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| **Article title** | Access to Early Childhood 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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* Supply a minimum of 5 and a maximum of 10 words or phrases
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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.**
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**Access to Early Childhood Education (ECE) depends on a variety of factors, in particular, the i) availability; ii) affordability; iii) age of entry/exit; and iv) quality. Each of these are in turn, influenced by government policy – including regulation and legal compliance; and the funding allocated by government, if any. The role of government in ECE provisioning can be contested along party-political beliefs or political platforms which may change according to whoever is governing the country at a particular time. Your article on access to ECE in your country should cover:**

**1. Availability: How are ECE programs delivered in your country? Offered on a part-time, full-time, or casual basis, these programs may cater to different needs of families. To what extent are ECE programs considered a non-profit public/community service supported by government and/or a private/for profit service that is available according to market driven needs? The nature of demand and supply of ECE services also impact access. During times of low supply, as when there is a boom in child birth rates, governments may introduce priority of access guidelines for the benefit of children and families at risk. Who are they and what are the criteria used to prioritize access to ECE settings in your country?**

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**2. Affordability: The cost of ECE services can vary according to the type of programs, the providers as well as the location (such as in an isolated rural community, a major city or a regional town). There may be government subsidies to assist children and families from disadvantaged backgrounds and this criteria may be set according to the assessed family income.**

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**3. Age of entry/exit: Many ECE services are age-specific, as in the case of preschool or kindergarten programs being targeted at children in the year or two before they start school. In other cases, the age cohort being served may include a broader age range. These services target parents engaged in paid employment. Consider also whether government regulations in your country and funding available to families take into account the child’s age in defining how access to ECE services are privileged and the nature of subsidies allocated.**

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**4. Quality: In most OECD countries, governments have stipulated quality control of ECE settings through national legislation with an Act of Parliament. Typically, these regulations set basic minimum standards only, and may/not be regularly monitored. Research has indicated consistently that staff to child ratios, staff qualifications and group size measures included in government regulations have a strong impact on quality service provisioning. Discuss the realities of how regulatory mechanisms are implemented in your country. If there are no government regulations, discuss how quality matters are considered within ECE settings.**

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**5. Key challenges: What are the key challenges of accessing ECE services being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.**

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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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* 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
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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 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
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