



DOMAIN 3 EDUCATION AND LEARNING

**THE MULTIDIMENSIONAL INEQUALITY FRAMEWORK:
THE OXFAM TOOLKIT**



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This domain covers inequalities in the capability to be knowledgeable, to understand and reason, and to have the skills to participate in society. It includes inequalities in education in the early years, as well as throughout the years of schooling, in terms of access, quality and treatment of students, as well as lifelong learning.

DOMAIN 3 – EDUCATION AND LEARNING

Inequality in the capability to be knowledgeable, to understand and reason, and to have the skills to participate in society

The multidimensional inequality framework allows you to measure inequalities in seven domains that matter for human life, through a number of suggested indicators, measures and variables of disaggregation.

This paper contains a brief description of the education and learning domain and the list of sub-domains, indicators and measures suggested to measure and assess inequalities in the capability to be knowledgeable, to understand and reason, and to have the skills to participate in society. Please, remember that the MIF is flexible and it is up to you to decide how to use it, based on what makes sense in your unique context.

Brief description

The capability to **be knowledgeable, to understand and reason, and to have the skills to participate in society** is a critical life domain as the ability to learn is both important in its own right but also contributes to equality in other spheres of life.

This domain covers **inequalities in education over the life-course**, from early development through to adulthood. The **early years** are recognized as critical given their importance for healthy cognitive development and future health, behaviour and learning. Throughout the years of schooling aspects of **access and quality** are considered, as well as the **unequal treatment of pupils** within schools (including bullying from other children or ill-treatment by teachers) that are also important determinants of educational outcomes. This domain also captures the years beyond schooling to include **lifelong learning** and knowledge required to participate in society; including technological skills; skills related to accessing information held on the internet and the skills to distinguish between information of differing quality.

This domain also seeks to look beyond traditional education to whether individuals are fulfilled and stimulated intellectually. Expanding educational capability enables individuals to participate in activities such as reading a book or enjoying an art exhibition, or other activities that bring intrinsic pleasure, ultimately enhancing wellbeing and the quality of life. All of these aspects are important and can be considered under this domain.

The **sub-domains** covered in the education and learning domain are:

- 3.A:** Attain the highest possible standard of knowledge, understanding and reasoning, through access to education, training and lifelong learning
- 3.B:** Access information and technology necessary to participate in society
- 3.C:** Develop critical thinking, active and global citizenship and understanding of human rights
- 3.D:** Be treated with dignity and respect in education and learning establishments

Indicators and measures

It is highly unlikely that you will find data for your city, country or region for *all* measures across *all* domains. What is suggested here is a relatively comprehensive list of indicators and measures, presented by each sub-domain. You can choose priority measures from this list and add or adapt measures to suit your context.

To find data related to this domain, as well as using any national surveys and sources available, you can consider the following global data sources (please, visit the [online Oxfam toolkit](#) for updated global and regional data sources):

- [Demographic and Health Surveys](#)
- [National Statistics on Education](#) provides access to data compiled by the [UNESCO Institute for Statistics \(UIS\)](#)
- [Sustainable Development Goal Indicators Global Database](#)
- [World Inequality Database on Education \(WIDE\)](#), UNESCO
- [World Values Survey](#)

Sub-domain 3.A. Attain the highest possible standard of knowledge, understanding and reasoning, through access to education, training and lifelong learning

Indicator 3.1: Basic skills

Measure 3.1.1: Percentage of people of working age achieving functional literacy and numeracy skills

Measure 3.1.2: Inequality in maths and reading skills (measured by age 15)

Measure 3.1.3: Percentage of children under 5 years of age who are developmentally on track in learning

Indicator 3.2: Educational attainment and schooling

Measure 3.2.1: Percentage of each age group completing: (a) primary education; (b) secondary education; (c) further education or youth training; (d) higher education

Measure 3.2.2: Inequality in educational attainment (ISCED 2011 0-8 levels) for population aged 25+ years (years of schooling if attainment is missing)

Measure 3.2.3: Percentage of population attending private fee paying schools

Measure 3.2.4: Percentage of 16-18 year olds not in education, employment or training

Indicator 3.3: Participation in lifelong learning

Measure 3.3.1: Percentage of population aged 25+ years who have participated in formal or informal learning in last 12 months

Sub-domain 3.B. Access information and technology necessary to participate in society

Indicator 3.4: Use of the internet and technology

Measure 3.4.1: Percentage of population who have access to the internet

Measure 3.4.2: Percentage of population who have used the internet for any purpose within the last 3 months by age

Measure 3.4.3: Percentage of youth and adults with information and communications technology (ICT) skills

Sub-domain 3.C. Develop critical thinking, active and global citizenship and understanding of human rights

Indicator 3.5: Critical thinking and awareness of rights

Measure 3.5.1: Percentage of the population who have knowledge and understanding of human rights and active and global citizenship through (a) inclusion on school curriculum (b) campaigns, literature and public events

Sub-domain 3.D. Be treated with dignity and respect in education and learning establishments

Indicator 3.6: Treatment in education and learning establishments

Measure 3.6.1: Percentage of those attending who say they are: (a) treated with respect at school or college; (b) have experienced bullying or violence at an educational establishment

**Remember make the framework yours!
You can choose priority measures from
this list and add or adapt measures to
suit your context**

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This Oxfam toolkit was written by Claire Kumar. The Multidimensional Inequality Framework and online toolkits are free resources which have been developed as part of a collaboration between academics in the Centre for Analysis of Social Exclusion (CASE) at the London School of Economics (LSE) and the School of Oriental and African Studies (SOAS), led by Abigail McKnight, and practitioners in Oxfam, led by Alex Prats. The initial project was funded by the LSE's International Inequalities Institute's Atlantic Visiting Fellows Programme.

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This paper is part of a series of papers written to inform public debate on development, poverty and inequality. For further information on the issues raised in this paper please email inequality.toolkit@oxfam.org

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