



DEPRIVATION

"[...] is a state in which individuals, families or groups find themselves at a relative disadvantage compared to the unit to which they belong, i. e. a local community, region or nation."

(Townsend, 1987 quoted in MEES, 2020¹, p.7)

Relative disadvantage

Comparison between individuals and groups of individuals and an idealised norm or a dominant culture which results in discriminating, distinguishing, excluding or favouring some individuals or groups of individuals, and in compromising the rights and freedoms as stated in the Charter of Human Rights and Freedoms

- Variation depending on the context and the characteristics of individuals or groups of individuals
- Territorial variation (urban versus rural territory, neighbourhoods)
- Historical variation (morals, customs)
- Time period variation:
 - Situational and temporary (loss of employment, health issues, death of a loved one, recent immigration, separation, etc.)
 - Long term (health problem or condition, etc.)

Multidimensionality

Deprivation is manifested in different aspects of an individual's life:

- Social: age, gender, health, education, household structure, housing, services, social media, sexual orientation, etc.
- Economic and material: income, employment (full-time or part-time status, type, conditions), living conditions, material resources, etc.
- Cultural: ethnic origin, language, immigration status and pathway, level of literacy, knowledge of the culture of the host country, knowledge of the institutional culture (ex.: school culture), etc.

Intersectionality

- Plurality of disadvantages in different dimensions of an individual's life
- "Plurality of different forms of domination or discrimination experienced by an individual, based in particular, on race, gender, age, religion, sexual orientation, social class or physical abilities causing an increase in suffered prejudices."

[AMSFA Translation] (OQLF, 2020²)



¹ MEES (2020). *Reference Manual for Intervention in Disadvantaged Areas*. Retrieved from http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/Referentiel-milieu-defavorise-AN.pdf

² OQLF (2020). Intersectionnalité. Retrieved from http://gdt.oqlf.gouv.qc.ca/ficheOqlf.aspx?Id_Fiche=26532478

Poverty: a manifestation of deprivation

“Condition of a human being who is deprived of the resources, means, choices and power necessary to acquire and maintain economic self-sufficiency or to facilitate integration and participation in society.”

(Québec Official Publisher, 2020³, art.2)

“[...] poverty and social exclusion may constitute obstacles to the protection of and respect for human dignity;

- the effects of poverty and social exclusion impede the economic and social development of Québec society as a whole and threaten its cohesion and equilibrium;
- the fight against poverty and social exclusion is a national imperative within the spirit of a universal movement which seeks to enhance the social, cultural and economic development of all human beings;

→ persons living in poverty and social exclusion are the first to act to improve their situation and that of their families, and whereas such improvement is linked to the social, cultural and economic development of the entire community;

→ it is appropriate to affirm the desire of Québec society as a whole to act in a coordinated manner and pursue a course of action designed to combat poverty and social exclusion; [...]"

(Québec Official Publisher, 2020⁴, preamble)

“[...] While poverty affects everyone differently, when some Canadians are left behind, all Canadians are impacted.”

(Government of Canada, 2018⁵, p. 8-9)

Deprivation has a significant impact on the educational success of students

In 1996, both the Conseil supérieur de l'éducation and the Estates General on Education called for urgent action on behalf of Montréal's schools, specifically for those in lower socioeconomic status neighbourhoods. At the onset of the AMSFA program, a great many students from Montréal's disadvantaged areas were:

- succeeding less in school than elsewhere in Québec,
- less likely to obtain a diploma than the Québec average,
- dropping out of school earlier.

To this day, this reality remains ever-present (MEES, 2017⁶, p. 26-27; CSE, 2016⁷, p. 2). Therefore, we must persevere in all our efforts to close these gaps in student success and student retention.

The main challenge of deprivation on educational success is the widening of the gaps in the student success and the student retention.

³ Québec Official Publisher (2020). *Act to Combat Poverty and Social Exclusion*, (CQLR, chapter L-7). Retrieved from <http://legisquebec.gouv.qc.ca/en/pdf/cs/L-7.pdf>

⁴ *Ibid.*

⁵ Government of Canada (2018). *Opportunity for All - Canada's First Poverty Reduction Strategy*. Retrieved from <https://www.cse.gouv.qc.ca/publications/cap-sur-lequite-rebe-2014-2016-50-0494/>

⁶ MEES (2017). *Policy on Educational Success*. Retrieved from <https://securise.education.gouv.qc.ca/en/policy-on-educational-success/>

⁷ CSE (2016). *Remettre le cap sur l'équité. Rapport sur l'état et les besoins de l'éducation 2014-2016*. Summary and report retrieved from <https://www.canada.ca/en/employment-social-development/programs/poverty-reduction/reports/strategy.html>

Identification of schools in disadvantaged areas: poverty indexes

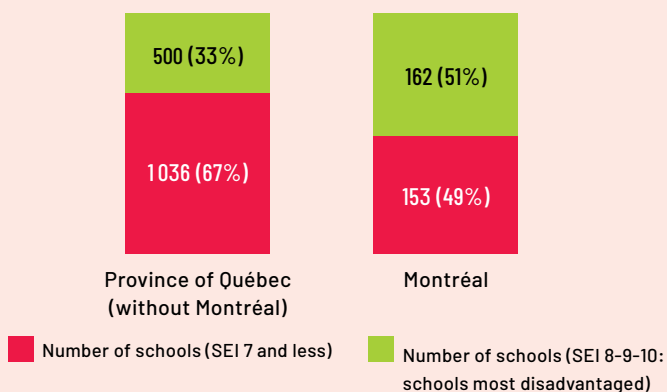
The Ministère de l'Éducation calculates two poverty indexes annually based on data from the Canadian Census on Québec families with children aged 0-18: the Socioeconomic Environment Index (SEI) and the Low Income Cut-off Index (LICO). AMSFA uses both indexes in its annual calculation of the Montréal index.

For more information on the identification of targeted schools, consult the [complete document](#).

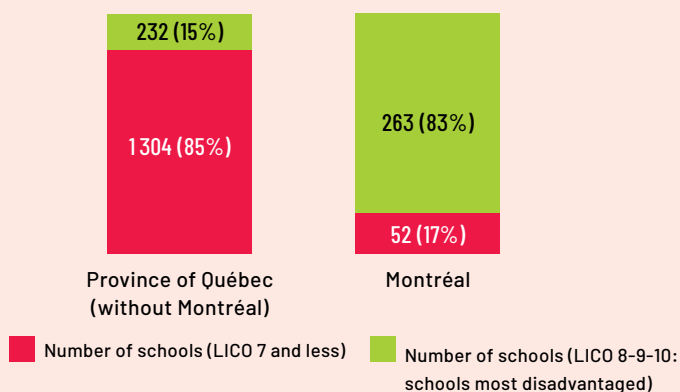
DEPRIVATION IN MONTREAL

"The Greater Montréal area faces a number of special complex challenges that often have an impact on many of the issues surrounding educational success. Because of its economic and demographic importance and its concentration of disadvantaged areas and ethnic communities, Montréal requires a special focus as well as targeted measures if it is to take part in achieving the objectives of the Policy on Educational Success." (MEES, 2017, p. 28)

BREAKDOWN OF PUBLIC ELEMENTARY SCHOOLS IN QUÉBEC ACCORDING TO THEIR SOCIOECONOMIC ENVIRONMENT INDEX (SEI) SCHOOL YEAR 2019-2020

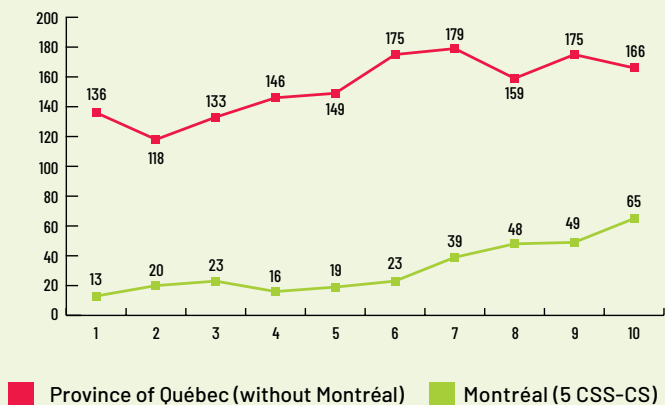


BREAKDOWN OF PUBLIC ELEMENTARY SCHOOLS IN QUÉBEC ACCORDING TO THEIR LOW INCOME CUT-OFF INDEX (LICO) SCHOOL YEAR 2019-2020

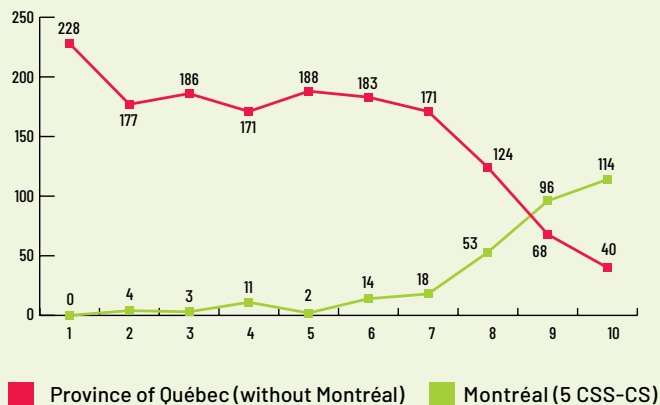


Source : MEQ, RIAREA, DILEI, Informational portal, Charlemagne system, data consulted on 2020-11-02

BREAKDOWN OF PUBLIC ELEMENTARY SCHOOLS IN QUÉBEC ACCORDING TO THEIR SOCIOECONOMIC ENVIRONMENT INDEX (SEI) RANKING SCHOOL YEAR 2019-2020



BREAKDOWN OF PUBLIC ELEMENTARY SCHOOLS IN QUÉBEC ACCORDING TO THEIR LOW INCOME CUT-OFF INDEX (LICO) RANKING SCHOOL YEAR 2019-2020



Source : MEQ, RIAREA, DILEI, Informational portal, Charlemagne system, data consulted on 2020-11-02



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