

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           ance pursuant to subsection (f) meets the pri-  
2           ority criteria specified in subsection (f)(2).

3           “(3) DATA.—Where possible, all data should be  
4           disaggregated by sex and age.

5           “(h) RELATIONSHIP TO OTHER LAWS.—The Presi-  
6           dent shall exercise the authority provided in this section  
7           in accordance with other applicable law.

8           “(i) AUTHORIZATION OF APPROPRIATIONS.—To  
9           carry out this section, there are authorized to be appro-  
10          priated to the President such sums as may be necessary  
11          for fiscal year 2012 and each subsequent fiscal year.”.

12          (b) TECHNICAL AMENDMENT.—Chapter 1 of part I  
13          of the Foreign Assistance Act of 1961, as amended by  
14          subsection (a), is further amended by redesignating the  
15          second section 135 (as added by section 5(a) of the Sen-  
16          ator Paul Simon Water for the Poor Act of 2005 (Public  
17          Law 109–121; 119 Stat. 2536)) as section 136.

18       **SEC. 4. COORDINATOR OF UNITED STATES GOVERNMENT**  
19                       **ACTIONS TO PROVIDE BASIC EDUCATION AS-**  
20                       **SISTANCE.**

21          (a) ESTABLISHMENT OF POSITION.—

22               (1) IN GENERAL.—The Administrator of the  
23               United States Agency for International Development  
24               shall designate an individual to serve as the Coordi-  
25               nator of United States Government Actions to Pro-

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.

○