Introduction / Background
Rising inequality is one of the greatest challenges facing the global community today. Nowhere is the challenge of equity more salient than in education, with its potential to positively shape life outcomes – or further exacerbate societal disparities. Equity is at the heart of the new global development agenda, reflected in the Sustainable Development Goals and in the Education 2030 Incheon Declaration, which states: no target should be considered met unless met by all.

Improved data and evidence will help governments and international actors better address the vital, underlying questions of an equity agenda for education: Who is being left behind, both in terms of access and learning? How do contextual factors, such as state fragility and education financing, shape access and learning outcomes for different groups of children? And, how are programmatic interventions and policy initiatives improving or exacerbating existing disparities?

Launched in March 2016, the Education Equity Research Initiative is a vital forum for bringing collective knowledge and expertise together to address the challenge of equity. It connects researchers, technical experts working in implementing organizations, and decision makers at the policy level, around a common goal and framework. As such, the Equity Initiative is a learning entity that generates questions, identifies priorities, and finds experts who can address them, within the same community of practice. Through its work, the Education Equity Research Initiative is building a stronger knowledge and evidence base on root causes and effective solutions for improving equality in educational participation and learning.

Objectives/Expected Results
The objective of the Task Team on Disability is to improve the availability and quality of data on the prevalence, access and achievement of children with disabilities in education. In line with the overall objectives of the Education Equity Research Initiative, it will do this by

- Improving measurement tools through the review and testing existing tools, and by proposing recommendations and new tools or adaptations, including
  - General use and analysis of the Washington Group tool for assessing functioning
  - Investigating the feasibility and reliability of administering disability/functioning tools directly with children (for inclusion in school-based assessments)
  - Opportunities to improve specificity in identification through additional information on cause, severity and scope

1 Although the term disability is used here, good practice in this area relates first and foremost to assessing functioning.
2 More information on these objectives is available in the Minutes of the Learning and Retention Working Group meeting on February 16th, 2017.
Education Equity Research initiative
Terms of Reference for the Task Team on Disability

- Generating evidence on the prevalence, access and achievement of children with disabilities in education through the identification and analysis of relevant data sets, and by conducting case studies to understand how national education systems identify and address the needs of learners with disabilities. This work will disaggregate disability by functionality, or include “functionality” as a dimension of the evidence that will be generated.

The Task Team on Disability will present their work products through panel(s) and/or workshop(s) at CIES 2018 and other relevant forums.

Once constituted, the Task Team on Disability will consider these objectives, set priorities and deliverables, and set a timeline and work plan for completion.

Membership and Participation / Roles and Responsibilities
Membership is open to individuals and organizations that are members of the Education Equity Research Initiative.

The Task Team on Disability will be led by two co-chairs who will manage the work of the group, including establishing the membership, finalizing the objectives and work plan, setting meetings and managing the work of the group, maintaining the Task Team on Disability SharePoint page, and working with communications staff of FHI360 to produce and disseminate the team’s work products.

The term of the task team will be through March 2018 (CIES 2018). Work on the Task Team will include participating in regular meetings (1-2 hours per month) and time necessary to contribute to the completion of specific work products. It is expected the members of the Task Team on Disability will cover all their own expenses.

As members of the Task Team on Disability, members will commit to using and promoting the team’s work products within their own organizations and, as requested, on behalf of the Education Equity Research Initiative to external audiences.

Reporting
The Task Team on Disability is constituted as part of the Work Stream on Learning and Retention and will report on a monthly basis to the Initiative’s Steering Group. The chair of the Working Group on Learning and Retention will provide support and guidance to the Task Team on Disability as needed.