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 22, 2013

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 2013”.
SEC. 2. FINDINGS.

Congress finds the following:

(1) Throughout the world, an alarming number of children and youth are not receiving a basic education. According to the Global Monitoring Report, approximately 57,000,000 children of primary school age are not in school and tens of millions drop out of school annually. Globally, progress is slowing, and if current trends continue, there could be as many as 72,000,000 children of primary school age out of school in 2015. In sub-Saharan Africa alone, the number of primary age children out of school has remained at approximately 30,000,000 over the past five years. Additionally, there were an estimated 69,000,000 adolescents not enrolled in school in 2011 and an estimated 122,000,000 youth (15 to 24 years old) who could not read and write in 2010, needing a second chance to acquire even basic literacy and numeracy skills.

(2) Of the approximately 57,000,000 children of primary school age and 69,000,000 adolescents of lower secondary school age who were not in school in 2011, 53 percent were girls. The proportion of out-of-school primary age girls is highest in Arab states, Central Asia, South and West Asia, and sub-Saharan Africa. Over half of the world’s out-of-
school children live in sub-Saharan Africa, and more than 28,000,000 live in countries affected by conflict. A significant number of such children have been orphaned or otherwise negatively affected by HIV/AIDS, while others have been victims of child labor or human trafficking. Of the estimated 120,000,000 to 150,000,000 children with disabilities under the age of 18 around the world, an estimated 98 percent of children with disabilities in developing countries do not attend school. Without access to quality education, such children will not have the skills to contribute to reconstruction and stabilization of their countries.

(3) The final report of the National Commission on Terrorist Attacks Upon the United States (hereafter in this section referred to as the “Report”) concluded that education that teaches tolerance, the dignity and value of each individual, and respect for different beliefs must be a key element in any global strategy to eliminate terrorism. The Center for Strategic and International Studies’ Commission on Smart Power determined that “education is the best hope of turning young people away from violence and extremism”.

•HR 2780 IH
(4) The vision for educational opportunity described in the Report to all developing countries, including countries affected by armed conflict, is critical to achieve the Education for All Goals and prevent the rise of violent extremism worldwide.

(5) The Report concluded that the United States Government must offer an example of moral leadership in the world and offer parents and their children a vision of the future that emphasizes individual educational and economic opportunity.

(6) The Report noted that the United Nations has rightly equated “literacy as freedom”, and while gains have been made in Arab states in reducing the out-of-school population, an estimated 25 percent of the adult population in the Arab states, or 50,286,000 people, lack basic literacy or numeracy skills needed in everyday life.

(7) The Report concluded that ensuring educational opportunity is essential to the efforts of the United States to defeat global terrorism.

(8) At the World Education Forum held in Dakar, Senegal, in 2000, the United States joined more than 180 other countries in committing to the 6 Education For All goals, including quality universal basic education.
(9) Since the World Education Forum in 2000, the number of children out of school has decreased at an average approximate rate of more than 4,090,000 children per year. Despite this progress, the goal of achieving quality universal basic education will not be met, and 72,000,000 children may still be out of school by 2015, while millions of children in school are not acquiring foundational skills in literacy and numeracy.

(10) In fiscal year 2012, the United States Agency for International Development’s bilateral assistance helped to deliver a quality basic education to approximately 23,000,000 learners enrolled in United States Government-supported primary and secondary schools around the world. USAID has expertise in a number of key areas, including teacher training, reaching marginalized groups and quality measurement and has provided technical assistance to governments in order to create sustainable educational systems.

(11) Basic education is fundamental to development. No country has reached sustained economic growth without achieving near universal primary education. Quality education reduces poverty and inequity, lays the foundation for sound governance,
civic participation, and strong institutions, and equips people with the knowledge, skills, and self-reliance they need to increase income and expand opportunities for employment.

(12) Investing in girls’ education and skills building programs not only delivers substantial returns in educational attainment but also empowers girls to address conditions of poverty, low status, and social norms by increasing women’s and household incomes, delaying the start of sexual activity, reducing infant mortality, increasing women’s political participation, spurring economic growth, and delaying marriage.

(13) Education can help to protect children in conflict situations from physical harm, exploitation, and sexual abuse, as well as to avoid the recruitment of children into armed groups and gangs, and promote good governance and poverty reduction. Additionally, every additional year of schooling for males can reduce their risk of becoming involved in conflict by 20 percent.

(14) In front line states, education remains a significant challenge. Of the 57,000,000 children of primary school age who are out of school, 28,000,000, or 42 percent, are in conflict-affected
poor countries. In Yemen, nearly 80 percent of girls are unlikely to enroll in school, and in Afghanistan, girls average only 4 years of schooling.

(15) Multilateral mechanisms have been proven to marshal critical resources to reach global development challenges. Funds that are transparent, increase partnership and coordination among governments, private sector, and civil society, support national plans, are monitored for results, and hold all stakeholders accountable have been effective at providing resources to reach global challenges.

SEC. 3. ASSISTANCE TO ACHIEVE QUALITY UNIVERSAL BASIC EDUCATION.

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

``SEC. 105A. ASSISTANCE TO ACHIEVE QUALITY UNIVERSAL BASIC EDUCATION.

“(a) PURPOSE.—It is the purpose of this section to ensure that United States resources and leadership are utilized in a way to best ensure a successful international effort to provide all children with a quality basic education in order to achieve the goal of quality universal basic education agreed to at the World Education Forum held in Dakar, Senegal, in 2000."

7
“(b) POLICY.—It is the policy of the United States to work with other countries and international and local civil society organizations in order to achieve quality universal basic education by—

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

“(2) assisting nongovernmental and multilateral organizations working in developing countries to provide all children with a quality basic education; and

“(3) promoting education as the foundation for communities’ development, including integrating entrepreneurial and leadership training, disaster preparedness, conflict and violence prevention and mitigation, disease prevention and treatment, economic growth and agricultural activities, early childhood development, and democracy promotion into holistic assistance programs.

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

“(1) UNITED STATES RESOURCES.—To lead a global commitment to achieving quality universal basic education in developing countries, including in
countries affected by or emerging from armed conflict or humanitarian crises, the United States shall commit sufficient resources for education in developing countries to equitably expand access to quality educational opportunity and inspire confidence in such countries that efforts to reform education will receive adequate assistance.

“(2) Integrated bilateral and multilateral approach to sustainable development.—United States assistance shall integrate bilateral and multilateral assistance modalities within the strategy developed pursuant to subsection (e), to be directly responsive to host country needs, capacity, and commitment, and lead to sustainable development. The United States shall engage on a multilateral basis in a manner that leverages overall impact and best reinforces United States bilateral aid efforts, which are central to United States efforts in basic education. Bilateral and multilateral assistance should be undertaken in close partnership with nongovernmental organizations and other development partners, including women-led groups.

“(3) United States assistance to multilateral education initiatives.—The United States shall support multilateral coordination and fi-
nancing education initiatives, including the Global Partnership for Education (GPE). United States assistance shall build upon its comparative advantages and proficiencies in basic education programs, while leveraging the efforts of existing country-level development partnerships. Multilateral mechanisms should be aligned with globally established aid effectiveness principles, including—

“(A) alignment with recipient country priorities, education plans, and planning processes;

“(B) governance shared by donors, developing country governments, and civil society;

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

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

“(E) transparency with respect to financing, policy decisions, and impact; and

“(F) sufficient, predictable resources disbursed in a timely manner.

“(4) OTHER MAJOR DONORS.—The United States Government should encourage other donors to contribute commensurate amounts to support quality
universal basic education, through bilateral and multilateral mechanisms and to coordinate their efforts with recipient countries, private entities, and other donors, in line with the principles of the Paris Declaration.

“(5) Private sector and nongovernmental participation and contributions.—United States efforts shall include explicit strategies to encourage and integrate contributions of strategic direction and financial resources from local and international private sector and civil society organizations, including organizations that represent teachers, students, and parents, interested in supporting quality universal basic education efforts.

“(6) School access, quality, and completion.—United States assistance for basic education in developing countries shall seek—

“(A) to expand access to quality schools and teachers for all children, particularly marginalized and vulnerable groups, including girls, children affected by or emerging from armed conflict or humanitarian crises, children with disabilities, children in remote or rural areas, including those that lack access to safe water and sanitation, religious or ethnic minori-
ties, indigenous peoples, orphans and children impacted by HIV/AIDS, child laborers, married adolescents and victims of trafficking;

“(B) to promote gender equity; and

“(C) to improve the quality of education, including foundational skills in literacy and numeracy, critical thinking, and civic education in order to increase the number of children completing and benefitting from a basic education.

“(7) COORDINATION WITHIN THE UNITED STATES GOVERNMENT.—The United States Government, led by the United States Agency for International Development, shall support improved coordination and collaboration among all departments and agencies of the United States Government involved in providing assistance for basic education to developing countries to ensure efficient and effective use of the resources, including efforts to provide a continuity of assistance for basic education in humanitarian and other emergency situations.

“(8) SUPPORT FOR COMMUNITIES OF LEARNING.—The United States shall support the coordination of development assistance for the holistic development of communities, and where appropriate, uti-
lize schools as the foundation for communities’ development and integrate assistance programs, including health and development programs, nutrition and school feeding programs, sanitation and hygiene education, adult literacy, leadership development, prevention of school-related violence, entrepreneurial training, agricultural extension work, civic education, and housing programs.

“(9) COORDINATION WITH NATIONAL EDUCATION PLANS AND ECONOMIC DEVELOPMENT PROGRAMS.—United States assistance for basic education in developing countries shall be provided in collaboration and coordination with, where possible, national education plans, to reduce poverty and spur sustained economic growth, including through the promotion of the value of education and increasing community and family awareness of the positive impact of education. The United States shall seek to encourage developing countries to utilize schools as platforms for the development of communities. Such assistance should support programs and activities that are appropriate for and meet the needs of the local and indigenous cultures and carry out programs and activities through implementation by
country-based civil society organizations that support national education plans.

“(10) MEASURING OUTCOMES.—United States assistance for basic education in developing countries shall include sufficient resources for monitoring and evaluating the effectiveness and quality of basic education programs.

“(d) DEFINITIONS.—In this section:

“(1) APPROPRIATE CONGRESSIONAL COMMITTEES.—The term ‘appropriate congressional committees’ means—

“(A) the Committee on Appropriations and the Committee on Foreign Relations of the Senate; and

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

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

“(3) BASIC EDUCATION.—The term ‘basic education’—

“(A) means an education, generally consisting of completion of 9–10 years of schooling, including efforts to improve early childhood development, primary education, secondary edu-
cation, literacy and numeracy training, and life-
skills training that prepares an individual to be
an active, productive member of society and the
workforce; and

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

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

“(ii) construct and rehabilitate
schools;

“(iii) train quality teachers;

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

“(v) provide learning materials; and

“(vi) develop curricula.

“(4) GLOBAL PARTNERSHIP FOR EDUCATION.—
The term ‘Global Partnership for Education’ means
the organization formally known as the Fast-Track
Initiative launched in 2002 to mobilize donor re-
sources and accelerate progress toward the achieve-
ment of Education for All, an international commit-
tment to bring the benefits of basic education to
every individual.
“(5) NATIONAL EDUCATION PLAN.—The term ‘national education plan’ means a comprehensive national education plan that—

“(A) may be developed in accordance with the provisions of the Global Partnership for Education; and

“(B) includes explicit, credible strategies informed by effective practices and standards to achieve quality universal basic education, including strategies to—

“(i) address key constraints to achieving universal basic education in the areas of access, policy, data, capacity, gender equity, learning, sustainability of efforts, and financing; and

“(ii) coordinate priorities within the elements of basic education, such as early childhood development, primary education, and secondary education (delivered in formal and non-formal settings), and training in literacy, numeracy, and other basic skills, including life and leadership skills, for adults and out-of-school youth, and priorities between basic education, workforce development, and higher education.
“(6) **Psychosocial support.**—The term ‘psychosocial support’ has the meaning given that term in section 135 (relating to assistance for orphans and other vulnerable children).

“(7) **Relevant executive branch agencies and officials.**—The term ‘relevant executive branch agencies and officials’ means—

“(A) the Department of State, the United States Agency for International Development, the Department of the Treasury, the Department of Labor, the Department of Education, the Department of Health and Human Services, the Department of Agriculture, and the Department of Defense;

“(B) the Chief Executive Officer of the Millennium Challenge Corporation, the Coordinator of United States Government Activities to Combat HIV/AIDS Globally, the National Security Advisor, the Director of the Peace Corps, and the National Economic Advisor; and

“(C) any other department, agency, or official of the United States Government that participates in activities to promote quality universal basic education pursuant to the authori-
ties of such department, agency, or official or pursuant to this Act.

“(8) INEE Minimum Standards.—The term ‘INEE Minimum Standards’ refers to standards for education developed by the Inter-Agency Network on Education in Emergencies designed for use in emergency response, emergency preparedness, and in humanitarian advocacy, and applicable in a wide range of situations, including natural disasters and armed conflicts.

“(e) Development and Implementation of a Comprehensive United States Strategy on Education for All.—

“(1) Strategy Required.—The President shall develop a comprehensive integrated strategy of the United States to promote quality universal basic education that will—

“(A) seek to equitably expand access to basic education for all children, particularly marginalized and vulnerable groups, including girls, children affected by or emerging from armed conflict or humanitarian crises, children with disabilities, children in remote or rural areas, religious or ethnic minorities, indigenous peoples, orphans and children impacted by
HIV/AIDS, child laborers, and victims of trafficking, as well as to promote gender equity; and

“(B) improve the quality of basic education, particularly as reflected in measurable learning outcomes, as appropriate.

“(2) ELEMENTS.—The strategy required by paragraph (1) shall be formulated and implemented in consideration of the principles set forth in subsection (c) and shall—

“(A) include specific objectives, indicators, including indicators to measure learning outcomes, and approaches to increase access and quality of basic education in developing countries;

“(B) seek to build capacity within developing countries for basic education programs in order to make progress toward the goal of achieving sustainable development;

“(C) outline how the United States Government will ensure a transition and continuity of educational activities in countries affected by or emerging from armed conflict or humanitarian crises;
“(D) assign priorities to relevant executive branch agencies and officials;

“(E) improve coordination and reduce duplication among relevant executive branch agencies and officials, foreign donor governments, and international organizations at the global and country levels;

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

“(G) utilize public private partnerships, where appropriate, in order to leverage resources;

“(H) target the activities of the United States to leverage contributions from other bilateral donors to provide quality universal basic education;

“(I) support efforts to reduce the adverse impact of HIV/AIDS on education systems, including by equipping teachers with skills needed for HIV/AIDS prevention and support for persons with, or affected by, HIV/AIDS;

“(J) promote gender equity and improve educational opportunities for women and girls, and strive to ensure safe schools, equal access, workforce opportunities, leadership role develop-
ment, and the preservation of dignity and respect;

“(K) support local actors to review curricula, textbooks, and educational materials, with the goal of incorporating content on peace, human rights, civic education and respect for diversity;

“(L) work with governments of conflict-affected states and governments assisting in preventing or limiting conflict to limit the effects of conflict on students, teachers, and schools and to promote and fund inclusive, good-quality education; to establish respect for schools as sanctuaries or zones of peace; to develop mechanisms to protect threatened students, teachers, and education personnel; and to develop ways to rapidly reconstruct, repair, and resupply attacked educational institutions and to support the continuation of education in alternative places or via alternative methods;

“(M) adopt a ‘Communities of Learning’ approach that integrates, where appropriate and to the extent practicable, school and educational programs with health and development programs, nutrition and school feeding pro-
grams, sanitation and hygiene education, adult literacy, leadership development, prevention of school-related violence, entrepreneurial training, agricultural extension work, civic education, and housing programs; and

“(N) best utilize United States capabilities in the areas of technical assistance and training.

“(3) Global development strategy.—The strategy required by paragraph (1) should be included in any overall United States global development strategy.

“(4) Requirement to consult.—In developing the strategy required by paragraph (1), the President shall consult with—

“(A) the appropriate congressional committees;

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

“(C) nongovernmental organizations, including organizations representing students, teachers, and parents, and other development partners and individuals who are involved in the promotion and implementation of education assistance programs in developing countries.
“(5) Public comment.—The President shall provide an opportunity for public comment on the strategy required by paragraph (1), including comments on how to operationalize the strategy through a country specific planning process.

“(6) Annual report.—Not later than 270 days after the date of the enactment of the Education for All Act of 2013, the President shall transmit to the appropriate congressional committees a report setting forth the strategy required by paragraph (1) and make the report available to the public.

“(f) Assistance to develop and implement national education plans.—

“(1) Assistance authorized.—The President is authorized to provide funds and other assistance to assist foreign countries to create the policies, processes, and infrastructure to develop and implement national education plans, including both interim and comprehensive plans, to allow all children of such countries to access and complete a quality basic education.

“(2) Priority and other requirements.—In providing assistance under this subsection, the President shall give priority to foreign countries in
which there is the greatest need and opportunity to
expand universal access and to improve the quality
of basic education, and in which the assistance can
produce a substantial, measurable impact on chil-
dren and educational systems. Priority should also
be considered in countries where there are chron-
ically underserved and marginalized populations that
must be reached in order to achieve universal basic
education.

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

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

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

“(C) to assist education authorities to im-
prove education management practices and sys-
tems, including through promoting community
participation in school management;
“(D) to promote the development and effective use of systems for monitoring and evaluating student-learning outcomes;

“(E) to provide adequate infrastructure;

“(F) to eliminate fees for educational services, including fees for tuition, uniforms, and materials as part of a comprehensive education financing plan;

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

“(H) to build systems to ensure continuing information collection, monitoring, and evaluation of education services and financing;

“(I) to ensure that schools are not incubators for violent extremism;

“(J) to provide human rights, gender equity, and conflict-resolution education;

“(K) to promote programs that teach civic education, critical thinking, leadership and life skills;

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

“(i) promoting efforts to establish and
enforce strong laws and policies against
school-related violence;

“(ii) supporting efforts to train all
teachers and school administrators on
school-related violence;

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

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

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

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

“(vii) conducting national and base-
line surveys to collect data on school-re-
lated violence, including against women
and girls; and
“(viii) providing programs that enable schools to continue providing education for the most poor or marginalized children, particularly adolescent girls, which includes flexible learning opportunities, accelerated and second chance classes, and opportunities that support leadership development;

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

“(N) to support other initiatives that have demonstrated success in increasing access, improving learning outcomes, and increasing educational opportunities for the most disadvantaged populations, including girls, children affected by or emerging from armed conflict or humanitarian crises, children with disabilities, children in remote or rural areas, religious or ethnic minorities, indigenous peoples, orphans and children impacted by HIV/AIDS, child laborers, and victims of trafficking; and

“(O) to carry out other activities to support the Global Partnership for Education.

“(4) ADDITIONAL ACTIVITIES SUPPORTED FOR COUNTRIES AFFECTED BY CONFLICT OR CRISIS.
addition to the activities supported under paragraph (3), assistance provided under this subsection under the headings ‘Development Assistance’ and ‘Economic Support Funds’ to foreign countries or those parts of the territories of foreign countries that are affected by or emerging from armed conflict, humanitarian crises, or other emergency situations may be used to support efforts—

“(A) to ensure a continuity of educational activities for all children as an essential humanitarian need and that all relevant executive branch agencies and officials collaborate and coordinate to help provide this continuity;

“(B) to ensure that education assistance of the United States Government to countries in emergency settings, including countries affected by or emerging from armed conflict or humanitarian crises, shall be informed by the Minimum Standards of the Inter-Agency Network for Education in Emergencies (INEE Minimum Standards);

“(C) wherever possible, to reestablish formal or provide support for formal and informal education services, or to complement services that are available to ensure that children are
able to continue their education and to protect children from physical harm, psychological and social distress, recruitment into armed groups, family separation, and abuses related to their displacement;

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

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

“(F) to provide assistance for temporary and permanent education facility construction and minor rehabilitation and equipping of educational structures;

“(G) to provide essential educational services and materials that assist in building systems to support, train, and provide professional development for educators;

“(H) to build national capacity to coordinate and manage education in emergency response and recovery;
“(I) to promote efforts to ensure the re-
integration of teachers and students in conflict,
whether refugees or internally displaced, into
educational systems, including regional ap-
proaches where appropriate to coordinate and
recognize the educational efforts of these teach-
ers and students and other school systems; and

“(J) to promote efforts to ensure safe pas-
sage to and from school, designate schools as
conflict-free zones respected by all parties, and
adopt and support community-owned protective
measures to reduce the incidence of attack on
education by local actors, armed groups and
armed forces.

“(g) ANNUAL REPORT.—

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

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

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

“(B) a description of the programs established by each foreign country receiving assistance pursuant to subsection (f) that provides a detailed explanation of the extent to which the strategy developed pursuant to subsection (e) and the assistance provided pursuant to subsection (f) are contributing to the goal of quality universal basic education in the foreign country; and

“(C) a description of the extent to which each foreign country selected to receive assistance pursuant to subsection (f) meets the priority criteria specified in subsection (f)(2).

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

“(h) RELATIONSHIP TO OTHER LAWS.—The President shall exercise the authority provided in this section in accordance with other applicable law.

“(i) AUTHORIZATION OF APPROPRIATIONS.—To carry out this section, there are authorized to be appropriated to the President such sums as may be necessary for fiscal year 2014 and each subsequent fiscal year.”.
(b) TECHNICAL AMENDMENT.—Chapter 1 of part I of the Foreign Assistance Act of 1961, as amended by subsection (a), is further amended by redesignating the second section 135 (as added by section 5(a) of the Senator Paul Simon Water for the Poor Act of 2005 (Public Law 109–121; 119 Stat. 2536)) as section 136.

SEC. 4. COORDINATOR OF UNITED STATES GOVERNMENT ACTIONS TO PROVIDE BASIC EDUCATION ASSISTANCE.

(a) ESTABLISHMENT OF POSITION.—

(1) IN GENERAL.—The Administrator of the United States Agency for International Development shall designate an individual to serve as the Coordinator of United States Government Actions to Provide Basic Education Assistance (hereinafter in this section referred to as the “Coordinator”).

(2) REPEAL.—Effective upon the date on which the Administrator designates an individual to serve as Coordinator pursuant to paragraph (1), section 664 (b) and (c) of division J of Public Law 110–161, section 7064(2) of division F of Public Law 111–117, and section 7034(q)(2) of Public Law 112–74 are repealed.

(b) GENERAL AUTHORITIES.—The Coordinator, acting through such nongovernmental organizations (includ-
(c) DUTIES.—

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

(2) SPECIFIC DUTIES.—The duties of the Coordinator shall specifically include the following:

(A) Ensuring program and policy coordination among relevant executive branch agencies and officials and nongovernmental organizations, including coordination of auditing, monitoring, and evaluation of all such programs.

(B) Ensuring that relevant executive branch agencies and officials undertake programs primarily in those areas in which the agencies and officials have the greatest exper-
tise, technical capabilities, and potential for success.

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

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

(E) Resolving policy, program, and funding disputes among relevant executive branch agencies and officials.

(F) Ensuring due diligence criteria for all recipients of funds to promote quality universal basic education under section 105A of the Foreign Assistance Act of 1961 or any other provision of law, and all activities carried out with such funds, subject to the coordination and appropriate monitoring, evaluation, and audits carried out by the Coordinator necessary to assess the measurable outcomes of such activities.

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

(d) DEFINITIONS.—In this section:

(1) BASIC EDUCATION.—The term “basic education” has the meaning given that term in subsection (d)(3) of section 105A of the Foreign Assistance Act of 1961 (as added by section 3(a) of this Act).

(2) RELEVANT EXECUTIVE BRANCH AGENCIES AND OFFICIALS.—The term “relevant executive branch agencies and officials” has the meaning given that term in subsection (d)(7) of section 105A of the Foreign Assistance Act of 1961 (as added by section 3(a) of this Act).

(e) SPECIFICATION OF RESOURCES OF COORDINATOR.—Not later than 90 days after the date of enactment of this Act, the President shall specify the necessary financial and personnel resources, including detailees, from funds appropriated pursuant to the authorization of appropriations under subsection (i) of section 105A of the Foreign Assistance Act of 1961 (as added by section 3(a) of this Act), that shall be assigned to and under the direct control of the Coordinator to establish and maintain the
duties and supporting activities assigned to the Coordinator by this section.