



Education domain



Capabilities – the central and valuable freedoms and opportunities	Outcomes ¹ – the future we want	Indicators ² – how we measure progress	Topics
<p>To be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in parenting, the labour market and in society.</p> <p>Every person should be capable of:</p> <ul style="list-style-type: none"> • Attaining the highest possible standard of knowledge, understanding and reasoning • Being fulfilled and stimulated intellectually, including being creative if they wish • Developing the skills necessary for parenting and for participating in the labour market • Learning about a range of cultures and beliefs and acquiring the skills to participate in a diverse society • Accessing education, training and lifelong learning that meet their needs • Developing the skills to access information and technology necessary to participate in society 	<ul style="list-style-type: none"> • People’s right to education is respected, protected and fulfilled • People are free from discrimination and abuse in education • All children have the opportunity to reach their full potential through education, irrespective of their disability status, race, religion/belief, sex, sexual orientation or socio-economic group • Social exclusion, bias, stereotyping and bullying have no place in the education system • No child is unfairly excluded from school • All young people are in education, employment or training • A person’s age, disability, race, religion/belief, sex, sexual orientation or socio-economic group has no bearing on their ability to attend higher education and do well • Every person has a meaningful opportunity for lifelong learning 	<p>Educational attainment of children and young people</p> <p>School exclusions, bullying and NEET (not in education, employment or training)</p> <p>Higher education and lifelong learning</p>	<ul style="list-style-type: none"> • Early years education • Attainment at school-leaving age • Impact of gender bias and stereotyping on educational attainment • Impact of poverty and social exclusion on educational attainment • Exclusions from school • Bullying in schools • NEET • Higher education, including subject choice, attainment, degree-level qualifications • Lifelong learning



¹ Section 12(1)(b), Equality Act 2006

² Section 12(1)(c), Equality Act 2006