn't go abroad for this second QES internship, he was still able to have a local placement with East African connections. He worked with the Mennonite Economic Development Associates, which has a location in Waterloo and does work on food system resilience, including how to build resilient food systems through market-based solutions.

Jeremy is currently in the fifth year of his doctorate, looking at the effects of supermarket economies in Nairobi and Kenya on pre-existing food systems. He recently took a leave from his research to work with the Graduate Students Association at Wilfrid Laurier University, where he helped establish a pay-what-you-can grocery store for the university.

"It's in its early phase," he says of the food outlet. "So just based off the first four months, what we're noticing is that the more work we put into building community, reciprocity and community donations to support the initiative, the closer we're getting to it being a sustainable model."

**"The QES program provided me with a unique opportunity to immerse myself in a new cultural and academic environment, and I was able to gain valuable knowledge and skills through my research project and interactions with local communities and professionals."**

*Awouminassi Marcellin Atakoun, QES-West Africa, doctoral researcher from Benin, McGill University, QEScholar in Ghana*

## UNIVERSITY OF ALBERTA'S QES-AS WEST AFRICA PROJECT DOESN'T LET COVID-19 STAND IN THE WAY



Philomena Okeke-Ihejirika

The University of Alberta's plans for in-person research exchanges with West African institutions in 2021 were derailed by COVID-19, but project leader Philomena Okeke-Ihejirika ensured that the QES-Advanced Scholars-West Africa researchers waiting to come to Canada could get started while at home.

The project – called On the Path of Social Responsibility and Global Leadership – provides francophone and anglophone Canadian and West African scholars the opportunity to network, expand their skills, and engage local and global communities by building on the U of A's partnerships with universities in Ghana, Nigeria and Senegal.

Because of the pandemic, the West African researchers were delayed in getting to Canada, but still benefited from supports through the new Gender Institute for Capacity Building at the U of A. Established by Okeke-Ihejirika and her collaborators, the institute has a focus on feminist, Afrocentric and Canadian Indigenous perspectives on research, leadership and community engagement.

While waiting for visas and the opportunity to travel (QES-AS-WA internships only begin after they arrive in the host

country), the University of Alberta provided opportunities for the researchers to network, work on leadership skills and other research competencies through the university's Gender Institute. This 'waiting period' included one-on-one mentorship with faculty, courtesy of the university and the institute.

"While waiting for their visa, they're submitting information and they start working with their supervisor," says Okeke-Ihejirika. "They talk, they're modifying their research questions and, as far as we're concerned, if they're working well together, the scholar can start working on their project while still in West Africa."

"We want it to be in such a way that once you get your visa and you arrive here, you hit the ground running. You already know your mentor; you've been working with him or her."

The institute also adds a focus on what she calls the "local and global demand for knowledge" to the researchers' preparation for their QES-AS-WA experience.

"If part of being a global intellectual is being aware and sensitive to local and global demands for knowledge, you don't just study anything," she explains. "You should be asking yourself, 'what are the public needs for knowledge?' Fill in the gaps in knowledge while pursuing your passion; marry your passion with local demand or global demand for knowledge."

Once they arrive in Canada, the scholars will be connected with a non-academic research placement. But even that component can start before they travel. "We have decided we're also giving them the choice: if they want to be attached to an organization in their home country, we will work with our coordinator there to make sure that you are with the right organization while you're waiting for your visa."

As it's a bilingual project, the university is collaborating with Campus Saint-Jean – its francophone campus – to engage francophone West African scholars.

**"The (QES) program has played an integral part in enabling us achieve our impact including impact for number of jobs created, Co2 saved, number of people reached, income saved by the end user adopting clean energy products thanks to the support of the Waterloo University Students who participate in our program activities."**

*Julius Mujjini, Country Director Uganda, ENventure, University of Waterloo's partner institution*



# QES-ADVANCED SCHOLARS LONGITUDINAL STUDY

Thanks to funding from the International Development Research Centre (IDRC), Universities Canada undertook a longitudinal study of QES-Advanced Scholars (QES-AS) participants between 2017 and 2022, which examined the contributions of international research experience to outcomes including scholar collaboration, research quality and development of leadership skills and global competencies.

## REINTEGRATION SURVEYS



The reintegration surveys completed by QES-AS funded researchers demonstrated that scholars perceived changes to their collaboration activities (88%), quality of research, leadership skills (92%) and global competencies (78%) as a result of the QES program.

## SKILLS DEVELOPMENT



All scholars interviewed reported skills development as a result of their participation. Scholars noted that they had developed or enhanced their leadership skills or style, and that the program helped them to develop academic skills relevant to their career such as teamwork, research, teaching, communication or presentation skills.

## INTERVIEWS



In addition to the surveys, interviews were conducted with a group of international scholars from low-and middle-income countries (LMICs) at least six months after program completion to gain insights on the longer-term benefits accrued, and to provide scholars with an

opportunity to reflect on the program, considering their career development following program completion. Based on the interviews, a journal manuscript was developed, exploring the perceived impact of the program on the career and professional development of scholars. The journal article, which was accepted for publication in the Journal of Learning for Development and should be published later in 2023, found that despite challenges with the unexpected shift to virtual mobility during COVID-19 lockdowns, both in-person and virtual mobility scholars reported benefits to their career and professional development.

## ACADEMIC AND CAREER BENEFITS



Scholars also reported benefits including increased publications, new grants or funding, career advancement/promotions and new career/employment opportunities. Of the scholars who participated in in-person QES-AS projects, 78% reported they had published

academic articles based on their research, while 67% of hybrid or virtual scholars had publications resulting from their projects. Approximately 64% of the in-person scholars reported career advancement or new work opportunities that they linked to their experience in the program.

While the percentage of virtual mobility scholars reporting career advancement or new work opportunities was lower, at 56%, they reported similar benefits, including advancement within academia, as well as working on new projects with QES-AS research partners after program completion. All of the in-person scholars and virtual scholars had developed or strengthened networks or collaboration through the program, and nearly 86% of in-person scholars reported that they continued collaborating with Canadian researchers after the physical mobility ended – continuing the same research, producing publications, collaborating on new projects or seeking advice/guidance.

## AFTER GHANA PLACEMENTS, QES-ADVANCED SCHOLARS-WEST AFRICA COHORT PURSUES ONGOING COLLABORATION, KNOWLEDGE SHARING



Phyllis Addo, left, and Marija Djekic-Ivankovic McGill QES-West Africa

Early-career researchers Marija Djekic-Ivankovic of McGill University and Phyllis Addo of the University of Health and Allied Sciences (UHAS) in Ghana are leading efforts to continue knowledge sharing and research collaboration among their cohort of QES-Advanced Scholars-West Africa (QES-AS-WA) Scholars following their internships. The group of 10 researchers worked with a variety of organizations in Ghana and lived together during their placements there earlier this year.

“It was my first time in Africa to actually face the challenges that I only read in articles,” says Djekic-Ivankovic of her transformative experience. “It’s a completely different experience when you see what is happening on the ground.” Djekic-Ivankovic works in the School of Population and Global Health (SPGH) at McGill University; her area of research is in maternal and child health, with a focus on nutrition.

As a QES-AS-WA Scholar, she worked with the Ghana Health Service (GHS) on nutritional issues for children up to five years of age. She also benefited from living with and learning from other QES-AS-WA Scholars, including Addo, a public health nutrition lecturer at UHAS, which is a partner institution of McGill University.

In her placement, Addo worked with a gaming company that uses games to tell African stories so that Africans, particularly young people, can engage with some of their own legends. “It wouldn’t always be about Superman,” she says of the impetus behind the gaming enterprise. “We are trying to use what we call serious games in research, when it comes to health promotion and during nutrition interventions, so I had the opportunity to look at how serious games can be used in these areas.”

Given McGill’s relationship with UHAS, Djekic-Ivankovic made a point of visiting the institution during her time in Ghana – and welcomed Addo’s help in setting up meetings. In their discussions with GHS’s Regional Nutrition Officer, they learned about the nutrition department’s need for additional training on data collection related to school-aged children in the Volta region – and stepped up to help.

Addo and Djekic-Ivankovic conducted a training session for the 54 Volta Regional GHS district nutrition officers. “Phyllis was the main facilitator and I was a backup,” recalls Djekic-Ivankovic. The two were pleased with how quickly they were able to link their skills and knowledge with a local need and help solve a problem.

The collected data in the cohort of school-aged children in the Volta region will be used for a first joint scientific publication of the two researchers and GHS.

Now back at their home institutions, the Ghana cohort of QES-AS-WA Scholars together with two colleagues from the previous cohort is writing a scoping review for a research collaboration, with Addo and Djekic-Ivankovic leading the effort.

These scholarly networking opportunities are what Djekic-Ivankovic and Addo see as the real strength of the QES-AS-WA program.

Addo and Djekic-Ivankovic are currently supporting plans for a McGill Summer Institute in Global Public Health Nutrition in Ghana next year, to which they would invite all their QES-AS-WA cohort colleagues. They’re also exploring the idea of student research exchanges at their respective institutions.

# ANNEX I

## ALL QESCHOLARS PROJECTS

### CURRENT PROJECTS

QES 2017 PROJECTS		
UNIVERSITY	PROVINCE	PROJECT TITLE
McMaster University	Ontario	Queen Elizabeth Scholars in Strengthening Health and Social Systems
Mount Royal University	Alberta	Sport Leaders International Internship Program
Queen's University	Ontario	Building innovative, community-driven solutions for people with disabilities
Simon Fraser University	British Columbia	Interns and Scholars for a Sustainable World
St. Francis Xavier University	Nova Scotia	Immersion Service Learning in Ghana CLOSED
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 CLOSED
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 CLOSED
University of Ontario Institute of Technology	Ontario	Incubating Global Careers as Queen Elizabeth Scholars
University of Prince Edward Island	Prince Edward Island	Integrating Innovative Research & Training for Improved Sustainable Livelihoods of Smallholder Dairy Farms - Phase 2
University of Saskatchewan	Saskatchewan	Experiential learning for the One Health/Planetary Health professional: A focus on Canadian and African communities-at-risk
University of Toronto	Ontario	Building Collaborative Learning Communities for Global Development and Justice
University of the Fraser Valley	British Columbia	Capacity Building for Policy and Planning in Kenya, Tanzania and India: A Focus on Food Systems and Urban Growth Management
University of Victoria	British Columbia	ASEAN Internship: Experience, Networking and Community (ENC) Program
University of Waterloo	Ontario	International Internships for University of Waterloo Students in Energy Access Social Enterprises
Vancouver Island University	British Columbia	Building Resilience in Coastal Communities (BRICC) Knowledge Network
Wilfrid Laurier University	Ontario	Laurier-Ghana Partnership for Human Rights, Criminology, and Social Justice



## QES 2019 PROJECTS

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

## QES-AS-WA

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
University of Ottawa	Ontario	Open African Innovation Research: New and Emerging Researchers in West Africa
University of Saskatchewan	Saskatchewan	Water security to promote gender equity and climate-change resilience in West Africa
Western University	Ontario	Achieving Research and Knowledge Translation Capacity for Climate Change Resilience, Food Security and Sustainable Livelihoods in West Africa

## CLOSED PROJECTS

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

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

## QES 2014 PROJECTS (ENDED DECEMBER 2019)

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



## QES 2014 PROJECTS (ENDED DECEMBER 2019)

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

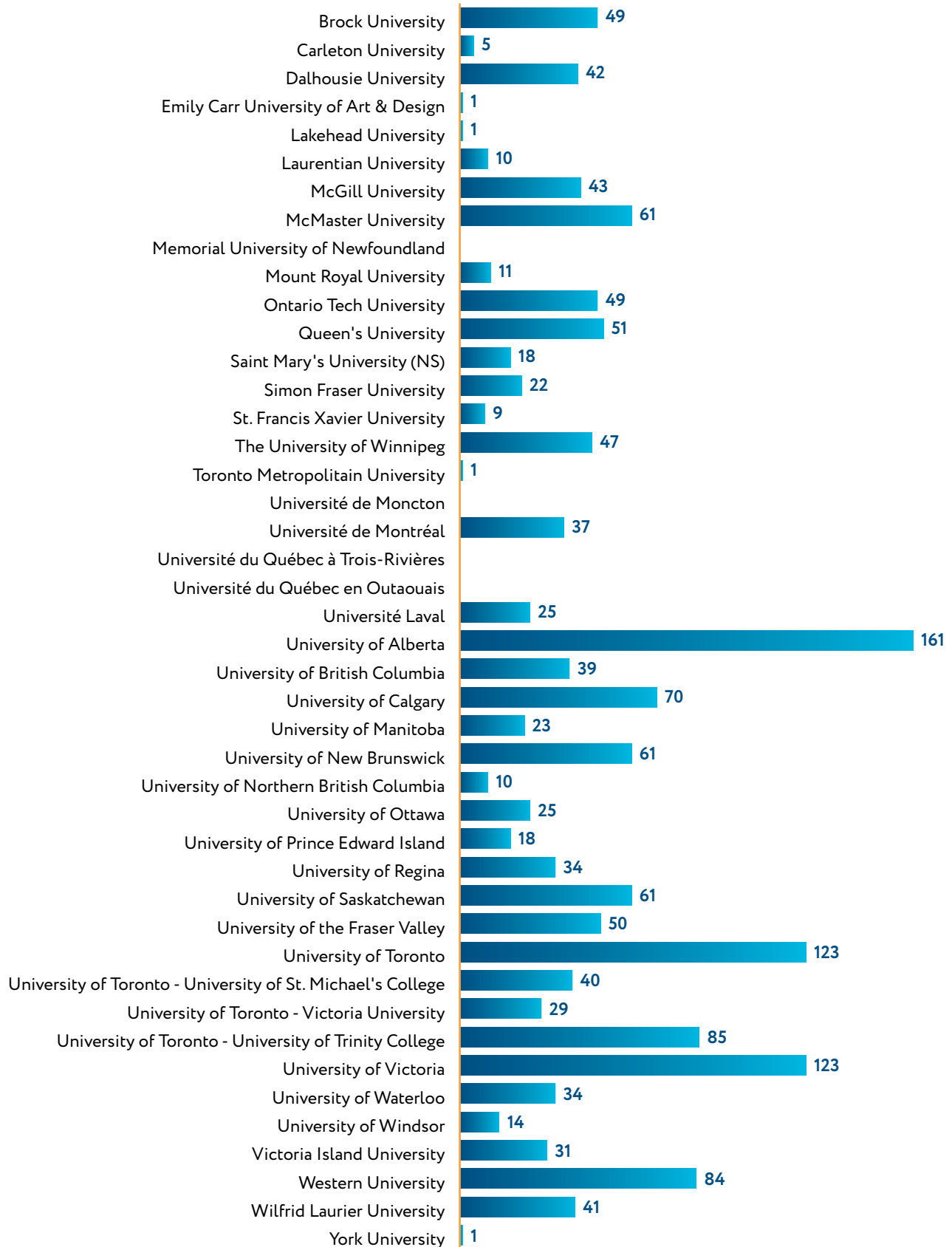
# ANNEX 2

## TOTAL QESCHOLARS BY CANADIAN UNIVERSITY

UNIVERSITY	NUMBER OF SCHOLARS
Brock University	49
Carleton University	45
Dalhousie University	48
Emily Carr University of Art & Design	4
Lakehead University	9
Laurentian University	18
McGill University	87
McMaster University	82
Memorial University of Newfoundland	13
Mount Royal University	11
Ontario Tech University	58
Queen's University	75
Saint Mary's University (NS)	25
Simon Fraser University	43
St. Francis Xavier University	9
The University of Winnipeg	73
Toronto Metropolitan University	18
Université de Moncton	8
Université de Montréal	69
Université du Québec à Trois-Rivières	15
Université du Québec en Outaouais	7
Université Laval	41
University of Alberta	198

UNIVERSITY	NUMBER OF SCHOLARS
University of British Columbia	71
University of Calgary	101
University of Manitoba	46
University of New Brunswick	87
University of Northern British Columbia	12
University of Ottawa	56
University of Prince Edward Island	27
University of Regina	64
University of Saskatchewan	98
University of the Fraser Valley	65
University of Toronto	142
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	145
University of Waterloo	63
University of Windsor	18
Victoria Island University	42
Western University	110
Wilfrid Laurier University	77
York University	17
<b>TOTAL</b>	<b>2415</b>

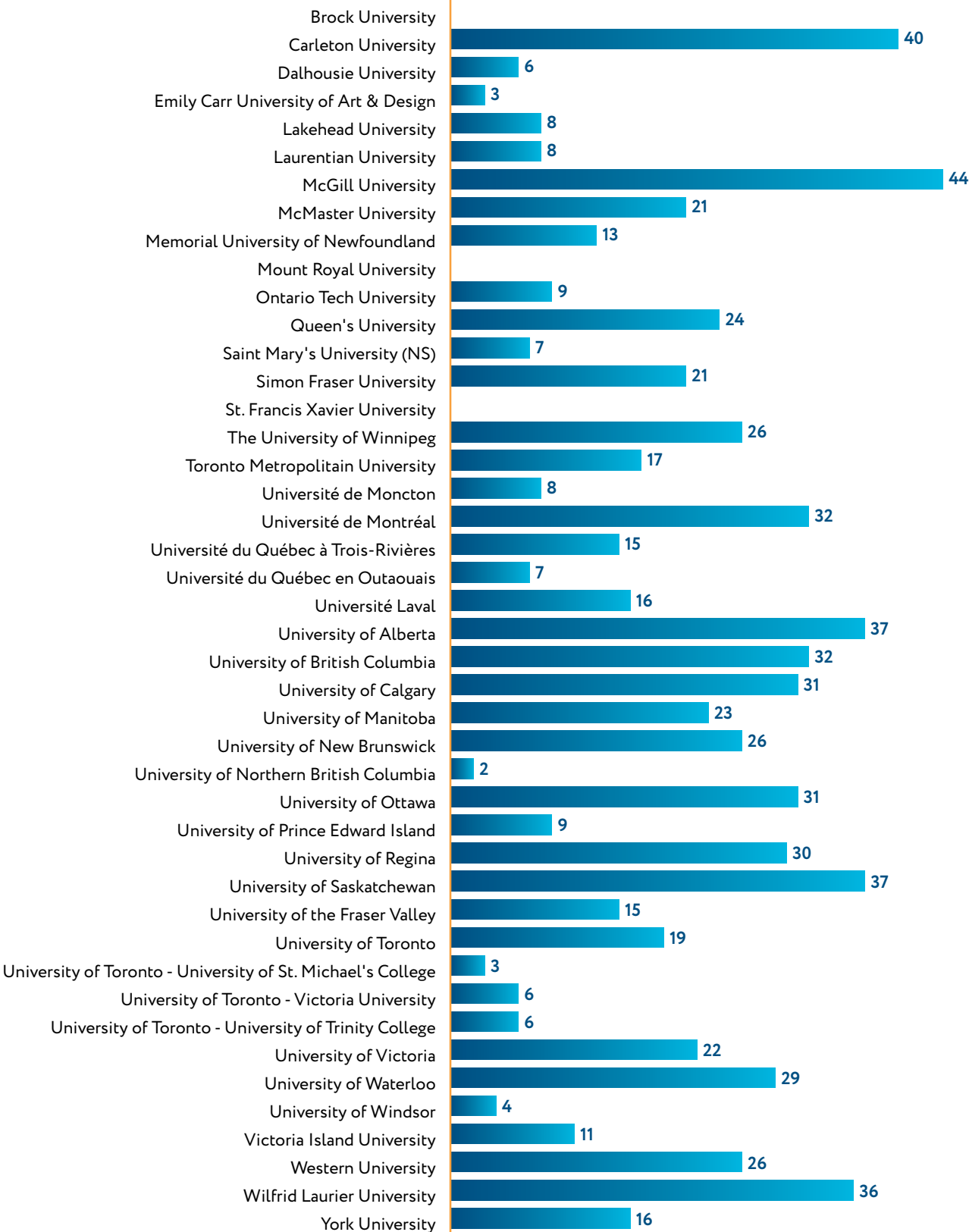
# CANADIAN SCHOLARS BY CANADIAN UNIVERSITY



**TOTAL: 1639**

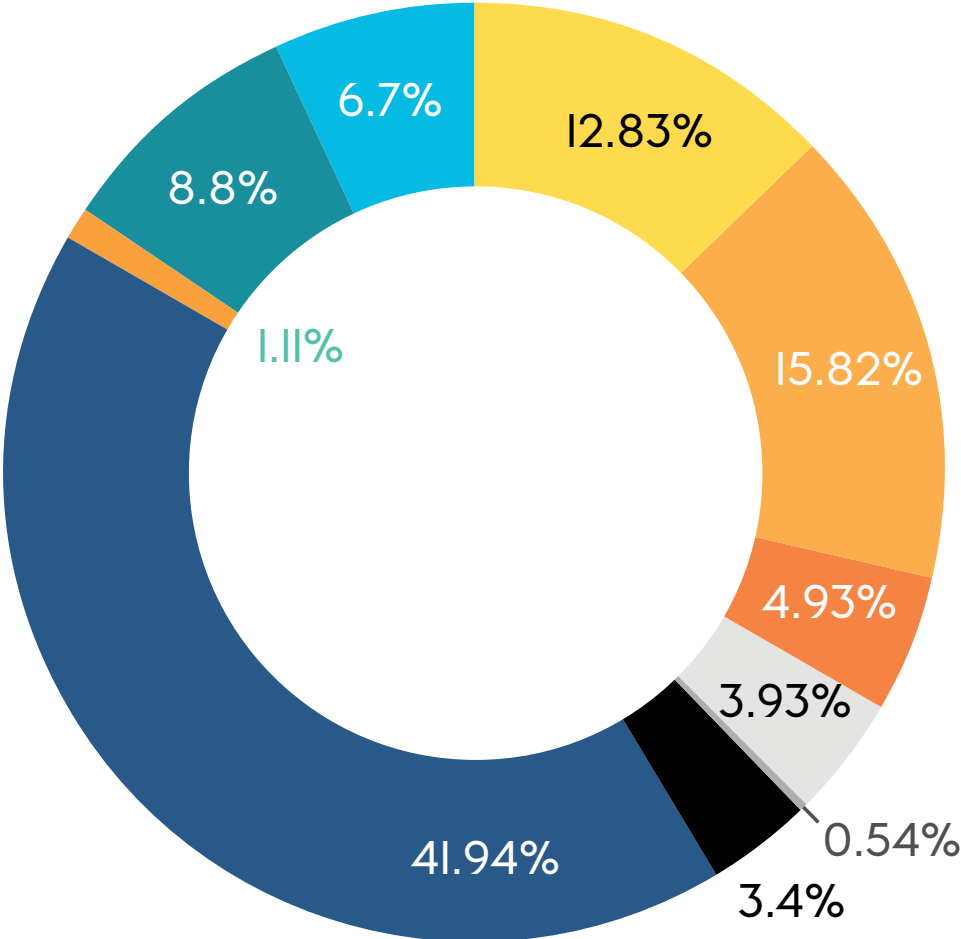


# INTERNATIONAL SCHOLARS BY CANADIAN UNIVERSITY



TOTAL: 776

# SCHOLAR DATA AND STATISTICS BY PROVINCE



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

# ANNEX 3

## FINANCIAL REPORTS

### QES 2017 FINANCIAL REPORT AS AT MARCH 31, 2023

	2018-2024	Prior to Apr 2017	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	Total Actual / Forecast
	Budget	Actual	Actual	Actual	Actual	Actual	Actual	Forecast	
<b>Number of Scholars</b>	648	-	59	144	10	21	112	89	435
<b>Total QES Contribution</b>	5,622,887.00	-	459,628.13	1,434,896.12	402,210.38	328,535.50	1,004,411.20	894,872.59	4,524,553.92
<b>University/ Partner Contribution</b>	6,973,423.52	3,150.00	817,803.19	2,089,961.22	692,336.87	599,520.30	1,099,834.26	643,043.97	5,945,649.82
<b>GRAND TOTAL</b>	<b>12,596,310.52</b>	<b>3,150.00</b>	<b>1,277,431.32</b>	<b>3,524,857.34</b>	<b>1,094,547.25</b>	<b>928,055.80</b>	<b>2,104,245.46</b>	<b>1,537,916.56</b>	<b>10,470,203.74</b>

### QES 2019 FINANCIAL REPORT AS AT MARCH 31, 2023

	2020 - 2025	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	Total Actual / Forecast
	Budget	Actual	Actual	Forecast	Forecast	Forecast	
<b>Total number of scholars</b>	202	-	3	19	60	69	151
<b>Total QES Contribution</b>	1,792,764.00	-	15,343.00	202,681.08	583,631.83	637,815.70	1,439,471.61
<b>University/ Partner Contribution</b>	1,970,709.50	19,480.00	117,798.28	363,969.58	819,891.80	597,850.35	1,918,990.01
<b>GRAND TOTAL</b>	<b>3,763,473.50</b>	<b>19,480.00</b>	<b>133,141.28</b>	<b>566,650.66</b>	<b>1,403,523.63</b>	<b>1,235,666.05</b>	<b>3,358,461.62</b>



## QES WA FINANCIAL REPORT AS AT MARCH 31, 2023

	2020-2025	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	Total Actual / Forecast
	Budget	Actual	Actual	Forecast	Forecast	
<b>Total number of scholars</b>	205	7	36	82	58	183
<b>Total QES Contribution</b>	2,899,999.98	45,571.40	480,877.54	1,395,019.68	916,811.15	2,838,278.39
<b>University/ Partner Contribution</b>	4,322,595.67	690,445.76	992,177.68	1,717,013.30	709,875.31	4,095,070.22
<b>Grand Total</b>	<b>7,222,595.65</b>	<b>736,017.16</b>	<b>1,473,055.22</b>	<b>3,112,032.98</b>	<b>1,626,686.46</b>	<b>6,933,348.61</b>

**QUEEN  
ELIZABETH**  
*Scholars*

**#QESCHOLARS**