



# THE *MIRATHO* RESEARCH PROJECT 2016-2021:

## THE *MIRATHO* CAPABILITARIAN MATRIX

**The problem: an unequal higher education system. The Miratho project response: The Miratho Matrix and Multi-dimensional, Contextual, Capabilitarian Student Wellbeing Indicators for Higher Education Policy and Practice**

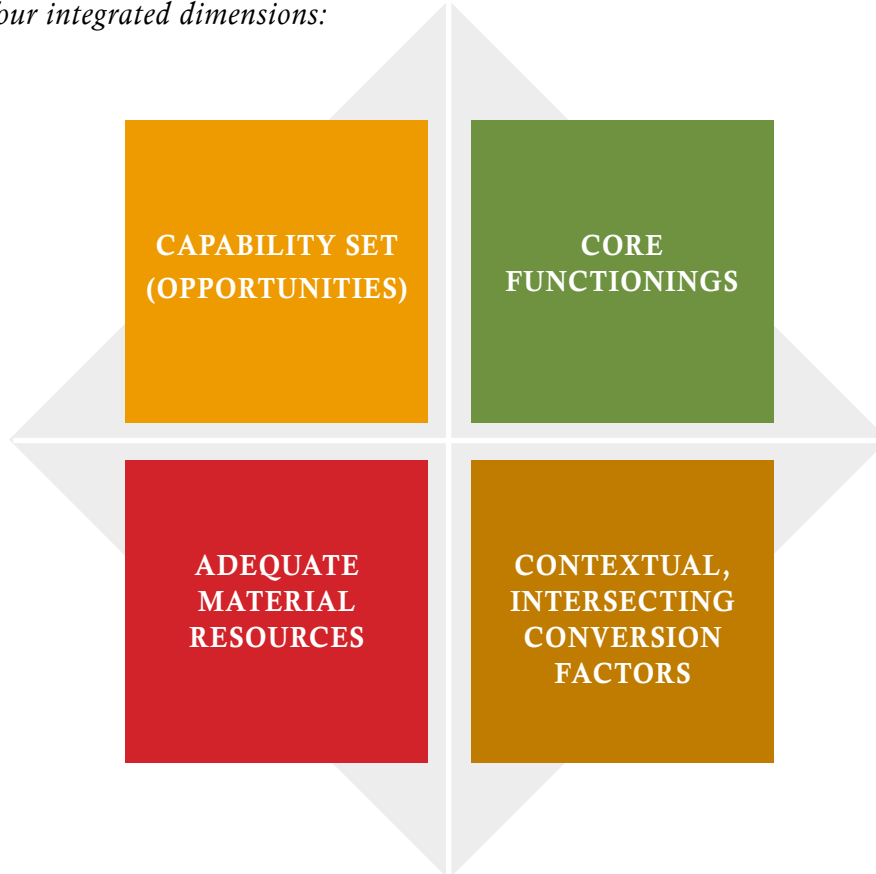
- *Being an epistemic contributor*
- *Connected to and concerned for the wellbeing of others*
- *Planning a (good) life*
- *Navigating university/society's culture and systems*
- *Telling one's own higher education story*
- *Able to deal with academic and life challenges*
- *Being a respected and participating member of the university/ society*
- *Employable / qualified for further study*

*The Miratho project has produced a normative-empirical Matrix to bring together all the aspects shaping students' higher education opportunities, valued outcomes, and obstacles and enablers.*

*The Matrix is grounded in a capabilitarian approach to higher education justice, that is, it looks at what students individually and as social groups are able to be and to do in and through their higher education experiences and achievements - now and in the future. The Matrix framework thus enables us to consider equality in opportunities and outcomes and for whom, and what needs to be changed in higher education and the broader society to dismantle higher education injustices and inequalities of power.*

*In this way the Matrix can be used to guide discussion and the design of a student-centred wellbeing focused university system and universities.*

*The Matrix has four integrated dimensions:*



*The capability set comprises eight capability domain (freedoms) which are valued by students for their wellbeing and flourishing.*

*The conversion factors name all the factors that enable or constrain students access and progress and their agency across intersecting dimensions of the personal, social, educational and environmental. Conversion factors can be indicators of justice and injustice.*

*The material resources dimension focuses especially on adequate monetary resources to enable students to access and proceed through higher education free from financial worries regarding tuition, accommodation, learning materials, food and transport or shame occasioned by poverty.*

*Finally, the functionings dimension provides a framework of eight key functionings or learning outcomes, corresponding to the eight capability domains. These can be used as wellbeing indicators in informing and evaluating policy and the justice of higher education distribution, processes and institutional culture and values.*