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| **Article title** | Inclusion and Marginalization of Learners in Secondary Education (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
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* Supply a minimum of 5 and a maximum of 10 words or phrases
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* 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]

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* [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.**
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**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?**

Click or tap here to enter text.

**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?**

Click or tap here to enter text.

**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**

Click or tap here to enter text.

**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.**

Click or tap here to enter text.

**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.)?**

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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]

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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]

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* 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.
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