

UNESCO's International Standard Classification of Education (ISCED) 2 and 3

Word count: 1000 – 1500 words

All articles for the SECONDARY EDUCATION section need to be written in accordance with:

1. [Guidelines for Contributors](#)

Please refer to this separate document supplied with your contract.

2. Relevant Article Outline

Please refer to the relevant outline in this document and cover the themes listed using the prescribed subheadings in the order they appear in the outline. If you feel some themes/topics are more relevant than others to your region, please write more or less under each subheading as appropriate. If you feel that there are themes not listed in the description that should be covered in your article, or that the structure does not work well for your region, please contact your Regional Editor.

- [Overview](#)
- [Access](#)
- [Assessment](#)
- [Bilingualism and Multilingualism](#)
- [Curriculum](#)
- [Digital Technologies and Online Learning](#)
- [Government, Policy and the Role of the State](#)
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- [Special Educational Needs and Disabilities](#)
- [Transitions](#)

3. UNESCO ISCED 2011 classification

SECONDARY EDUCATION section of the resource is defined according to UNESCO ISCED 2011 classification.

When writing your article please refer to the ISCED manual and ensure that in your article you cover the correct stages of education. Both the ISCED manual and ISCED mappings for a number of countries are available here: <http://uis.unesco.org/en/isced-mappings>

Secondary Education ISCED 2: Refers to *lower* secondary education; this is the first stage of secondary education building on primary education, typically with a more subject-oriented curriculum.

Secondary Education ISCED 3: Refers to *upper* secondary education; this is the second/final stage of secondary education preparing for tertiary education and/or providing skills relevant to employment. Usually with an increased range of subject options and streams.

With these definitions in mind, describe the provision of lower and upper secondary education in your country in each of the article topics that follow.

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OVERVIEW

Your overview of lower and upper and upper secondary education in your country should discuss the topics below:

1. **Structure of secondary education:** What are the different types of lower and upper secondary education systems that exist in your country (such as urban, rural, or other)? Within these systems, what types of schools provide ISCED 2 education in your country? What are the characteristics of children (age range) that attend these schools? How are secondary schools structured and organised? How are these schools funded?
2. **National strategic framework:** Describe the national strategic framework related to secondary education in your country. How are schools established, managed, governed and controlled?
3. **Demographics:** What are the demographics for lower and upper secondary education in your country? What is the range of sizes of a secondary school?
4. **Trajectories:** Explain the pupils' trajectory in secondary education. For instance, what educational experiences students may have had before they enter the lower and upper secondary sector and what types of school they go into on completion of secondary education.
5. **Curriculum:** How is the lower and upper secondary school curriculum determined and by whom? How is the curriculum organised (please describe and include examples for the lower and upper secondary grades including weekly schedules if possible)? What is the approach to learning in lower and upper secondary schools (for instance inquiry-based or repetition / memorization)?
What is the relative importance of subjects, curriculum areas, topics in the curriculum? Is there a universal curriculum covering all secondary schools or do some schools specialise, for example in relation to sport, arts, languages or religion? What importance is attached to the learning of literacy, numeracy and STEM subjects and how are these taught?
6. **Teachers** Who are the teachers and other school personnel? Are there specialist teachers for some subjects or are teachers required to cover the whole curriculum? Who else work in lower and upper secondary schools? How is their work coordinated?
7. **Teaching in secondary schools:** What characterizes teaching in secondary schools? How is the school day organised? What forms of teaching (teacher centred, participatory, others) are used in what subjects? What forms of assistance are available to teachers?
8. **Language of instruction:** Is there one language of instruction or more? How is the delivery of instruction in different languages occur?
9. **Relationships with other agencies:** What are the relationships between schools and other social services, including the health service, social work, the police, etc.?
10. **Internal and external accountability:** What are the systems of internal and external accountability in secondary schools? How is pupils' progress measured and what use is made of these measurements? Are teachers evaluated periodically and how? Are there formal procedures for monitoring and evaluating secondary schools (e.g. inspection, national or local examinations, publication of results)?
11. **Community involvement:** What is the degree of community involvement in secondary schools? Do parents and local councils have a role in school governance?

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ACCESS**

Your article on access and equity in lower and upper secondary education in your country should discuss the topics below:

1. **Research on access and equity:** What does the research say about the role that personal or social circumstances limit opportunities to engage in lower and upper secondary education? What is the coverage for lower and upper secondary education in your country? What is the proportion who attend relative to those eligible? Are there any alternative forms of provision (education at home, community provision etc.)? Once enrolled in lower and upper secondary education, what are the dropout rates among these pupils? Please provide national and local level statistics.
2. **Demographics:** What are the demographics? At what age are they able to start secondary education? What happens if children do not enter secondary school?
3. **Policies and regulations:** Are there any policies / regulations concerning access? Describe what policies exist to guarantee that all children have access to secondary education? Who decides which secondary school a particular child will attend? Are there clear procedures governing this? What factors are taken into account?
4. **Entry and exit:** Do secondary schools have special entry and exit requirements? For entry how are pupils assessed? Are there tests, auditions, examinations? Do children leave secondary school at a particular age or may they be required to stay until they have completed a particular grade?
5. **Funding:** Who provides the funding and other supports for secondary schools? Is secondary school provision entirely funded by the state? Do parents have to make a financial contribution? Are pupils required to wear a school uniform? Who pays for this? Are pupils provided with any meals? Breakfast, lunch, milk, snacks, etc.? Who pays for these? If there is specialist tuition, for example learning a musical instrument, how is this managed and funded? Do children attend offsite field experiences, residential or not, and if so, how is the cost of these covered?
6. **Teacher quality:** Do all children have access to qualified teachers? Is there variation across secondary school levels and location? Are there teachers shortages in what areas and in what subjects?
7. **Instructional materials and resources:** Do all children have access to instructional materials and resources such as textbooks? Labs? Instructional technology?
8. **Transitions:** What are the key transitions for secondary pupils? How is it decided which school a child will attend following their secondary education?

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ASSESSMENT

Your article on assessment in lower and upper secondary education in your country should discuss the topics below:

1. **Research on assessment:** What does the research say about the role of assessment international, national, and local in lower and upper secondary education?
2. **Systems of assessment:** Describe **the systems of assessment in** secondary education. How is pupils' learning assessed and measured? At the national and local levels? Does your country participate in international testing programmes?
3. **Examinations:** What kinds of examinations exist and when are they implemented? Are there national tests? Local tests? If so, describe them. At what age are they taken and in what subjects? What form do the tests take? How are pupils assessed on entry into the secondary school and by whom? Is there some form of 'baseline assessment'? Are any records of development or achievement passed to the secondary school by previous school providers?
4. **Formative and summative assessment:** What is the balance and relationship between formative and summative assessment procedures in secondary education?
5. **Use of assessments to guide classroom teaching and learning:** What is the use of assessment results at the national, local and school levels? How is pupils' progress in different subjects measured? How do teachers make use of the outcomes of assessment procedures? Are these results used to improve systems at local levels and in the schools? Can you give examples of such use?
6. **Accountability:** Are assessments aligned with accountability systems and standards? Are there standards that pupils are expected to reach in particular areas of learning? What happens when pupils are failing to meet or indeed exceeding these expectations? Are assessment results used for accountability purposes such as evaluation of states, schools or teachers? Are teachers and/or head teachers and/or schools judged by assessment results of the pupils they are responsible for? What information is given to parents about their children's progress and /or attainment? Are test or examination results published and if so, how and where are they made available?
7. **Transitions:** Concerning transitions, when pupils are preparing to move to the next level of education are there assessments, the outcomes of which may determine what forms of provision are available to them?
8. **Special learning needs:** What assessments are made of pupils who are believed to have special learning needs and how are these used? How are pupils who are thought to be exceptionally talented in particular areas of learning assessed and what provision may result from such assessment?

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BILINGUALISM AND MULTILINGUALISM

Your article on bilingualism and multilingualism in lower and upper secondary education in your country should discuss the topics below:

1. **Research on bilingualism and multilingualism**: What does the research say about bilingualism and multilingualism in lower and upper secondary education? Does the education system in your country promote competence in multiple languages during secondary schooling? What languages are supported, if any? How many languages at the time can pupils in secondary school study?
2. **Curriculum**: Describe the variation in the language curriculum taught in secondary schools if any.
3. **Teachers and other personnel**: Who teaches languages in secondary schools? How are these teachers prepared? How is teaching quality evaluated? What supports are given to students who do not speak the language of instruction in secondary schools?
4. **Identity**: How do the linguistic and cultural characteristics of a child's family background shape their sense of identity and wellbeing? Does being part of a majority or minority ethnic group in your country impact on community acceptance of language learning and its benefits, and if so, how?
5. **Challenges**: What are the key challenges in promoting bilingualism and multilingualism in secondary education? Identify relevant issues and indicate how these issues have been evolving in your country.

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CURRICULUM

Your article on the curriculum in lower and upper secondary education in your country should discuss the topics below:

1. **Research on curriculum**: What does the research say about the structure and impact of the secondary curriculum in lower and upper secondary education?
2. **Curriculum process**. Describe the process for designing, approving, and implementing the secondary school curricula in your country. Is it developed by a central institution? How much involvement is there with local, national, and international industry leaders in helping to shape curricula?
3. **Textbooks**: How are the textbooks developed? Who are the main publishers? Are there subsidies provided to pupils and their families?
4. **Teaching Resources**: Are there teacher guides provided alongside textbooks?
5. **Standards**: Are there curriculum standards central or local that shape the secondary school curriculum?
6. **Content**: Describe the curricular contents for lower and upper secondary schools including a weekly and monthly schedule for every year of secondary schooling in the country.
7. **Assessments**: Who designs examinations for secondary schools? How frequently are they administered?
8. **Stakeholders**: Describe the key stakeholders and labour/economic market sources that are (or should be) engaged in helping to determine current and future curriculum for secondary schools?
9. **Other influences**: To what extent has globalization influenced the secondary school curriculum?

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DIGITAL TECHNOLOGIES AND ONLINE LEARNING

Your article on digital technologies and online learning in lower and upper secondary education in your country should discuss the topics below:

1. **Research on digital technologies and online learning:** What does the research say about digital technologies and online learning in lower and upper secondary education in your country?
2. **History:** What is the history of innovation concerning instructional technology (IT) in secondary schools? Where does funding come from in supporting IT in secondary schools?
3. **Infrastructure:** Describe the instructional technology (IT) infrastructure that exists in your country in the provision of secondary education through radio, television or digital technologies. What are the strengths and weaknesses of this infrastructure system? How can secondary schools help overcome the weaknesses and take advantage of existing strengths? Are there technologies that are more prevalent in some areas and schools than in others?
4. **Challenges:** What are the unique challenges that your country faces in terms of delivering secondary education to its citizens via technology?
5. **Opportunities:** What role does technology play in providing secondary education opportunities to those who live in the most rural and remote locations of your country?
6. **Technology and other innovations:** How is technology changing secondary education delivery in your country? Are there other innovations that are influencing how secondary students learn? How teachers teach? Who attend schools?

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GOVERNMENT, POLICY AND THE ROLE OF THE STATE

Governments at the national or local levels dictate policy or regulations that form the basis for the way education functions within a country. Thus, the state has a key role in education including lower and upper secondary education. Your article on the role of government, policy and the state in lower and upper secondary education in your country should discuss the topics below:

1. **Research on government, policy and the role of the state:** What does the research say about the role of government, policy and the state in lower and upper secondary education in your country?
2. **Policies:** Provide an overview of current government policies or laws related to secondary education in your country.
3. **Governance:** Is secondary education policy made at the central, state or local level of governance? Who are the organisms that issue policy mandates? How are these communicated and implemented at the school level? Who participates in the development of policies? Is there consultation among different groups of stake holders before policies are issued?
4. **Links with other organizations:** What is the role of other organizations such as teacher unions, higher education institutions, private organizations, or international organization in secondary education policy?
5. **Autonomy:** How much autonomy are lower and upper secondary schools afforded in terms of the curriculum, examinations, and standards? Who determines the texts that are used in secondary schools?
6. **Globalization:** What is the interaction between global trends and national secondary education policy? What is the role of international tests, lending agencies, etc. on policy and governance in lower and secondary education?

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HISTORICAL CONTEXT

The articles relating to historical context in your country should laid out a chronology of the evolution of the evolution of secondary schooling in your country and the forces that have influenced these changes.

1. **Historical and conceptual evolution of lower and upper secondary education:** Describe the historical and conceptual evolution of lower and upper secondary education in your country from its beginnings to the present. What have been the key moments in the evolution of the different modalities, regulations or laws that gave origin to these modalities, and the different forces/organisms that intervened. What philosophy guides lower and upper secondary education in your country?
2. **Chronology of changes:** How has secondary education changed over time in your country? Provide a historical overview of the expansion of secondary education in your country.
3. **Governance:** What is the history of government policies and major initiatives related to secondary education in your country)? How have these policies and major initiatives helped shape the current status of secondary education in your country?
4. **Structural changes:** What structural changes if any have occurred in secondary education in your country?
5. **Trends and projections:** What trends have occurred over the past 20 years in lower and secondary education? What trends are projected to continue in the future?
6. **Role of technology and other innovations:** How has technology influenced secondary education in your country? What other innovations have influenced the character, content or the delivery of secondary education in your country?

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INCLUSION AND MARGINALISATION OF LEARNERS

Your article on inclusion and marginalization of learners in lower and upper secondary education in your country should discuss the topics below:

1. **Research on inclusion and marginalization**: What does the research say about inclusion and marginalization in lower and upper secondary education in your country?
2. **Demographics**: Is the inclusion / marginalization of secondary school learners an issue in your country? Who are the marginalized groups in your country? What are the main causes of marginalization in secondary school?
3. **Policies and laws**: Are there policies designed to attend to the needs of marginalized groups in schools in your country? What kinds of access and opportunities are these policies design to address? What role does the government play in helping to meet the needs of the most marginalized groups? Are there examples of policies and programs that have been particularly successful at providing support for marginalized learners? Please describe them and provide the evidence used to demonstrate success
4. **Inequality**: Describe the types of inequality of secondary education that exists in relation to the most marginalized groups. Include statistics that detail access, recruitment and retention of secondary age students paying especial attention to indigenous, minority, and other disadvantaged groups. Minority groups include those from ethnic, religious, political, sexual, migrant, displaced, and/or other minorities.
5. **Assistance and resources**: What are the types of assistance that is given to children and / or their families to encourage attendance and retention in secondary education (for instance school breakfast/lunch, scholarships, financial aid, especial tutoring, etc.)?

INITIAL TEACHER EDUCATION

Your article on initial teacher education in lower and upper secondary education in your country should discuss the topics below:

1. **Research on initial teacher education**: What does the research say about initial teacher education in lower and upper secondary education in your country?
2. **Philosophical roots and principles**: Explain the philosophical roots and principles underpinning these programs that have been evolving over time. Does education occur in universities or via alternative routes? If the latter, please explain how secondary teachers are recruited and whether there is any preparation that is provided to them before they begin to teach.
3. **Qualifications required for teaching**: What are the qualifications required of secondary school teachers? What are the basic qualifications a secondary school teacher in your country is expected to have when working in secondary school settings and where are those obtained?
4. **Employment status**: Explain if the levels of qualifications are connected with employment status and roles and responsibilities, are there roles that secondary teachers engage in but have not been prepared for? What is the average salary of a secondary school teacher are there important differences between lower and upper secondary teachers? Do they have permanent positions or temporary ones? Include any relevant statistics here.
5. **Providers**: What types of programmes are available to prepare teachers to teach lower and upper secondary school children? Who offers these courses (e.g., normal schools, colleges in universities, private for profit institutions, others?). Are there different providers for the preparation of lower and upper secondary teachers?
6. **Curriculum**: Describe briefly what is the curriculum of the different modalities of initial secondary teacher education in your country? What is the role of the content knowledge versus pedagogy knowledge? What is the criteria for entry and exiting these programmes? What is the length of the different modalities? What qualifications characterise those who teach secondary school (e.g., 2-3 year diplomas, 3-4 or 5-year Bachelor degrees and master's degrees).
7. **Field experiences**: What kinds of field experiences are provided to prospective lower and upper secondary teachers? How long are these? How are they organized?
8. **Accountability**: Is there a system to maintain accountability in the preparation of secondary school teachers? Is there a related system of accreditation?
9. **Teacher evaluation**: Is there a system to evaluate the performance of teachers in secondary schools? Please describe the system. What happens if teachers are found deficient?
10. **Professional development**: Is there a formal system of professional development (PD) for secondary teachers in your country? Describe the curriculum or the underlying philosophy behind systems of PD in your country? Are there any government mandated standards for professional development that secondary school teachers are expected to complete?
11. **Demand and supply**: Are the problems with the demand and supply of secondary school teachers in your country? Are there areas such as STEM where teachers are more difficult to recruit or retain? What strategies are followed to ensure a proper supply of qualified teachers for secondary schools in your country?

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MANAGEMENT, LEADERSHIP AND GOVERNANCE

Leadership and governance of schools is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. Your article on management, leadership and governance in lower and upper secondary education in your country should discuss the topics below:

1. **Research on Management, Leadership and Governance:** What does the research say about management, leadership and governance in lower and upper secondary education in your country?
2. **Structure:** What is the organizational structure of secondary education in your country? What are the major units and subunits (e.g., principal or head teachers, subject departments, teachers, custodial personnel, counsellors, etc.)?
3. **Administration:** How are schools administered? Is there a central model or a local model of administration? What are the roles and responsibilities of these levels of leadership? What role does the government play in providing leadership for secondary schools?
4. **Leadership:** How are senior leaders appointed or elected? How long do they serve for? Is there a board of directors or a board formed by parents and community members that secondary schools are accountable to? Is there representation from teachers, parents, students in the governance of the school? How are important decisions (such as selection of textbooks, curriculum, etc.) made? Who participates? Is there student's leadership within secondary schools? What are the typical governance roles in secondary schools? How are these students selected or elected? How long do they serve for? What formal authority are they granted? Who supervises?
5. **Supervision:** Is there external supervision of schools? Do these supervisors report to a central authority? What power do these supervisors have? What are supervision mechanisms?
6. **Challenges:** What are the strengths and weaknesses of secondary school leadership / governance models in your country?

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Your article on special education, needs and disabilities in lower and upper secondary education in your country should discuss the topics below:

1. **Research on special education, needs and disabilities:** What does the research say about special education, needs and disabilities in lower and upper secondary education in your country?
2. **Programmes and policies:** Describe special education programs and policies in your country. Including any local national definitions and classification systems applied to children with a disability –including physical, emotional, intellectual, and other categories being used.
3. **Regulations:** Is there any legal provision, that is laws that guarantee special education needs students and students with disabilities access to an inclusive education in regular schools?
4. **Resources:** How do children with disabilities fare in secondary schools in your country? Are there special settings or all schools are accessible to these children? What types of education programs and resources are made available to these children and their families? Is there a mechanism to identify a disability such as assessments for educational purposes?
5. **Funding:** Is there funding allocated to these supports and programmes? Where does this support come from?
6. **Teachers and teaching:** Are teachers prepared to address the needs of special education students or students with disabilities in secondary schools? What type of training do they receive? Are teachers capable of supporting the learning and emotional needs of these students?
7. **School personnel:** Is there school personnel in addition to teachers to support these students' learning such as paraprofessionals and other similar? What kind of training do they receive?

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TRANSITIONS

Your article on transitions in lower and upper secondary education in your country should discuss the topics below:

1. **Research on transitions:** What does the research say about transitions in lower and upper secondary education as it applies to secondary education?
2. **Nature of transitions:** What is the nature of transitions made by secondary school children that are recognized within your country? What grade levels mark these transitions and do pupils tend to stay in these institutions once they transition or is there a high degree of mobility? How do these affect students? Teachers? Schools? **Discuss transitions from lower to upper schooling (if relevant) and out of secondary schools.**
3. **Agency:** What role do students play in these transitions?
4. **Parental, family and other social influences:** What role do parents play in these transitions? What are the major causes of transitions? Do they create anxieties for those involved? Are there mechanisms to insure smooth transitions? Are there other influences from the community or the society that shapes these transitions?
5. **Teachers and school personnel:** What role do teachers play in these transitions? Are there mechanisms to help orient parents and their children when they transition from primary school to secondary school? What other school personnel have a role? How influential is this role?
6. **Issues:** What are the typical issues teachers and head teachers have to address? What are the key issues children confront? Does family financial situation have a role in these transitions? Are there programs and strategies commonly used to support transitional period and are these effective (include evidence from research findings if any)?