

## Examining Experiences of QTBIPOC Disabled Students in Canadian Post-Secondary Institutions

**Authors :** Manchari Paranthahan

**Abstract :** Higher education has often presented barriers to many communities as a result of its colonial roots. While higher education was initially created for white cis-males, student populations have become more diverse in the past few decades. Despite this increase in diversity, barriers like rising costs and hostile education settings continue to make higher education hard to access for certain demographics. These barriers and limitations are compounded for students who are intersectionality marginalized, such as Queer and Trans Black, Indigenous and People of Colour (QTBIPOC) Disabled students. As of 2021-2022, only 57.5% of the Canadian population between the ages of 25 - 64 held a college or university credential, with only 32.9% holding a bachelor's degree or higher. In that same time frame, only 0.64% of the students who successfully completed a higher education program identified as transgender or nonbinary. QTBIPOC Disabled students experience diverse forms of oppression while navigating education systems, often preventing them from completing their education successfully. This research project will investigate the complex experiences of intersectional marginalization of QTBIPOC Disabled students in Canadian post-secondary education systems. Through this investigation, this research seeks to reimagine more inclusive and accessible education systems in Canada and beyond. The social and academic experiences of QTBIPOC Disabled students in education systems are largely absent from scholarly literature, speaking to their continued marginalization and erasure from academic discourses. The lack of representation for this community in academia reinforces the idea that there is no space for marginalized bodies in further education, a discriminatory belief that this research project aims to investigate and reframe with this project. This research study will be informed by Critical Race theory, Queer Theory and Critical Disability Theories. Through a blend of critical narrative ethnography and ethnodrama for my methodological framing. Using these methodologies will speak to the intersecting factors that impact the experiences that QTBIPOC Disabled students have in education systems while offering space to analyze and create new systems of learning that benefits all students.

**Keywords :** QTBIPOC, queer, disability, pedagogy

**Conference Title :** ICPP 2025 : International Conference on Pedagogy and Psychology

**Conference Location :** Berlin, Germany

**Conference Dates :** July 22-23, 2025