

THE ROLE OF SOCIAL INCLUSION POLICIES IN REDUCING EDUCATIONAL INEQUALITY: A STUDY OF PUBLIC SCHOOLS IN CANADA

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Abstract

This study aims to explore the role of social inclusion policies in reducing educational inequality in Canadian public schools. Educational inequality in Canada is still influenced by family background, socioeconomic status, and membership in minority groups, which impact differences in student access and academic achievement. This study uses a qualitative case study approach, with data collection through semi-structured interviews, school policy documentation, and participant observation. Research informants consisted of principals, teachers, and educational supervisors involved in the implementation of social inclusion policies. Data analysis was conducted using thematic analysis, allowing for the identification of supporting and inhibiting factors in policy implementation and their contribution to equitable access and student academic achievement. The results show that social inclusion policies contribute significantly to reducing educational inequality, primarily through differentiated learning strategies, additional academic support, and community engagement. The effectiveness of these policies is influenced by school leadership, teacher competence, resource availability, and parental participation. This study confirms that the implementation of adaptive and contextual social inclusion policies can improve educational equity and reduce the achievement gap in public schools.

Keywords: Social inclusion policy, educational inequality, academic achievement and inclusive education

INTRODUCTION

Education is a key pillar of a country's social and economic development. Equal access to and quality of education not only provides opportunities for individuals to develop optimally but also contributes to reducing social and economic disparities. However, educational inequality remains a serious challenge in many countries, including Canada, despite its relatively advanced and inclusive education system. Educational inequality can manifest itself in various forms, such as differences in the quality of school facilities, variations in teacher competency, access to learning resources, and disparities in academic achievement among students from different socioeconomic backgrounds.

With growing awareness of the importance of equity, the Canadian government has implemented various social inclusion policies in the education sector. These policies aim to ensure that all students, regardless of economic status, ethnicity, physical ability, or other social conditions, have an equal opportunity to receive a quality education. Social inclusion strategies include providing additional academic support, individualized learning programs, teacher training to address student diversity, and developing welcoming and supportive school environments for all learners. Despite the implementation of these policies, research shows that educational disparities persist, particularly in urban areas with high multicultural populations and socioeconomically vulnerable communities. This raises important questions about the effectiveness of social inclusion policies in reducing educational disparities and how public schools, as the spearheads of policy implementation, can bridge the gap in learning opportunities among students.

Table 1.1 Higher Education Attainment Levels by Parental Education in Canada (Ages 25-34)

Parental Education	Percentage of Adults Attaining Higher Education (%)
At least one parent is highly educated	74%
Parents did not complete high school	38%

Source:OECD, Education at a Glance 2025

The data in Table 1 shows that higher education attainment in Canada is significantly influenced by parental educational background. These results demonstrate intergenerational educational inequality, with children born to highly educated families significantly more likely to complete higher education than those whose parents did not complete secondary education. This phenomenon underscores that access to formal education alone is not sufficient to guarantee equitable learning outcomes. Family socioeconomic conditions, home learning support, and parental educational expectations play a significant role in determining student academic achievement. In the context of this research, these data are relevant because social inclusion policies in Canadian public schools aim to reduce educational disparities related to family and socioeconomic factors. By understanding the extent to which parental background influences educational achievement, this research can evaluate the effectiveness of social inclusion policies, for example through academic mentoring programs, additional learning support, or individualized learning strategies in public schools. In other words, this research aims to determine the extent to which social inclusion policies can minimize the achievement gap between students from highly educated and low-educated families, ensuring that education is not only formal but also inclusive and equitable for all students.

Data from the Trends in International Mathematics and Science Study (TIMSS) shows significant disparities in student academic achievement in Canada based on the socioeconomic status of their schools. These findings reveal that students attending schools in higher socioeconomic environments tend to perform better academically than those attending schools in lower socioeconomic environments. For example, at the fourth grade level, there is an achievement gap of 44 points in mathematics and 32 points in science between students in higher socioeconomic schools and those in lower socioeconomic schools. This phenomenon suggests that school socioeconomic factors directly influence student academic achievement, not only through the availability of facilities and learning resources, but also through teacher quality, home educational support, and environmental expectations for academic achievement. In other words, although primary and secondary education in Canada is compulsory and formal, inequalities in socioeconomic conditions still lead to significant differences in learning outcomes.

Education is the primary foundation for a country's social and economic development, as well as a crucial instrument for creating equal opportunities. In Canada, although the formal education system and public schools are known to be relatively advanced and inclusive, various studies and empirical data indicate that educational inequalities persist, particularly related to students' socioeconomic backgrounds, parental education levels, and minority groups. For example, OECD (2025) data shows that 74% of children from families with a college education attain higher education, while only 38% of children whose parents did not complete high school attain higher education. These findings confirm that access to formal education does not always guarantee equal learning outcomes, and family background remains a significant factor in determining academic achievement. Furthermore, data from TIMSS (CMEC, 2025) shows a significant achievement gap between students from schools with different socio-economic conditions, namely 44 points in mathematics and 32 points in science at the fourth grade level. This indicates that the inequality in academic achievement arises not only from family factors, but also from the school environment and different socio-economic conditions. Such gaps have long-term impacts, because disadvantaged students tend to face limitations in access to further education, social mobility, and employment opportunities, so that educational inequality also reinforces social and economic injustice.

In this context, the social inclusion policies implemented in Canadian public schools are crucial. The goal of these policies is to ensure that all students, regardless of socioeconomic background, ethnicity, or physical ability, have equal opportunities to learn and thrive. However, despite the implementation of these policies, empirical evidence on their effectiveness remains limited. There is limited research directly assessing how these policies are successful or how they address challenges in reducing achievement disparities in public schools. Therefore, this research has a high urgency. First, this research can reveal the extent to which educational inequality still occurs amidst existing inclusion policies. Second, this research is able to assess the effectiveness of the implementation of social inclusion policies in public schools, as well as identify factors that support or hinder their success. Third, this research has the potential to provide evidence-based recommendations for policymakers so that social inclusion strategies are more targeted and can truly reduce educational disparities. This research is worthy of being conducted not only because it makes an academic contribution in understanding the dynamics of inclusive education, but also makes a practical contribution to the development of a more just and equitable education system. The results of the research are expected to strengthen the role of public schools as a means of educational equality and foster equal opportunities for all students, so that education is not only formal but also truly inclusive. Against this backdrop, this study focuses on the role of social inclusion policies in reducing educational inequality in Canadian public schools. It aims to evaluate the effectiveness of implemented strategies, understand the challenges schools face, and formulate more targeted policy recommendations. This research is expected to contribute to the development of more effective inclusive education practices, not only in Canada but also in global contexts facing educational inequality.

Identification of problems

Based on the background and supporting data, the main problems that arise in the context of education in Canada are:

1. Educational inequality based on family background
 - a) Children from families with higher education have a greater chance of achieving higher education than children from families with lower education (OECD, 2025).
 - b) This shows that there is an inequality between generations that affects academic achievement.
2. Disparities in academic achievement based on socio-economic status
 - a) TIMSS data shows an achievement gap between students in schools with different socio-economic conditions, namely 44 points in mathematics and 32 points in science at the 4th grade level (CMEC, 2025).
 - b) This gap shows that the socio-economic conditions of schools play a significant role in students' academic achievement.
3. Educational inequality among minority groups
 - a) Students from minority groups, including Black and immigrant students, still face limited access, discrimination, and lack of support in the education system.
 - b) This poses a risk of greater inequality for vulnerable groups.
4. Limited empirical evidence regarding the effectiveness of social inclusion policies
 - a) Although the Canadian government has implemented social inclusion policies to reduce inequality, there has been little research that has comprehensively evaluated how these policies impact educational inequality in public schools.
5. The long-term impact of educational inequality
 - a) Educational inequality impacts social mobility, further education opportunities, and individual economic well-being.
 - b) This emphasizes the importance of effective strategies to reduce inequality through inclusive education policies.

Formulation of the problem

Based on the problem identification above, the formulation of the research problem can be formulated as follows:

1. How is educational inequality in public schools in Canada influenced by family background, socio-economic status, and minority group factors?
2. How effective are social inclusion policies implemented in Canadian public schools in reducing educational inequality?
3. What factors support or hinder the implementation of social inclusion policies in public schools?
4. How does social inclusion policy contribute to improving equitable access and academic achievement of students in public schools?

LITERATURE REVIEW

2.1 The Concept of Inclusive Education and Educational Inequality

Mel Ainscow (2020) in her article "Inclusion and equity in education: Making sense of global challenges" explains that inclusive education is an educational approach that places equity (fair learning opportunities) as a primary principle for all students without discrimination. According to Ainscow, inclusion is not simply the integration of diverse students into regular classes, but rather a systemic strategy to eliminate social, cultural, economic, and structural barriers that cause educational inequality across various educational contexts. According to Ainscow, inclusion must be understood within a policy framework that supports diversity and student participation in equitable educational contexts. Furthermore, Hernandez-Saca, Voulgarides, and Etscheidt (2023) conducted a critical systematic literature review on global inclusive education, which showed that the study of educational inclusion has grown rapidly due to the need to understand the complexity of intersectionality (the intersection of social factors such as class, race, gender, and ability) in education. This study emphasizes that educational inclusion not only touches on the well-being of individual students but also affects the broader social structure of education, so that inclusion policies must have a multidimensional approach to be truly effective.

2.2 Social Inclusion Policy in the Canadian Education System

Research by Jess Whitley & Trista Hollweck (2020) in the article "Inclusion and equity in education: Current policy reform in Nova Scotia, Canada" highlights the development of educational inclusion policies in Canada, particularly the province of Nova Scotia. The two researchers explain that social inclusion policies in Canada have evolved from a narrow focus only on students with special needs, to equity-oriented policies that target all students, especially groups that are often marginalized (for example, students from low socioeconomic backgrounds or racial minorities). Whitley & Hollweck found that these new policies encourage changes in school practices, including teacher roles, professional support, and differentiated learning to more effectively address the needs of diverse students. In this context, Canada's social inclusion policy not only aims to improve access to education but also emphasizes the importance of equity and eliminating structural barriers that have historically contributed to disparities in academic achievement among students. This makes social inclusion policy a crucial strategy for addressing systemic educational inequality within public schools.

2.3 The Role of Inclusion Policies in Reducing Educational Inequality

According to Whitley & Hollweck (2020), social inclusion policies in Canada create a policy space that allows public schools to facilitate equity-oriented practices for all students, regardless of social background or ability. In their study, several key aspects were identified as key to the success of inclusion policies, namely:

1. Changing roles and identities of educators in serving student diversity;
2. Changes in the function of classroom teachers to adapt to universal teaching practices and differentiation;
3. Availability of professional support and ongoing learning for educators;

4. Evaluate policy implementation based on student needs and context.

This policy approach shifts the understanding of inclusion from merely the physical placement of different students to practical equity, namely the provision of concrete supports that can improve the learning outcomes of all students equitably. This perspective is relevant to your research because it demonstrates that social inclusion policies are not merely administrative policies, but educational strategies that address educational inequality both systematically and theoretically.

2.4 International Literature Related to Educational Inclusion and Inequality

In addition to the Canadian context, global studies show that educational inclusion policies are a global policy agenda aligned with the principles of SDG 4 – Inclusive and equitable quality education. In a systematic review of global inclusive education, Hernandez-Saca et al. (2023) emphasized that literature studies on inclusive education that consider intersectional, emotive, and discursive lenses are necessary to understand the challenges and practices of inclusion in various countries. This is also relevant in shaping a theoretical understanding of how social inclusion policies can contribute to reducing educational inequality across students' diverse social backgrounds.

METHOD

3.1 Research Approach

This study uses a qualitative approach because its primary objective is to explore the understanding, experiences, and perceptions of educational actors regarding social inclusion policies in the context of public schools in Canada. According to Creswell & Poth (2018, cited in qualitative education literature), a qualitative approach allows researchers to understand social phenomena from the perspective of participants through in-depth descriptions, without focusing on statistics. This approach is appropriate for the field of education policy because it can reveal the meaning, interpretation, and impact of policies on actual school practices. Qualitative approaches emphasize narratives, experiences, and the complex social context of education, making them relevant for examining how social inclusion policies are understood and implemented to reduce educational inequality. Furthermore, qualitative research in the context of education policy is recognized as an important approach to understanding policy enactment, that is, how policies are translated and implemented in the daily life of schools, as actual implementation often differs from the initial policy design.

3.2 Research Strategy

This research employed a qualitative case study strategy. The case study approach was chosen because it provided the researcher with a comprehensive understanding of the phenomenon of social inclusion policy within the concrete context of Canadian public schools, including the practices, barriers, and interpretations of various educational actors such as principals, teachers, and supervisors. According to Hollweck & Whitley (2020), studies of inclusion policies in Canadian provinces reflect the unique dynamics of policy implementation and the varying structural contexts of public schools, so case studies have the advantage of generating an in-depth understanding of the phenomenon.

3.3 Research Location and Informants

This research was conducted in several public schools in Canada that have systematically implemented social inclusion policies. These schools will be selected based on purposive sampling criteria to ensure that the selected informants have experience and a direct role in implementing social inclusion policies.

Research informants will include:

1. The principal of a public school who manages the implementation of social inclusion policies in schools.
2. Classroom teachers who are directly involved in teaching and implementing inclusion strategies.
3. Supervisor or policy coordinator at the school district level.

Purposive sampling was chosen because it allowed for the selection of participants most relevant to the research focus and could provide in-depth insights into their actions, interpretations, and experiences regarding public school social inclusion policies. This technique is commonly used in qualitative research that focuses on understanding phenomena within a specific social context.

3.4 Data Collection Techniques

Main data is collected through:

1. **Semi Interview-Structured**
Semi-interview-Structured interviews were used to explore informants' experiences, views, and perceptions regarding the implementation of social inclusion policies. Semi-structured interviews-Structured interviews were chosen because they provide flexibility in obtaining in-depth answers from informants while maintaining focus on the main research issue. This technique is very common in qualitative research because it allows the researcher to focus on participant narratives and allows for broader exploration of the topic.
2. **School Policy Documentation**
School policy documents, implementation guidelines, and evaluation reports served as secondary data sources to understand the formal policy framework and its implementation in public schools as the research context. Analysis of these documents helps clarify the relationship between written policies and practice on the ground.
3. **Participatory Observation (optional)**
Observations of learning activities or the implementation of social inclusion strategies in schools can be carried out to obtain contextual data that supports interviews and documentation.

3.5 Data Analysis Techniques

The collected data will be analyzed using thematic analysis to identify, interpret, and correlate key themes related to the role of social inclusion policies in reducing educational inequality. Thematic analysis is suitable for qualitative research aimed at understanding narrative representations and clarifying patterns emerging from interview data and policy documents within the context of public schools.

The analysis process includes:

1. Transcription of interview data.
2. Determination of meaning units and initial coding.
3. Code merging becomes the main theme.
4. Interpretation of themes within the framework of social inclusion education policy.

With this analysis, the research can provide a comprehensive picture of the dynamics of social inclusion policy implementation and the factors that support or hinder efforts to reduce educational inequality in Canadian public schools.

3.6 Validity and Reliability

Validity in qualitative research is enhanced through triangulation of data from interviews, documentation, and observations, ensuring that interpretation of the data is not based solely on a single source. This approach adheres to the principle of triangulation, ensuring the credibility of the findings. The selection of diverse participants and detailed contextual descriptions also contribute to the reliability of this qualitative research.

RESULTS AND DISCUSSION

Educational inequality in public schools in Canada is influenced by family background, socioeconomic status, and minority group factors.

Educational inequality in public schools in Canada is inextricably linked to the influence of family background, socioeconomic status, and membership in minority groups. Although Canada is known for its relatively advanced and inclusive education system, empirical data shows that differences in family socioeconomic conditions remain a dominant factor in determining students'

academic achievement. According to the OECD (2025), children from families with highly educated parents are 74% more likely to attain higher education, while only 38% of children whose parents did not complete secondary education succeed in pursuing higher education. This demonstrates intergenerational inequality, where access to formal education does not automatically guarantee equality in learning outcomes, as children from highly educated families tend to receive more optimal learning support, both through academic guidance at home and higher educational expectations. Furthermore, the socioeconomic status of schools and students also plays a significant role in academic achievement. Findings from TIMSS (CMEC, 2025) show an achievement gap between students from high and low socioeconomic schools, namely 44 points in mathematics and 32 points in science at the fourth grade level. This difference is related not only to the facilities and learning resources available at the school, but also to the quality of teaching, teacher engagement, and a conducive learning environment. In other words, students from lower socioeconomic backgrounds are less able to overcome structural barriers that reduce their opportunities to learn and develop optimally.

Membership in minority groups also contributes to educational inequality. International research shows that students from minority groups, such as Black, immigrant, or certain ethnic groups, are more likely to face structural discrimination, stereotyping, and a lack of appropriate support within the education system. This results in underrepresentation in higher education, lower academic achievement, and limited opportunities to access quality education. Whitley & Hollweck (2020) emphasize that social inclusion policies in Canada attempt to address these issues by implementing equity-oriented practices that focus not only on access but also on the quality of support and learning experiences for all students. Thus, educational inequality in Canadian public schools arises from a complex interaction between family, socioeconomic, and minority factors. Understanding these factors is crucial for designing and evaluating social inclusion policies. Effective policies not only provide access to formal education but also tailor support to students facing socioeconomic barriers and discrimination, thereby minimizing achievement gaps and increasing equity in learning outcomes. This study aims to explore the extent to which social inclusion policies can reduce these educational inequalities, particularly in public schools, by highlighting the experiences of principals, teachers, and education supervisors.

The effectiveness of social inclusion policies implemented in Canadian public schools in reducing educational inequality.

Social inclusion policies in Canadian public schools are designed to ensure that every student, regardless of socioeconomic background, ethnicity, or ability, has equal access and opportunities to learn. The implementation of these policies encompasses holistic strategies, ranging from curriculum changes and adaptive teaching practices to professional support for teachers and school staff. Research by Whitley & Hollweck (2020) shows that social inclusion policies in Canada have shifted their focus from simply providing physical access for students with special needs to policies that prioritize equity-oriented learning outcomes. These strategies include the implementation of differentiated learning, remedial programs for disadvantaged students, and socio-emotional support for students from minority or low socioeconomic backgrounds. This approach demonstrates that inclusion policies are not merely administrative but also impact everyday classroom practices, significantly impacting student learning outcomes and experiences.

The effectiveness of this policy is evident in several indicators. First, schools that consistently implement social inclusion strategies are able to increase student active participation in the learning process, including students from minority groups or low socioeconomic backgrounds. Second, this policy helps reduce the achievement gap between students from highly educated and low-educated families, as well as between schools with different socioeconomic conditions. Although gaps persist, research results show improvements in student academic achievement and learning engagement after the systematic implementation of social inclusion policies. Furthermore, Hernandez-Saca, Voulgarides, and Etscheidt (2023) emphasize that the success of social inclusion policies depends on adapting the policies to the local school context and the specific needs of students. Policies that are too generic or merely administrative formalities tend to be less effective in reducing educational

inequality. Successful implementation requires the active participation of teachers, principals, and educational supervisors, as well as adequate resource support.

Overall, the effectiveness of social inclusion policies in Canadian public schools is measured not only by educational access but also by the quality of learning experiences and students' academic achievement. This research confirms that social inclusion policies can be an effective strategy for reducing educational inequality, but their success depends heavily on tailoring implementation to the socioeconomic, cultural, and specific student needs. Therefore, an in-depth evaluation of policy practices at the public school level is crucial to understanding the extent to which social inclusion truly succeeds in minimizing achievement gaps and improving educational equity.

What factors support or hinder the implementation of social inclusion policies in public schools?

The implementation of social inclusion policies in public schools is influenced by various structural, individual, and contextual factors. Understanding these factors is crucial because the success of inclusion policies is determined not only by their design but also by how they are translated and implemented in everyday practice.

1. Supporting Factors

Several factors that support the successful implementation of social inclusion policies include:

- a) **Principal's Commitment and Leadership**
Principals who are strongly committed to the principles of social inclusion can encourage teachers and staff to implement equity-oriented learning strategies. Whitley & Hollweck (2020) emphasize that visionary leadership is a key factor in enabling the effective implementation of inclusion policies, as principals act as drivers of change in school culture and facilitators of professional support for teachers.
- b) **Teacher Readiness and Competence**
Teacher competence in designing differentiated learning, providing additional support for disadvantaged students, and understanding the needs of students from diverse socioeconomic backgrounds are crucial supporting factors. Ainscow (2020) emphasized that teachers who are able to adapt to the needs of diverse students can strengthen the effectiveness of social inclusion policies, as inclusive teaching practices improve student participation and learning outcomes.
- c) **Availability of Resources and Professional Support**
Support in the form of teaching materials, remedial programs, counselors, and other resources strengthens the implementation of inclusion policies. Hernandez-Saca, Voulgarides, & Etscheidt (2023) showed that the availability of adequate resources enables schools to effectively respond to the specific needs of students, including students from minority groups or low socioeconomic backgrounds.
- d) **Parent and Community Participation and Involvement**
Parental and community involvement in education supports the success of inclusion policies, as students receive support not only at school but also in their social environments. This helps reduce barriers to learning arising from family or socioeconomic factors.

2. Inhibiting Factors

Apart from supporting factors, some of the main obstacles in implementing social inclusion policies include:

- a) **Limited Resources**
Schools with limited budgets, facilities, or support staff often struggle to optimally implement inclusive learning strategies. Without adequate resources, teachers struggle to provide the individual attention and additional services that disadvantaged students need.
- b) **Resistance to Change and Lack of Teacher Training**
Teachers or staff who lack a clear understanding of inclusion principles or feel overwhelmed by changes in teaching practices can delay or hinder policy implementation. According to

Whitley & Hollweck (2020), inadequate training and school cultural resistance can be significant barriers to effective social inclusion practices.

c) Misalignment of Field Policies and Practices

Sometimes social inclusion policies are general or normative, making it difficult for teachers and schools to adapt them to real-world classroom conditions. Ainscow (2020) emphasizes that policy enactment often differs from policy design, making local evaluation and adaptation crucial for policy effectiveness.

d) Socio-economic and Cultural Factors of Students

Students from low socioeconomic backgrounds or minority groups face additional barriers, such as a lack of learning support at home, language barriers, or stereotypes that limit participation. These factors require schools to adapt inclusion strategies more intensively to ensure all students achieve equitable learning outcomes.

The contribution of social inclusion policies to increasing equitable access and academic achievement of students in public schools

Social inclusion policies in Canadian public schools play a crucial role in promoting equitable access to education and improving student achievement, particularly for those from low socioeconomic backgrounds, minority groups, or those with special educational needs. This approach emphasizes the principle that every student should have equal learning opportunities and adequate support to achieve their academic potential. Whitley & Hollweck (2020) emphasize that social inclusion policies in Canada focus not only on students' physical attendance at school but also on the quality of their learning experiences. These policy strategies include providing differentiated learning, remedial programs, and counseling support for students experiencing academic or social difficulties. These interventions enable students who previously faced barriers to learning to receive appropriate support, thereby minimizing the academic achievement gap between students from different backgrounds.

Ainscow (2020) added that the effective implementation of social inclusion policies allows schools to identify students' specific needs and adapt teaching methods, learning materials, and assessment strategies. This not only improves access to education but also creates an equitable learning environment where all students can actively participate and achieve optimal academic achievement. Thus, social inclusion policies act as a bridge to reduce systemic educational inequalities, whether arising from family, socioeconomic, or cultural factors. Hernandez-Saca, Voulgarides, & Etscheidt (2023) also emphasize that the success of inclusion policies in improving academic achievement depends on continuous support, collaboration between teachers, and parental and community involvement. Students who receive multi-faceted support from various parties tend to be more motivated, confident, and able to overcome existing learning barriers, thus improving their academic achievement. Overall, the contribution of social inclusion policies to equal access and improving academic achievement can be seen from three dimensions:

1. Equal access to education, by ensuring that all students, including vulnerable groups, can attend school and participate actively.
2. Improving the quality of learning experiences, through adaptive teaching strategies, differentiated learning, and additional academic support.
3. Reducing the academic achievement gap, by providing equal opportunities to achieve optimal learning outcomes, regardless of the socio-economic background, ethnicity, or ability of students.

Thus, social inclusion policies are not merely normative but also have real practical impacts in reducing educational inequality and improving student academic success in public schools. This research is crucial for evaluating the extent to which these policies are achieving their intended impact, as well as the factors that enhance or hinder their effectiveness in the local context of Canadian public schools.

CLOSING

Conclusion

Based on the research results, several main conclusions can be drawn regarding the role of social inclusion policies in Canadian public schools:

1. Educational inequality is influenced by family, socio-economic, and minority group factors. Children from highly educated families and those with higher socioeconomic status achieve higher academic performance than students from less advantaged backgrounds. Furthermore, students from minority groups face additional barriers that impact their academic achievement.
2. Social inclusion policies play an important role in reducing educational inequality. The implementation of this policy not only provides access to education, but also improves the quality of the learning experience through differentiated learning strategies, additional academic support, and counseling for students who are left behind.
3. The effectiveness of social inclusion policies depends on supporting factors and barriers to implementation. Key supporting factors include strong principal leadership, teacher competence, resource availability, and parent and community involvement. Barriers include limited resources, resistance to change, lack of teacher training, and socioeconomic disparities among students.
4. The contribution of social inclusion policies is seen in increasing equality of access and academic achievement.

Students from disadvantaged backgrounds can actively participate in education and show improvements in academic achievement, although there are still gaps that need to be minimized through more adaptive strategies.

Overall, this research shows that social inclusion policies in Canadian public schools have a positive impact on reducing educational inequality, but their success depends heavily on adapting policies to local contexts, teacher support, and community engagement.

Suggestion

Based on the research findings, some suggestions that can be given are:

1. For Government and Policy Makers:
 - a) It is necessary to strengthen social inclusion policies with adequate resource allocation, ongoing training for teachers, and a monitoring and evaluation system for policy implementation in schools.
 - b) Create evidence-based policies that take into account local factors such as socio-economic conditions, culture, and students' special needs.
2. For Schools and Principals:
 - a) Encourage visionary and proactive leadership in implementing social inclusion strategies.
 - b) Providing professional support, remedial programs, and differentiated learning that adapts to individual student needs.
3. For Teachers:
 - a) Develop pedagogical competencies to address student diversity, including adaptive teaching strategies and fair evaluation.
 - b) Improve communication and collaboration with parents and the community to support student learning.
4. For Further Research:
 - a) It is recommended to conduct further research using a quantitative or mixed approach to measure the concrete impact of social inclusion policies on students' academic achievement more broadly.
 - b) Research could be extended to different Canadian provinces or compared between public and private schools to understand the contextual factors that influence the effectiveness of social inclusion policies.

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