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| --- | --- |
| **Article title** | Access to Secondary Education (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
| **Author 1 blurb** | Name is Position at Name of Institution, Country.  e.g. John Smith is Lecturer at the University of Oxford, UK |
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**[Keywords](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.wo6jdd9cla80) [compulsory]** [not included in total word count]

* Outline key search terms related to your article to aid discoverability online
* Supply a minimum of 5 and a maximum of 10 words or phrases
* Please do not use words already included in your article title

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[**Glossary terms**](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0#h.bhho3dn3cyvi) **[compulsory]** [not included in total word count]

* Define specialized terms or key concepts used in your article in the style of a glossary
* Please include the term followed by a colon and a short (no more than 100 words) definition
* The glossary term must be present in the body of the article, please highlight its first instance in yellow.

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**Text of the article** [1000 – 1500 words maximum]

Before you start writing, please read carefully and follow closely:

* [Author Guidelines](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines)
* Article Outline for your article topic. **Please ensure you follow the prescribed structure as set out below, using the same subheadings and in the same order. If you do not follow the set structure, your article submission will be rejected.**
* [UNESCO ISCED classifications](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines_isced) (for articles in Early Childhood, Primary Education, Secondary Education and Higher Education) or the correct age range (articles in Childhood and Youth sections)

**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.**

Click or tap here to enter text.

**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?**

Click or tap here to enter text.

**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?**

Click or tap here to enter text.

**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?**

Click or tap here to enter text.

**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?**

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**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?**

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**[Further reading and online resources](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.5bj83778kqd0) [compulsory]** [not included in total word count]

* Supply a minimum of 5 and a maximum of 10 suggestions
* Please write format these in the complete bibliographic style outlined in the contributor guidelines
* These suggestions must be unique from those listed in the references section.

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* You must include all relevant references in full
* Use the Contributor Guidelines to ensure your references are written out correctly
* Do not include any footnotes or endnotes

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**Tables [optional]** [not included in total word count]

* Supply captions for all tables
* Please indicate where in the article the table should appear with a flag noting the file name and the caption in the relevant part of the text, for example:

[insert **Table 1: Caption** here]

**Approval Log**

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**Regional Editor Check**

* The text reflects and includes all of the subheadings from the Article Outline
* The text is aligned with relevant ISCED standards or age range
* The information is accurate and up to date, insofar as you can determine
* Quotations are kept to a minimum, and any lengthy quotations are properly cited.
* Routine moderate copyediting required
* Heavy copyediting required

If heavy copyediting required, note reasons and details:

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**Editor in Chief Check**

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