

112TH CONGRESS
1ST SESSION

H. R. 2705

To amend the Foreign Assistance Act of 1961 to provide assistance for developing countries to promote quality basic education and to establish the achievement of quality universal basic education in all developing countries as an objective of United States foreign assistance policy, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JULY 29, 2011

Mrs. LOWEY (for herself and Mr. REICHERT) introduced the following bill;
which was referred to the Committee on Foreign Affairs

A BILL

To amend the Foreign Assistance Act of 1961 to provide assistance for developing countries to promote quality basic education and to establish the achievement of quality universal basic education in all developing countries as an objective of United States foreign assistance policy, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Education for All Act
5 of 2011”.

1 **SEC. 2. FINDINGS.**

2 Congress finds the following:

3 (1) Throughout the world, an alarming number
4 of children and youth are not receiving a basic edu-
5 cation. According to the Global Monitoring Report,
6 approximately 67,000,000 children of primary school
7 age are not in school and tens of millions drop out
8 of school annually. Globally, progress is slowing, and
9 if current trends continue, there could be as many
10 as 72,000,000 children of primary school age out of
11 school in 2015. Additionally, there were an esti-
12 mated 74,000,000 adolescents not enrolled in school
13 and an estimated 130,000,000 youth (15 to 24 years
14 old) who could not read and write in 2008.

15 (2) Of the approximately 67,000,000 children
16 of primary school age and 74,000,000 adolescents of
17 lower secondary school age who were not in school
18 in 2008, 53 percent were girls. The proportion of
19 out-of-school primary age girls is highest in Arab
20 states, Central Asia, South and West Asia, and sub-
21 Saharan Africa. Almost 43 percent of the world's
22 out-of-school children live in sub-Saharan Africa,
23 and more than 40,000,000 live in countries affected
24 by conflict and fragility. A significant number of
25 such children have been orphaned or otherwise nega-
26 tively affected by HIV/AIDS while others have been

1 victims of child labor or human trafficking. Without
2 access to quality education, such children will not
3 have the skills to contribute to reconstruction and
4 stabilization of their countries.

5 (3) The final report of the National Commis-
6 sion on Terrorist Attacks Upon the United States
7 (hereafter in this section referred to as the “Re-
8 port”) concluded that education that teaches toler-
9 ance, the dignity and value of each individual, and
10 respect for different beliefs must be a key element
11 in any global strategy to eliminate terrorism. The
12 Center for Strategic and International Studies’ Com-
13 mission on Smart Power determined that “education
14 is the best hope of turning young people away from
15 violence and extremism”.

16 (4) Extending the vision of educational oppor-
17 tunity described in the Report to all developing
18 countries, including countries affected by armed con-
19 flict, is critical to achieve the Education for All
20 Goals and prevent the rise of violent extremism
21 worldwide.

22 (5) The Report concluded that the United
23 States Government must offer an example of moral
24 leadership in the world and offer parents and their

1 children a vision of the future that emphasizes indi-
2 vidual educational and economic opportunity.

3 (6) The Report noted that the United Nations
4 has rightly equated “literacy as freedom”, and while
5 gains have been made in Arab states in reducing the
6 out-of-school population, an estimated 28 percent of
7 the adult population in the Arab states, or
8 60,000,000 people, lack basic literacy or numeracy
9 skills needed in everyday life.

10 (7) The Report concluded that ensuring edu-
11 cational opportunity is essential to the efforts of the
12 United States to defeat global terrorism and rec-
13 ommended that the United States Government
14 “should offer to join with other nations in gener-
15 ously supporting [spending funds] . . . directly on
16 building and operating primary and secondary
17 schools in those Muslim states that commit to sen-
18 sibly investing financial resources in public edu-
19 cation.”.

20 (8) At the World Education Forum held in
21 Dakar, Senegal, in 2000, the United States joined
22 more than 180 other countries in committing to the
23 6 Education For All goals, including quality uni-
24 versal basic education.

1 (9) Since the World Education Forum in 2000,
2 the number of children out of school has decreased
3 at an average approximate rate of 4,000,000 chil-
4 dren per year. Despite this progress, the goal of
5 achieving quality universal basic education will not
6 be met, and 72,000,000 children may still be out of
7 school by 2015, while millions of children in school
8 are not acquiring foundational skills in literacy and
9 numeracy.

10 (10) The United States Agency for Inter-
11 national Development's bilateral assistance helps to
12 deliver a quality basic education to 61,000,000
13 learners enrolled in United States Government-sup-
14 ported primary schools around the world. USAID
15 has expertise in a number of key areas, including
16 teacher training, reaching marginalized groups and
17 quality measurement and has provided technical as-
18 sistance to governments in order to create sustain-
19 able educational systems.

20 (11) Basic education is fundamental to develop-
21 ment. No country has reached sustained economic
22 growth without achieving near universal primary
23 education. Quality education reduces poverty and in-
24 equity, lays the foundation for sound governance,
25 civic participation, and strong institutions, and

1 equips people with the knowledge, skills, and self-re-
2 liance they need to increase income and expand op-
3 portunities for employment.

4 (12) Investing in girls' education delivers sub-
5 stantial returns not only in educational attainment
6 but also in increasing women's and household in-
7 comes, delaying the start of sexual activity, reducing
8 infant mortality, increasing women's political partici-
9 pation, spurring economic growth, and delaying mar-
10 riage.

11 (13) Education can help to protect children in
12 conflict situations from physical harm, exploitation,
13 and sexual abuse, as well as to avoid the recruitment
14 of children into armed groups and gangs, and pro-
15 mote good governance and poverty reduction. Addi-
16 tionally, every additional year of schooling for males
17 can reduce their risk of becoming involved in conflict
18 by 20 percent.

19 (14) In front line states, education remains a
20 significant challenge. Of the 67,000,000 children of
21 primary school age who are out of school,
22 28,000,000, or 42 percent, are in conflict-affected
23 poor countries. In Yemen, nearly 80 percent of girls
24 are unlikely to enroll in school, and in Afghanistan,
25 girls average only 4 years of schooling.

1 (15) Credible estimates indicate that approxi-
2 mately \$16,000,000,000 per year of financing assist-
3 ance is necessary for developing countries to achieve
4 quality universal basic education.

5 (16) Multilateral mechanisms have been proven
6 to marshal significant resources to reach global de-
7 velopment challenges. Funds that are transparent,
8 increase partnership and coordination among gov-
9 ernments, private sector, and civil society, support
10 national plans, are monitored for results, and hold
11 all stakeholders accountable have been effective at
12 providing resources to reach global challenges.

13 **SEC. 3. ASSISTANCE TO ACHIEVE QUALITY UNIVERSAL**
14 **BASIC EDUCATION.**

15 (a) IN GENERAL.—Chapter 1 of part I of the Foreign
16 Assistance Act of 1961 (22 U.S.C. 2151 et seq.) is amend-
17 ed by inserting after section 105 the following new section:

18 **“SEC. 105A. ASSISTANCE TO ACHIEVE QUALITY UNIVERSAL**
19 **BASIC EDUCATION.**

20 “(a) PURPOSE.—It is the purpose of this section to
21 ensure that the United States provides the resources and
22 leadership to ensure a successful international effort to
23 provide all children with a quality basic education in order
24 to achieve the goal of quality universal basic education

1 agreed to at the World Education Forum held in Dakar,
2 Senegal, in 2000.

3 “(b) POLICY.—It is the policy of the United States
4 to work with other countries and international and civil
5 society organizations in order to achieve quality universal
6 basic education by—

7 “(1) assisting developing countries to provide
8 all children with a quality basic education, including
9 through strengthening host countries’ educational
10 systems;

11 “(2) assisting nongovernmental and multilateral
12 organizations working in developing countries to pro-
13 vide all children with a quality basic education; and

14 “(3) promoting education as the foundation for
15 communities’ development, including integrating en-
16 trepreneurial and leadership training, disaster pre-
17 paredness, conflict and violence prevention and miti-
18 gation, disease prevention and treatment, economic
19 growth and agricultural activities, early childhood
20 development, and democracy promotion into holistic
21 assistance programs.

22 “(c) PRINCIPLES.—In developing the policy referred
23 to in subsection (b), the United States shall be guided by
24 the following principles:

1 “(1) UNITED STATES RESOURCES.—To lead a
2 global commitment to achieving quality universal
3 basic education in developing countries, including in
4 countries affected by or emerging from armed con-
5 flict or humanitarian crises, the United States shall
6 commit substantial new resources for education in
7 developing countries to expand access to quality edu-
8 cational opportunity and inspire confidence in such
9 countries that efforts to reform education will re-
10 ceive adequate resources.

11 “(2) INTEGRATED BILATERAL AND MULTILAT-
12 ERAL APPROACH TO SUSTAINABLE DEVELOPMENT.—
13 United States assistance shall integrate bilateral and
14 multilateral assistance modalities within the strategy
15 developed pursuant to subsection (e), to be directly
16 responsive to host country needs, capacity, and com-
17 mitment, and lead to sustainable development. The
18 United States should contribute on a multilateral
19 basis in a manner that leverages overall impact and
20 best reinforces United States bilateral aid efforts,
21 which should remain central to United States efforts
22 in basic education. Bilateral and multilateral assist-
23 ance should be undertaken in close partnership with
24 nongovernmental organizations and other develop-
25 ment partners, including women-led groups.

1 “(3) UNITED STATES ASSISTANCE TO MULTI-
2 LATERAL EDUCATION INITIATIVES.—The United
3 States shall support multilateral coordination and fi-
4 nancing education initiatives, including the Edu-
5 cation for All Fast-Track Initiative or a multilateral
6 global fund for education. United States assistance
7 shall build upon its comparative advantages and pro-
8 ficiencies in basic education programs, while
9 leveraging the efforts of existing country-level devel-
10 opment partnerships. Multilateral mechanisms
11 should be aligned with globally established aid effec-
12 tiveness principles, including—

13 “(A) alignment with recipient country pri-
14 orities, education plans, and planning processes;

15 “(B) governance shared by donors, devel-
16 oping country governments, and civil society;

17 “(C) coordination among governments,
18 multilateral organizations, private sector, and
19 civil society;

20 “(D) mutual accountability between donors
21 and recipients for achieving measurable results
22 in access and quality;

23 “(E) transparency with respect to financ-
24 ing, policy decisions, and impact; and

1 “(F) predictable, long-term funding dis-
2 bursed in a timely manner.

3 “(4) OTHER MAJOR DONORS.—The United
4 States Government should encourage other donors to
5 contribute commensurate amounts to support quality
6 universal basic education, through bilateral and mul-
7 tilateral mechanisms and to coordinate their efforts
8 with recipient countries, private entities, and other
9 donors, in line with the principles of the Paris Dec-
10 laration.

11 “(5) PRIVATE SECTOR AND NONGOVERN-
12 MENTAL PARTICIPATION AND CONTRIBUTIONS.—
13 United States efforts shall include explicit strategies
14 to encourage and integrate contributions of strategic
15 direction and financial resources from local and
16 international private sector and civil society organi-
17 zations, including organizations that represent
18 teachers, students, and parents, interested in sup-
19 porting quality universal basic education efforts.

20 “(6) SCHOOL ACCESS, QUALITY, AND COMPLE-
21 TION.—United States assistance for basic education
22 in developing countries shall seek to expand access
23 to quality schools and teachers for all children, par-
24 ticularly marginalized and vulnerable groups, includ-
25 ing girls, children affected by or emerging from

1 armed conflict or humanitarian crises, children with
2 disabilities, children in remote or rural areas, includ-
3 ing those that lack access to safe water and sanita-
4 tion, religious or ethnic minorities, indigenous peo-
5 ples, orphans and children impacted by HIV/AIDS,
6 child laborers, and victims of trafficking; to promote
7 gender equity; and to improve the quality of edu-
8 cation, including foundational skills in literacy and
9 numeracy, in order to increase the number of chil-
10 dren completing and benefitting from a basic edu-
11 cation.

12 “(7) COORDINATION WITHIN THE UNITED
13 STATES GOVERNMENT.—The United States Govern-
14 ment, led by the United States Agency for Inter-
15 national Development, shall support improved co-
16 ordination and collaboration among all departments
17 and agencies of the United States Government in-
18 volved in providing assistance for basic education to
19 developing countries to ensure efficient and effective
20 use of the resources, including efforts to provide a
21 continuity of assistance for basic education in hu-
22 manitarian and other emergency situations.

23 “(8) SUPPORT FOR COMMUNITIES OF LEARN-
24 ING.—United States assistance shall support the co-
25 ordination of development assistance for the holistic

1 development of communities, and where appropriate
2 and to the extent practicable, utilize schools as the
3 foundation for communities' development and inte-
4 grate assistance programs, including health and de-
5 velopment programs, nutrition and school feeding
6 programs, sanitation and hygiene education, adult
7 literacy, leadership development, prevention of
8 school-related violence, community gardens, entre-
9 preneurial training, agricultural extension work, civic
10 education, and housing programs.

11 “(9) COORDINATION WITH NATIONAL EDU-
12 CATION PLANS AND ECONOMIC DEVELOPMENT PRO-
13 GRAMS.—United States assistance for basic edu-
14 cation in developing countries shall be provided in
15 collaboration and coordination with, where possible,
16 national education plans, to reduce poverty and spur
17 sustained economic growth, including through the
18 promotion of the value of education and increasing
19 community and family awareness of the positive im-
20 pact of education. The United States shall seek to
21 encourage developing countries to utilize schools as
22 platforms for the development of communities. Such
23 assistance, to the extent practicable, shall support
24 programs and activities that are appropriate for and
25 meet the needs of the local and indigenous cultures

1 and carry out programs and activities through im-
2 plementation by country-based civil society organiza-
3 tions that support national education plans.

4 “(10) MEASURING OUTCOMES.—United States
5 assistance for basic education in developing coun-
6 tries shall include sufficient resources for monitoring
7 and evaluating the effectiveness and quality of basic
8 education programs.

9 “(d) DEFINITIONS.—In this section:

10 “(1) HIV/AIDS.—The term ‘HIV/AIDS’ has
11 the meaning given that term in section 104A(h).

12 “(2) APPROPRIATE CONGRESSIONAL COMMIT-
13 TEES.—The term ‘appropriate congressional com-
14 mittees’ means—

15 “(A) the Committee on Appropriations and
16 the Committee on Foreign Relations of the Sen-
17 ate; and

18 “(B) the Committee on Appropriations and
19 the Committee on Foreign Affairs of the House
20 of Representatives.

21 “(3) BASIC EDUCATION.—The term ‘basic edu-
22 cation’—

23 “(A) means an education, generally con-
24 sisting of completion of 9–10 years of schooling,
25 including efforts to improve early childhood de-

1 velopment, primary education, secondary edu-
2 cation, literacy and numeracy training, and life-
3 skills training that prepares an individual to be
4 an active, productive member of society and the
5 workforce; and

6 “(B) includes efforts to facilitate and sup-
7 port the activities described in subparagraph
8 (A), including efforts to—

9 “(i) build the institutional capacity of
10 a country to manage basic education sys-
11 tems and measure results;

12 “(ii) construct and rehabilitate
13 schools;

14 “(iii) train quality teachers;

15 “(iv) increase parent and community
16 involvement in schools;

17 “(v) provide learning materials; and

18 “(vi) develop curricula.

19 “(4) EDUCATION FOR ALL FAST-TRACK INITIA-
20 TIVE.—The term ‘Education for All Fast-Track Ini-
21 tiative’ means the Fast-Track Initiative launched in
22 2002 to mobilize donor resources and accelerate
23 progress toward the achievement of Education for
24 All, an international commitment to bring the bene-
25 fits of basic education to every individual.

1 “(5) NATIONAL EDUCATION PLAN.—The term
2 ‘national education plan’ means a comprehensive na-
3 tional education plan that—

4 “(A) may be developed in accordance with
5 the provisions of the Education For All Fast-
6 Track Initiative; and

7 “(B) includes explicit, credible strategies to
8 achieve quality universal basic education, in-
9 cluding strategies to—

10 “(i) address key constraints to achiev-
11 ing universal basic education in the areas
12 of policy, data, capacity, gender equity,
13 and financing; and

14 “(ii) coordinate priorities within the
15 elements of basic education, such as early
16 childhood development, primary education,
17 and secondary education (delivered in for-
18 mal and nonformal settings), and training
19 in literacy, numeracy, and other basic
20 skills, including life and leadership skills,
21 for adults and out-of-school youth, and pri-
22 orities between basic education, workforce
23 development, and higher education.

24 “(6) PSYCHOSOCIAL SUPPORT.—The term ‘psy-
25 chosocial support’ has the meaning given that term

1 in section 135 (relating to assistance for orphans
2 and other vulnerable children).

3 “(7) RELEVANT EXECUTIVE BRANCH AGENCIES
4 AND OFFICIALS.—The term ‘relevant executive
5 branch agencies and officials’ means—

6 “(A) the Department of State, the United
7 States Agency for International Development,
8 the Department of the Treasury, the Depart-
9 ment of Labor, the Department of Education,
10 the Department of Health and Human Services,
11 the Department of Agriculture, and the Depart-
12 ment of Defense;

13 “(B) the Chief Executive Officer of the
14 Millennium Challenge Corporation, the Coordi-
15 nator of United States Government Activities to
16 Combat HIV/AIDS Globally, the National Secu-
17 rity Advisor, the Director of the Peace Corps,
18 and the National Economic Advisor; and

19 “(C) any other department, agency, or offi-
20 cial of the United States Government that par-
21 ticipates in activities to promote quality uni-
22 versal basic education pursuant to the authori-
23 ties of such department, agency, or official or
24 pursuant to this Act.

1 “(8) INEE MINIMUM STANDARDS.—The term
2 ‘INEE Minimum Standards’ refers to standards for
3 education developed by the Inter-Agency Network on
4 Education in Emergencies designed for use in emer-
5 gency response, emergency preparedness, and in hu-
6 manitarian advocacy, and applicable in a wide range
7 of situations, including natural disasters and armed
8 conflicts.

9 “(e) DEVELOPMENT AND IMPLEMENTATION OF A
10 COMPREHENSIVE UNITED STATES STRATEGY ON EDU-
11 CATION FOR ALL.—

12 “(1) STRATEGY REQUIRED.—The President
13 shall develop a comprehensive integrated strategy of
14 the United States to promote quality universal basic
15 education that will—

16 “(A) seek to expand access to basic edu-
17 cation for all children, particularly marginalized
18 and vulnerable groups, including girls, children
19 affected by or emerging from armed conflict or
20 humanitarian crises, children with disabilities,
21 children in remote or rural areas, religious or
22 ethnic minorities, indigenous peoples, orphans
23 and children impacted by HIV/AIDS, child la-
24 borers, and victims of trafficking, as well as to
25 promote gender equity; and

1 “(B) improve the quality of basic edu-
2 cation, particularly as reflected in measurable
3 learning outcomes, as appropriate.

4 “(2) ELEMENTS.—The strategy required by
5 paragraph (1) shall be formulated and implemented
6 in consideration of the principles set forth in sub-
7 section (c) and shall—

8 “(A) include specific objectives, indicators,
9 including indicators to measure learning out-
10 comes, and approaches to increase access and
11 quality of basic education in developing coun-
12 tries;

13 “(B) seek to build capacity within devel-
14 oping countries for basic education programs in
15 order to make progress toward the goal of
16 achieving sustainable development;

17 “(C) outline how the United States Gov-
18 ernment will ensure a transition and continuity
19 of educational activities in countries affected by
20 or emerging from armed conflict or humani-
21 tarian crises;

22 “(D) assign priorities to relevant executive
23 branch agencies and officials;

24 “(E) improve coordination and reduce du-
25 plication among relevant executive branch agen-

1 cies and officials, foreign donor governments,
2 and international organizations at the global
3 and country levels;

4 “(F) project general levels of resources
5 needed to achieve the stated objectives;

6 “(G) expand public-private partnerships in
7 order to leverage resources;

8 “(H) target the activities of the United
9 States to leverage contributions from other bi-
10 lateral donors to provide quality universal basic
11 education;

12 “(I) support efforts to reduce the adverse
13 impact of HIV/AIDS on education systems, in-
14 cluding by equipping teachers with skills needed
15 for HIV/AIDS prevention and support for per-
16 sons with, or affected by, HIV/AIDS;

17 “(J) promote gender equity and improve
18 educational opportunities for women and girls,
19 and strive to ensure safe schools, equal access,
20 workforce opportunities, leadership role develop-
21 ment, and the preservation of dignity and re-
22 spect;

23 “(K) support local actors to review cur-
24 ricula, textbooks, and educational materials,

1 with the goal of incorporating content on peace,
2 human rights, and respect for diversity;

3 “(L) work with governments of conflict-af-
4 fected states and governments assisting in pre-
5 venting or limiting conflict to limit the effects
6 of conflict on students, teachers, and schools
7 and to promote and fund inclusive, good-quality
8 education; to establish respect for schools as
9 sanctuaries or zones of peace; to develop mecha-
10 nisms to protect threatened students, teachers,
11 and education personnel; and to develop ways to
12 rapidly reconstruct, repair, and resupply at-
13 tacked educational institutions and to support
14 the continuation of education in alternative
15 places or via alternative methods;

16 “(M) adopt a ‘Communities of Learning’
17 approach that integrates, where appropriate
18 and to the extent practicable, school and edu-
19 cational programs with health and development
20 programs, nutrition and school feeding pro-
21 grams, sanitation and hygiene education, adult
22 literacy, leadership development, prevention of
23 school-related violence, community gardens, en-
24 trepreneurial training, agricultural extension

1 work, civic education, and housing programs;
2 and

3 “(N) maximize United States capabilities
4 in the areas of technical assistance and train-
5 ing.

6 “(3) GLOBAL DEVELOPMENT STRATEGY.—The
7 strategy required by paragraph (1) should be in-
8 cluded in any overall U.S. global development strat-
9 egy.

10 “(4) REQUIREMENT TO CONSULT.—In devel-
11 oping the strategy required by paragraph (1), the
12 President shall consult with—

13 “(A) the appropriate congressional com-
14 mittees;

15 “(B) relevant executive branch agencies
16 and officials; and

17 “(C) nongovernmental organizations, in-
18 cluding organizations representing students,
19 teachers, and parents, and other development
20 partners and individuals who are involved in the
21 promotion and implementation of education as-
22 sistance programs in developing countries.

23 “(5) PUBLIC COMMENT.—The President shall
24 provide an opportunity for public comment on the
25 strategy required by paragraph (1).

1 “(6) ANNUAL REPORT.—Not later than 270
2 days after the date of the enactment of the Edu-
3 cation for All Act of 2011, the President shall trans-
4 mit to the appropriate congressional committees a
5 report setting forth the strategy required by para-
6 graph (1) and make the report available to the pub-
7 lic.

8 “(f) ASSISTANCE TO DEVELOP AND IMPLEMENT NA-
9 TIONAL EDUCATION PLANS.—

10 “(1) ASSISTANCE AUTHORIZED.—The President
11 is authorized to provide funds and other assistance
12 to assist foreign countries to create the policies,
13 processes, and infrastructure to develop and imple-
14 ment national education plans, including both in-
15 terim and comprehensive plans, to allow all children
16 of such countries to access and complete a quality
17 basic education.

18 “(2) PRIORITY AND OTHER REQUIREMENTS.—
19 In providing assistance under this subsection, the
20 President shall give priority to foreign countries in
21 which there is the greatest need and opportunity to
22 expand universal access and to improve the quality
23 of basic education, and in which the assistance can
24 produce a substantial, measurable impact on chil-
25 dren and educational systems. Priority should also

1 be considered in countries where there are chron-
2 ically underserved and marginalized populations that
3 must be reached in order to achieve universal basic
4 education.

5 “(3) ACTIVITIES SUPPORTED.—Assistance pro-
6 vided under this subsection may be used to support
7 efforts to expand access and to improve the quality
8 of basic education, including efforts—

9 “(A) to ensure an adequate supply of
10 trained quality teachers and to build systems to
11 provide continuing support, training, and pro-
12 fessional development for all educators;

13 “(B) to support the design and implemen-
14 tation of effective, relevant curricula;

15 “(C) to assist education authorities to im-
16 prove education management practices and sys-
17 tems;

18 “(D) to promote the development and ef-
19 fective use of systems for monitoring and evalu-
20 ating student-learning outcomes;

21 “(E) to provide adequate infrastructure;

22 “(F) to eliminate fees for educational serv-
23 ices, including fees for tuition, uniforms, and
24 materials as part of a comprehensive education
25 financing plan;

1 “(G) to identify and replicate successful
2 interventions that improve access to and quality
3 of education;

4 “(H) to build systems to ensure continuing
5 information collection, monitoring, and evalua-
6 tion of education services and financing;

7 “(I) to ensure that schools are not incuba-
8 tors for violent extremism;

9 “(J) to provide human rights, gender eq-
10 uity, and conflict-resolution education;

11 “(K) to promote programs that teach civic
12 education and life skills;

13 “(L) to take steps to make schools safe
14 and secure places where children and youth, in-
15 cluding girls and women, can learn without fear
16 of violence, harassment, or exploitation, includ-
17 ing—

18 “(i) promoting efforts at the national
19 level to establish and enforce comprehen-
20 sive legislation and strong policies against
21 school-related violence;

22 “(ii) supporting efforts and providing
23 resources to train all teachers and school
24 administrators on school-related violence;

1 “(iii) working to ensure the safety of
2 students during their travel to and from
3 schools and on school grounds;

4 “(iv) improving school infrastructure
5 to increase safety, such as by constructing
6 separate latrines for boys and girls;

7 “(v) carrying out programs for school
8 and community participation on the
9 unacceptability of violence;

10 “(vi) providing counseling and support
11 systems for students affected by school-re-
12 lated violence;

13 “(vii) conducting national and base-
14 line surveys to collect data on school-re-
15 lated violence, including against women
16 and girls; and

17 “(viii) providing programs that enable
18 schools to continue providing education for
19 the most poor or marginalized children,
20 particularly adolescent girls, which includes
21 flexible learning opportunities, accelerated
22 and second chance classes, and opportuni-
23 ties that support leadership development;

1 “(M) to work with communities to achieve
2 equity in schools and address gender norms to
3 build support for girls’ education;

4 “(N) to support other initiatives that have
5 demonstrated success in increasing access, im-
6 proving learning outcomes, and increasing edu-
7 cational opportunities for the most disadvan-
8 tagged populations, including girls, children af-
9 fected by or emerging from armed conflict or
10 humanitarian crises, children with disabilities,
11 children in remote or rural areas, religious or
12 ethnic minorities, indigenous peoples, orphans
13 and children impacted by HIV/AIDS, child la-
14 borers, and victims of trafficking; and

15 “(O) to carry out other activities to sup-
16 port a Education for All Fast-Track Initiative
17 or other multilateral Educational for All initia-
18 tives, including a multilateral global fund for
19 education.

20 “(4) ADDITIONAL ACTIVITIES SUPPORTED FOR
21 COUNTRIES AFFECTED BY CONFLICT OR CRISES.—In
22 addition to the activities supported under paragraph
23 (3), assistance provided under this subsection under
24 the headings ‘Development Assistance’ and ‘Eco-
25 nomic Support Funds’ to foreign countries or those

1 parts of the territories of foreign countries that are
2 affected by or emerging from armed conflict, human-
3 itarian crises, or other emergency situations may be
4 used to support efforts—

5 “(A) to ensure a continuity of educational
6 activities for all children as an essential human-
7 itarian need and that all relevant executive
8 branch agencies and officials collaborate and co-
9 ordinate to help provide this continuity;

10 “(B) to ensure that education assistance of
11 the United States Government to countries in
12 emergency settings, including countries affected
13 by or emerging from armed conflict or humani-
14 tarian crises, shall be informed by the Minimum
15 Standards of the Inter-Agency Network for
16 Education in Emergencies (INEE Minimum
17 Standards);

18 “(C) wherever possible, to reestablish for-
19 mal or provide support for formal and informal
20 education services, or to complement services
21 that are available to ensure that children are
22 able to continue their education and to protect
23 children from physical harm, psychological and
24 social distress, recruitment into armed groups,

1 family separation, and abuses related to their
2 displacement;

3 “(D) to promote the creation of out-of-
4 school programs and flexible-hour schooling in
5 areas in which security prevents students from
6 attending regular schools;

7 “(E) to provide safe spaces, especially for
8 girls, with such facilities providing access to
9 water, sanitation, health-related education, psy-
10 chosocial support, and landmine awareness;

11 “(F) to provide funding for temporary and
12 permanent education facility construction and
13 minor rehabilitation and equipping of edu-
14 cational structures;

15 “(G) to provide essential educational serv-
16 ices and materials that assist in building sys-
17 tems to support, train, and provide professional
18 development for educators; and

19 “(H) to promote efforts to ensure the re-
20 integration of teachers and students in conflict,
21 whether refugees or internally displaced, into
22 educational systems, including regional ap-
23 proaches where appropriate to coordinate and
24 recognize the educational efforts of these teach-
25 ers and students and other school systems.

1 “(g) ANNUAL REPORT.—

2 “(1) IN GENERAL.—Not later than January 31
3 of each year, the President shall transmit to the ap-
4 propriate congressional committees a report on the
5 implementation of this section for the prior fiscal
6 year and make the report available to the public.

7 “(2) REPORT ELEMENTS.—The report required
8 by paragraph (1) shall include—

9 “(A) a description of efforts made by rel-
10 evant executive branch agencies and officials to
11 implement the strategy developed pursuant to
12 subsection (e), with a particular focus on the
13 activities carried out under this section;

14 “(B) a description of the programs estab-
15 lished by each foreign country receiving assist-
16 ance pursuant to subsection (f) that provides a
17 detailed explanation of the extent to which the
18 strategy developed pursuant to subsection (e)
19 and the assistance provided pursuant to sub-
20 section (f) are contributing to the goal of qual-
21 ity universal basic education in the foreign
22 country; and

23 “(C) a description of the extent to which
24 each foreign country selected to receive assist-

1 vide Basic Education Assistance (hereinafter in this
2 section referred to as the “Coordinator”).

3 (2) REPEAL.—Effective upon the date on which
4 the Administrator designates an individual to serve
5 as Coordinator pursuant to paragraph (1), section
6 664 (b) and (c) of division J of Public Law 110–161
7 and section 7064(2) of division F of Public Law
8 111–117 are repealed.

9 (b) GENERAL AUTHORITIES.—The Coordinator, act-
10 ing through such nongovernmental organizations (includ-
11 ing organizations representing parents, teachers, and stu-
12 dents, faith-based and community-based organizations)
13 and relevant executive branch agencies and officials as
14 may be necessary and appropriate to effect the purposes
15 of this section, is authorized to coordinate the promotion
16 of quality universal basic education.

17 (c) DUTIES.—

18 (1) IN GENERAL.—The Coordinator shall have
19 primary responsibility for the oversight and coordi-
20 nation of all resources and international activities of
21 the United States Government to promote quality
22 universal basic education under section 105A of the
23 Foreign Assistance Act of 1961 (as added by section
24 3(a) of this Act) or any other provision of law.

1 (2) SPECIFIC DUTIES.—The duties of the Coor-
2 dinator shall specifically include the following:

3 (A) Ensuring program and policy coordina-
4 tion among relevant executive branch agencies
5 and officials and nongovernmental organiza-
6 tions, including coordination of auditing, moni-
7 toring, and evaluation of all such programs.

8 (B) Ensuring that relevant executive
9 branch agencies and officials undertake pro-
10 grams primarily in those areas in which the
11 agencies and officials have the greatest exper-
12 tise, technical capabilities, and potential for
13 success.

14 (C) Ensuring coordination of activities of
15 relevant executive branch agencies and officials
16 in the field in order to eliminate duplication.

17 (D) Pursuing coordination with other
18 countries and international organizations.

19 (E) Resolving policy, program, and funding
20 disputes among relevant executive branch agen-
21 cies and officials.

22 (F) Ensuring due diligence criteria for all
23 recipients of funds to promote quality universal
24 basic education under section 105A of the For-
25 eign Assistance Act of 1961 or any other provi-

1 sion of law, and all activities carried out with
2 such funds, subject to the coordination and ap-
3 propriate monitoring, evaluation, and audits
4 carried out by the Coordinator necessary to as-
5 sess the measurable outcomes of such activities.

6 (G) Convening meetings, as appropriate,
7 but at least annually, of relevant executive
8 branch agencies and officials to evaluate
9 progress in carrying out the United States
10 strategy developed pursuant to subsection (e) of
11 section 105A of the Foreign Assistance Act of
12 1961 (as added by section 3(a) of this Act) and
13 recommend future changes to the strategy
14 based upon such evaluation.

15 (d) DEFINITIONS.—In this section:

16 (1) BASIC EDUCATION.—The term “basic edu-
17 cation” has the meaning given that term in sub-
18 section (d)(3) of section 105A of the Foreign Assist-
19 ance Act of 1961 (as added by section 3(a) of this
20 Act).

21 (2) RELEVANT EXECUTIVE BRANCH AGENCIES
22 AND OFFICIALS.—The term “relevant executive
23 branch agencies and officials” has the meaning given
24 that term in subsection (d)(7) of section 105A of the

1 Foreign Assistance Act of 1961 (as added by section
2 3(a) of this Act).

3 (e) SPECIFICATION OF RESOURCES OF COORDI-
4 NATOR.—Not later than 90 days after the date of enact-
5 ment of this Act, the President shall specify the necessary
6 financial and personnel resources, including detailees,
7 from funds appropriated pursuant to the authorization of
8 appropriations under subsection (i) of section 105A of the
9 Foreign Assistance Act of 1961 (as added by section 3(a)
10 of this Act), that shall be assigned to and under the direct
11 control of the Coordinator to establish and maintain the
12 duties and supporting activities assigned to the Coordi-
13 nator by this section.

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