



Minorities, Minoritization, and the Education of African, Black, and Caribbean Youth

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Indigenous Affirmation

We pay respect to the Kanien'kehá:ka people, who are the traditional guardians of this land.

We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.





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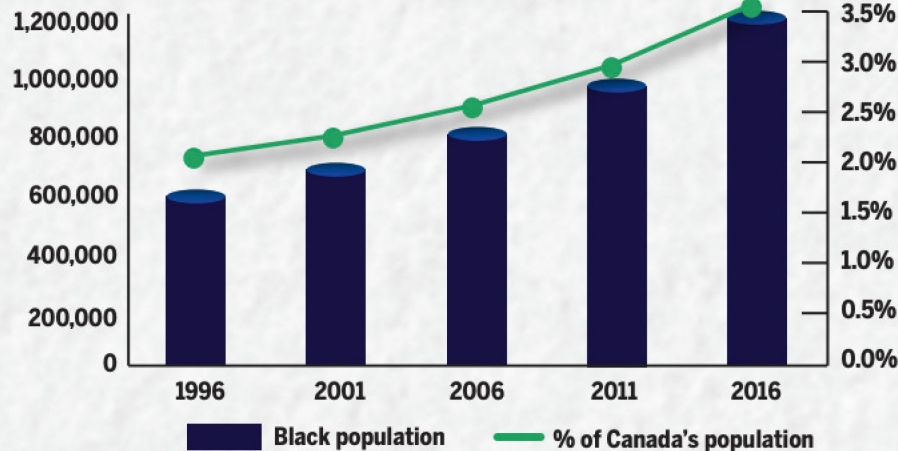
01

Black
Communities of
Quebec



CANADA'S BLACK POPULATION GROWING IN NUMBER AND DIVERSITY

In 2016, the Black population reached close to 1.2 million, representing 3.5% of the total Canadian population

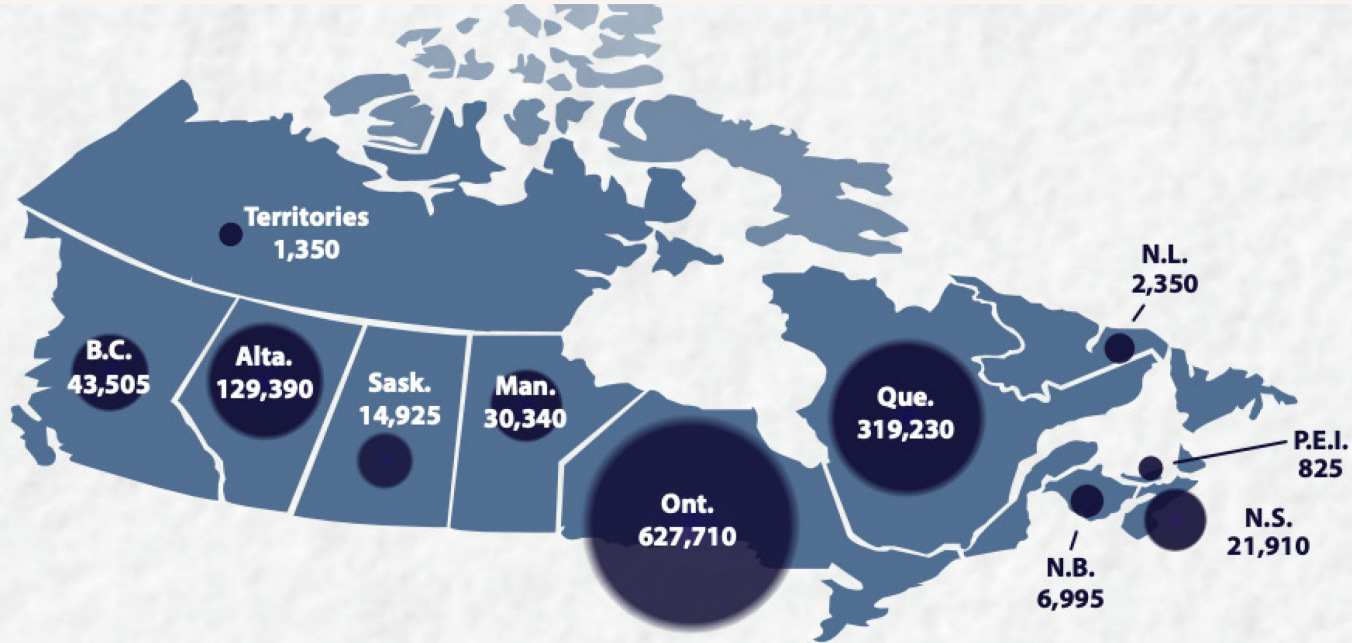


Canada's Black population doubled in size between 1996 and 2016.

In 2016, 26.6% of the Black population was less than 15 years of age, compared to 16.9% of the total Canadian population.

Similar to the total Canadian population, there were slightly more Black women (51.6%) than Black men.

Quebec – Second Largest Black Population



Sources: Statistics Canada, Census of Population, 1996, 2001, 2006, and 2016; 2011 National Household Survey.



“Tu viens d’où ”

Immigrant

Jamaican

Refugee

International student

Haitian



Visible minority

"West Indian"

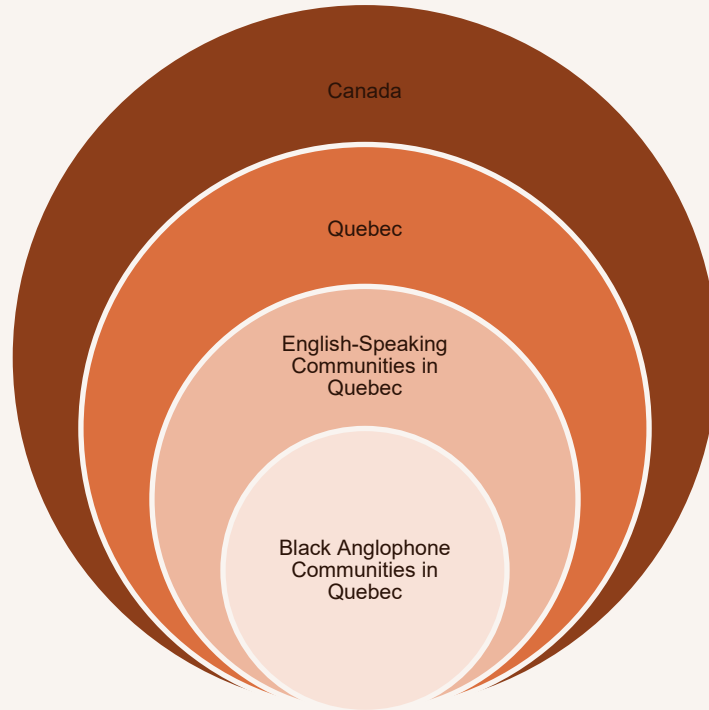
“African”

???





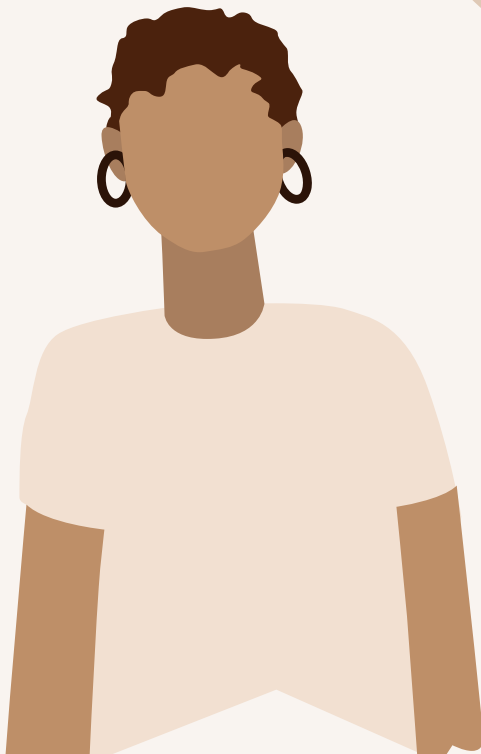
Minority within the minority, within the minority





02

Educational Portrait of Black Students



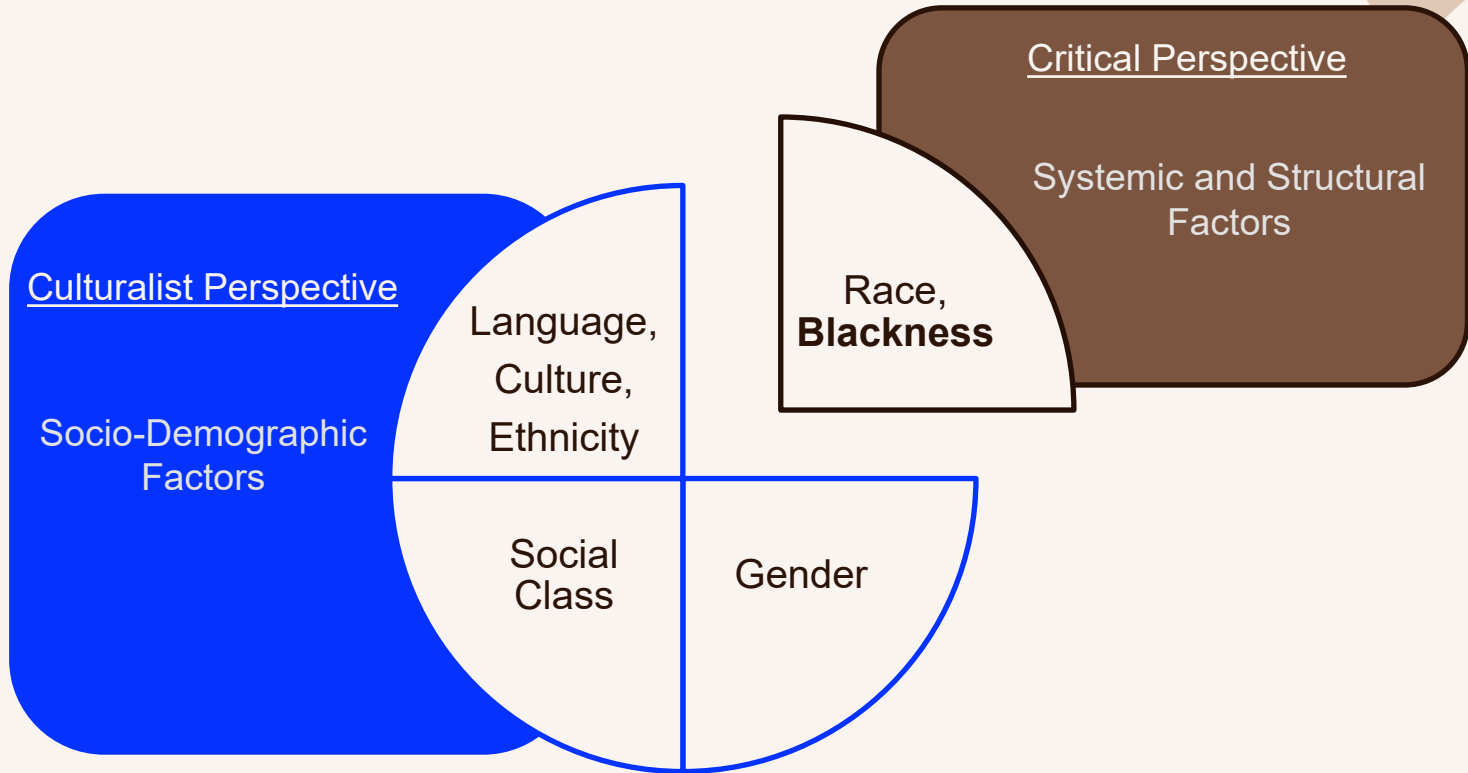


Overview of Black Youth Educational Portrait

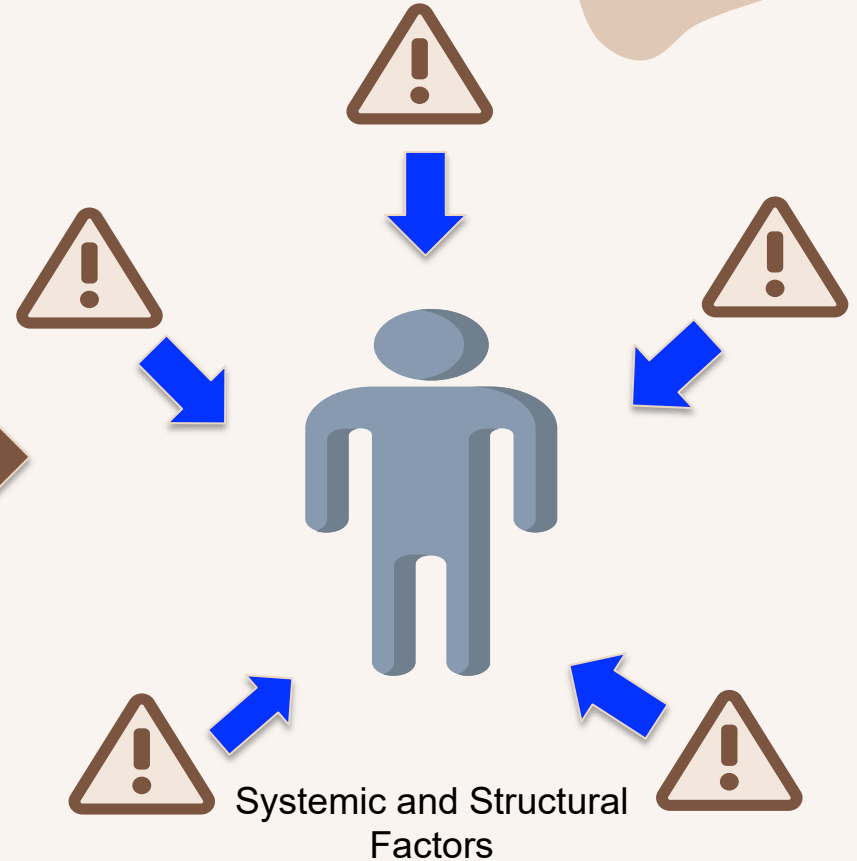
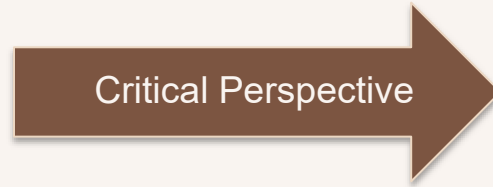
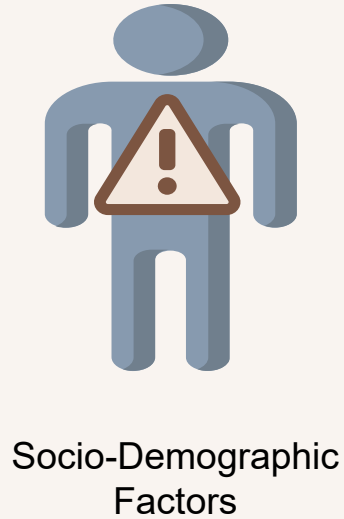


- Lower than average academic performance
 - Lower than average high school graduation rates
 - Underrepresentation in enriched programs in public schools
 - Underrepresentation in private schools
 - Overrepresentation in general adult education
 - Overrepresentation in special education
 - Underrepresentation in postsecondary education
- 

Understanding the Educational Portrait



From a Culturalist to a Critical Perspective



03

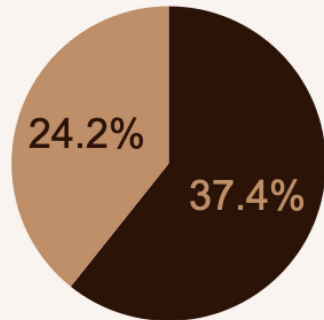
Anglophone Black
Youth in Special
Education



Overrepresentation of Black Students in Special Education

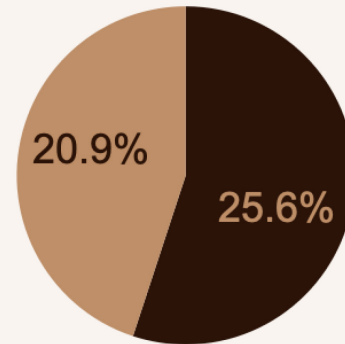
Designated with Special Needs

French Sector



- Black students
- Total population

English Sector

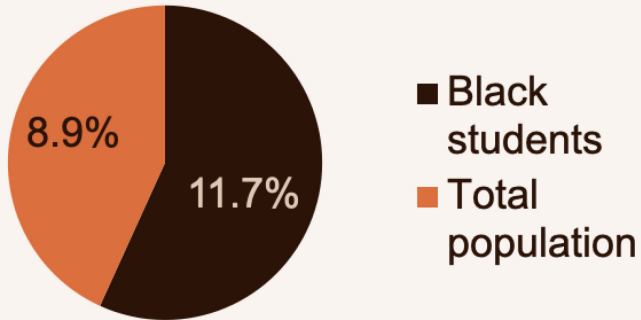


- Black students
- Total population

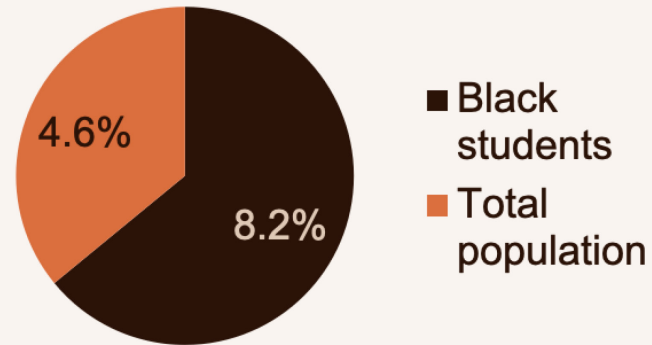
Overrepresentation of Black Students in Special Education

Placed in Special Education Classes/Schools

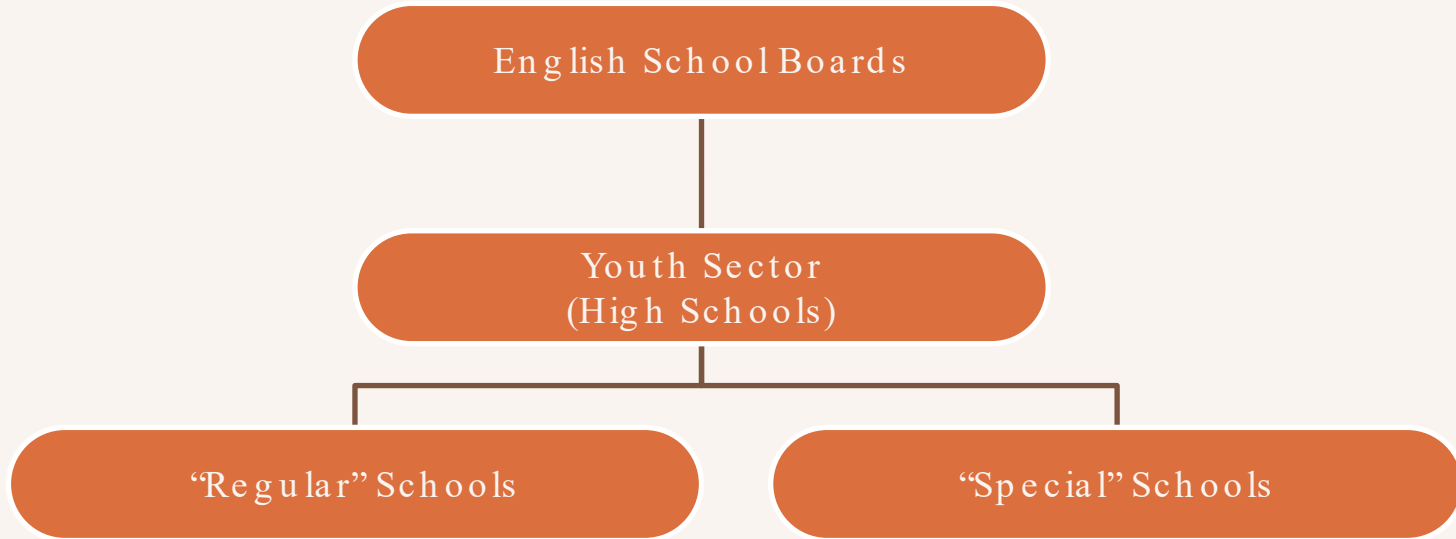
French Sector



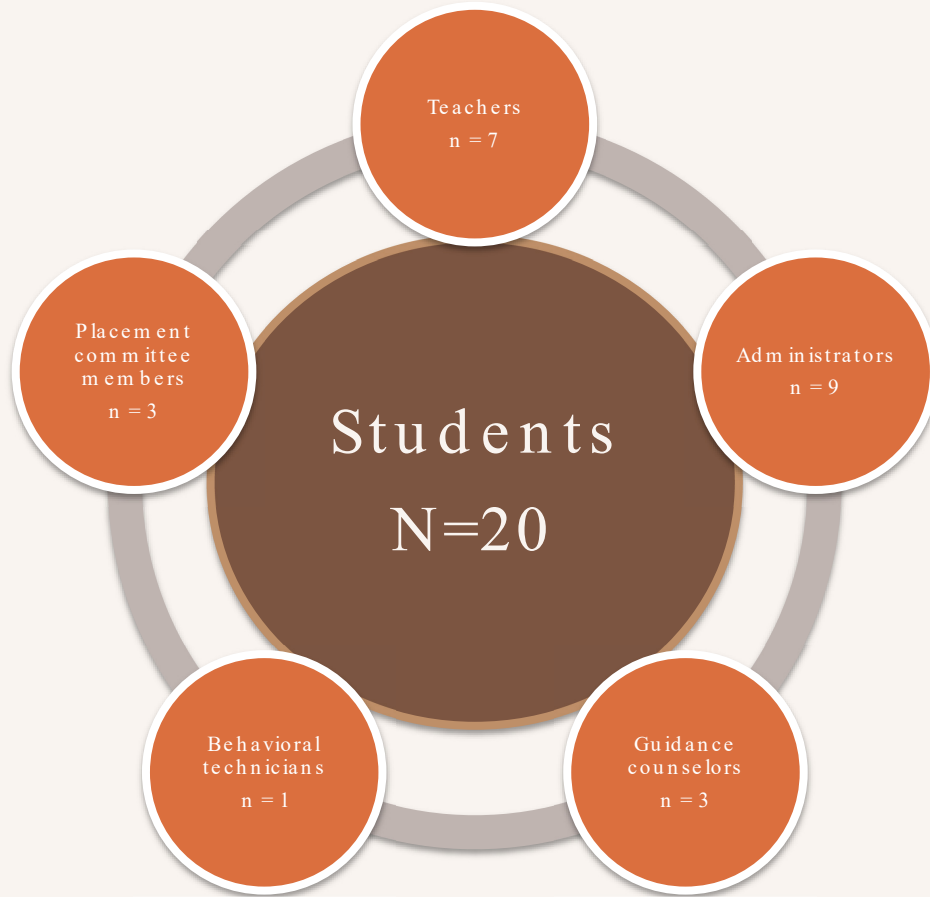
English Sector



Anglophone Black Students in Special Education



Anglophone Black Students in Special Education



Special Education Placement Process

Referral from
"regular"
school

Transition from
"regular" to
"special" school

Placement in
"special school"



Referral From “Regular” School

If [a failing student] had stayed at our school, they would have maybe had failed multiple grades and just been pushed up, and then spent their academic career at a below standard success rate, whereas they are transferred to a [special] school, they can be with a cohort and an **experience that reflects some sort of successful process** for them instead of just always being in a failing position (Leo, adm in, regular school).

Student
Well-Being


Honestly, I hated that school...I was still bad at math and I got this really strict teacher and it was really hard for me to cope in the class, so I just wouldn't talk or ask questions cause like if you asked a question that was, I would say “stupid” to her, she'd kind of **scream at you**...If I asked something, I'd kind of feel dumb for asking it, cause it's like: “Oh, you should know that”. So, I wouldn't ask for help [...] I was just fed up of it, cause I wasn't getting the help I needed (Raquelle, student).

Socio-Academic
Neglect




Transition From “Regular” School

Once the family has been informed that there's going to be a meeting..to see what school would be recommended, [the committee] meet[s] with the family again to inform them of the recommendation, if the family is not happy, they don't agree with the recommendation, then they can resort to the regional office and everything gets discuss again (Rita, guidance counselor/placement committee member).



Caring and
Regulated
Process

Like they didn't ask me any questions or anything [...] They just told me I was suspended and I didn't go to school for the next 2 weeks, maybe 3 and yeah [...] I just stayed home... It was just like my dad was making me study...Then after that I came to [a special school] ... Like I didn't want to go to this school, I just wanted to go to a normal school but then I was like ok, I knew I had no other choice. There's nothing I could really say (Duane, student)



Getting Kicked
Out, Waiting in
Limbo, Excluded
from Decision-
Making



Placement in “Special” School

I think all of our schools work very hard to make going to school and being in school a positive experience, a place where [students] can feel safe. We nurture them, we tend to the other needs as well, and we're so very lucky that the ratio of teachers to students is all about building relationships with these kids (Clarice, adm in, special school).





Placement in “Special” School

I really liked it there and I had a good math teacher, and **I started understanding math, and I was like wow!** I could have understood this at [a regular school] if **I had this kind of help**, and I looked at them and this is so simple, you know what I mean? And I was like oh, my god! Like why couldn't I get this help before, you know? So, **I was really happy that I changed schools** (Raquelle, students).

I love my teachers, they're not just teachers, they're family too, that's how I feel" (Ryan, student)

My life changed because **I just got more confidence in myself**, I actually was able to sit down, it was **way easier for me to learn** about myself compared to being in like [a regular school], and **I feel more comfortable** with my surroundings and myself, so [the special school] kind of **boosted up my self-esteem** a lot, because **I got a lot of praise and a lot of love** which I didn't get at [a regular school] (Karyn, student).





Non -Punitive Discipline

We don't want anyone to feel as though we gave up on them, so we hang on to them[..] Whereas in the bigger [regular] schools, things are a bit more black and white, here I'm dealing with the emotions, the happiness, the sadness, the extremes of how a person may feel, and so basically what it means is that I like to bring it in and have a sit-down or the support staff has a sit-down and says: "Ok, what happened? How?" You know? So, **you can't punish or discipline something, when something's in pain and feeling bad.** (Hugh, adm in, special school).





Punitive and Exclusionary Discipline

I was late sometimes and like the lates, like I said, it got stricter for me, so I couldn't be late a certain amount of times and I was late two more times and I got put on a contract and yeah. I remember like once, the contract was like I can't be late more than twice a week. If not, I'll get expelled and I was late for like maybe two seconds, two minutes after...That was my last chance, so I got expelled (Marcus).

It hurts me that I actually did the right thing for the first time, and they expelled me. I actually asked to have a meeting [...] Like I'm trying so hard not to cry but it's coming out. I'm trying to be strong and they're just there staring at me...I'm telling them my pain and [the principal] just looks at me, he's like "I appreciate it Aminya, but you're not coming back to this school" [...] Yeah, they expelled me because I was on a contract and they gave me way too many chances, which clearly they didn't give me any chance at all (Aminya, student).



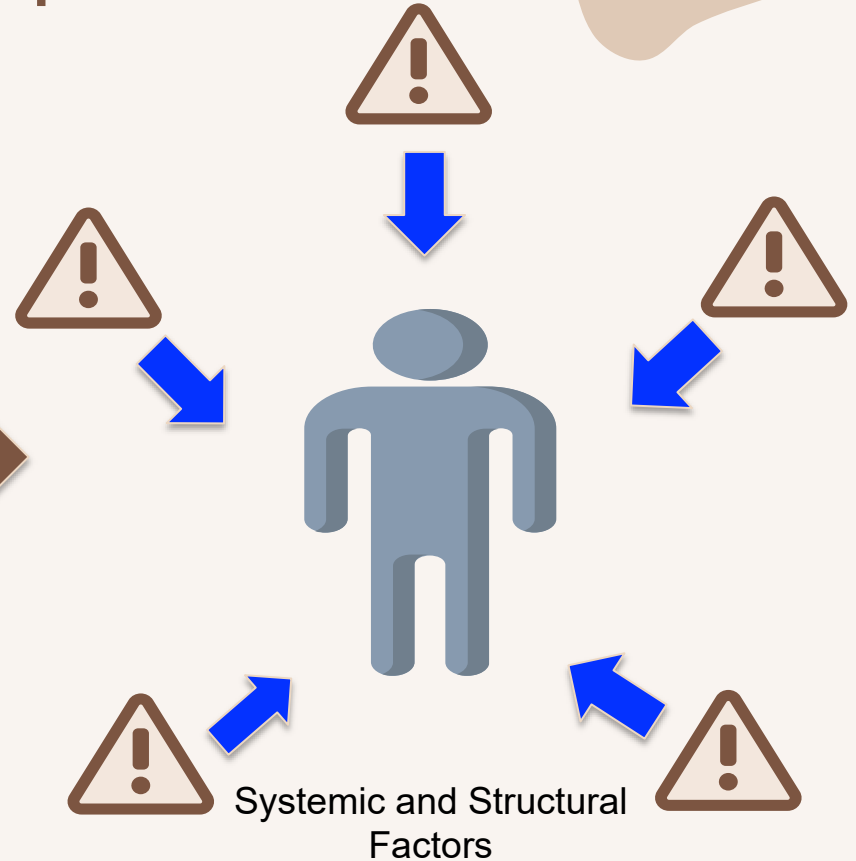
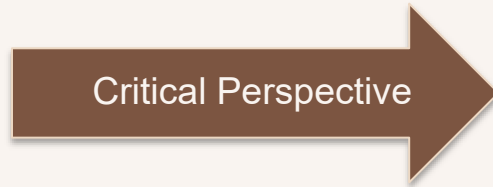
Diverging Perspectives



Special Education Placement Process from a Critical Perspective



Socio-Demographic
Factors



Systemic and Structural
Factors

Special Education Placement Process from a Critical Perspective





Discourse of
Psychologization

Discourse of
Inclusion

Discourse of
“Non-
Punishment”



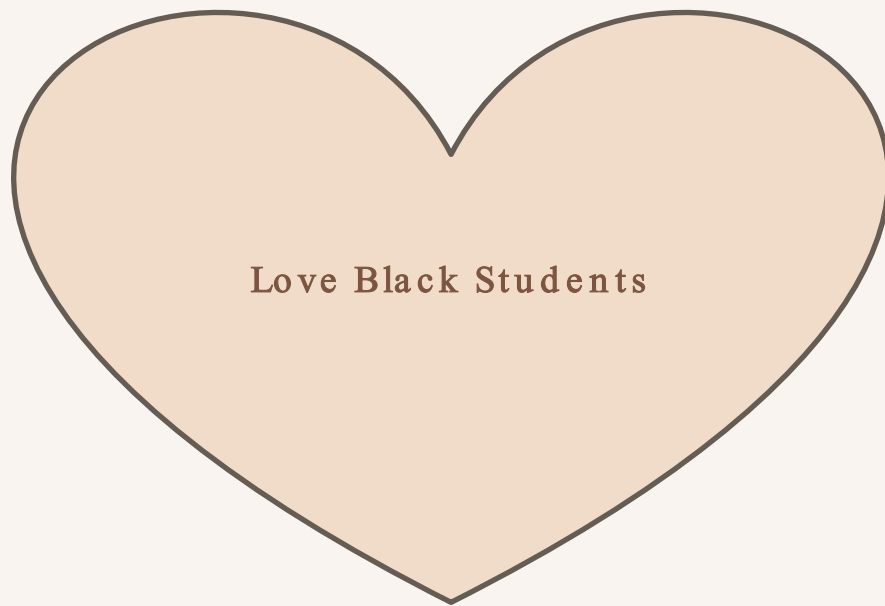



Referral (regular school)	Transition	Placement (special school)
Discourse of Psychologization	Discourse of Inclusion	Discourse of "Non-Punishment"
Student is "failing"	Family is "not involved"	Student is "a threat"
School is "helping" the individual student	Committee is "facilitating" the placement	School is "protecting" the larger community
Disempowerment	Educational lag	Penalized for "behavioral problems"
Hopelessness, insecurity	Anxiety, uncertainty	Depression, anger, fear

BLACK STUDENTS ARE INVISIBILIZED AND SILENCED



Recommendations



Love Black Students





Thank-you

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