

113TH CONGRESS  
1ST SESSION

# H. R. 2780

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.

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## 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

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## 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”.

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 57,000,000 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. In sub-Saharan Africa alone, the  
12 number of primary age children out of school has re-  
13 mained at approximately 30,000,000 over the past  
14 five years. Additionally, there were an estimated  
15 69,000,000 adolescents not enrolled in school in  
16 2011 and an estimated 122,000,000 youth (15 to 24  
17 years old) who could not read and write in 2010,  
18 needing a second chance to acquire even basic lit-  
19 eracy and numeracy skills.

20 (2) Of the approximately 57,000,000 children  
21 of primary school age and 69,000,000 adolescents of  
22 lower secondary school age who were not in school  
23 in 2011, 53 percent were girls. The proportion of  
24 out-of-school primary age girls is highest in Arab  
25 states, Central Asia, South and West Asia, and sub-  
26 Saharan Africa. Over half of the world's out-of-

1 school children live in sub-Saharan Africa, and more  
2 than 28,000,000 live in countries affected by con-  
3 flict. A significant number of such children have  
4 been orphaned or otherwise negatively affected by  
5 HIV/AIDS, while others have been victims of child  
6 labor or human trafficking. Of the estimated  
7 120,000,000 to 150,000,000 children with disabil-  
8 ities under the age of 18 around the world, an esti-  
9 mated 98 percent of children with disabilities in de-  
10 veloping countries do not attend school. Without ac-  
11 cess to quality education, such children will not have  
12 the skills to contribute to reconstruction and sta-  
13 bilization of their countries.

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

1           (4) The vision for educational opportunity de-  
2           scribed in the Report to all developing countries, in-  
3           cluding countries affected by armed conflict, is crit-  
4           ical to achieve the Education for All Goals and pre-  
5           vent the rise of violent extremism worldwide.

6           (5) The Report concluded that the United  
7           States Government must offer an example of moral  
8           leadership in the world and offer parents and their  
9           children a vision of the future that emphasizes indi-  
10          vidual educational and economic opportunity.

11          (6) The Report noted that the United Nations  
12          has rightly equated “literacy as freedom”, and while  
13          gains have been made in Arab states in reducing the  
14          out-of-school population, an estimated 25 percent of  
15          the adult population in the Arab states, or  
16          50,286,000 people, lack basic literacy or numeracy  
17          skills needed in everyday life.

18          (7) The Report concluded that ensuring edu-  
19          cational opportunity is essential to the efforts of the  
20          United States to defeat global terrorism.

21          (8) At the World Education Forum held in  
22          Dakar, Senegal, in 2000, the United States joined  
23          more than 180 other countries in committing to the  
24          6 Education For All goals, including quality uni-  
25          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 more than  
4           4,090,000 children per year. Despite this progress,  
5           the goal of achieving quality universal basic edu-  
6           cation will not be met, and 72,000,000 children may  
7           still be out of school by 2015, while millions of chil-  
8           dren in school are not acquiring foundational skills  
9           in literacy and numeracy.

10           (10) In fiscal year 2012, the United States  
11           Agency for International Development’s bilateral as-  
12           sistance helped to deliver a quality basic education  
13           to approximately 23,000,000 learners enrolled in  
14           United States Government-supported primary and  
15           secondary schools around the world. USAID has ex-  
16           pertise in a number of key areas, including teacher  
17           training, reaching marginalized groups and quality  
18           measurement and has provided technical assistance  
19           to governments in order to create sustainable edu-  
20           cational systems.

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

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

5 (12) Investing in girls' education and skills  
6 building programs not only delivers substantial re-  
7 turns in educational attainment but also empowers  
8 girls to address conditions of poverty, low status,  
9 and social norms by increasing women's and house-  
10 hold incomes, delaying the start of sexual activity,  
11 reducing infant mortality, increasing women's polit-  
12 ical participation, spurring economic growth, and de-  
13 laying marriage.

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

22 (14) In front line states, education remains a  
23 significant challenge. Of the 57,000,000 children of  
24 primary school age who are out of school,  
25 28,000,000, or 42 percent, are in conflict-affected

1 poor countries. In Yemen, nearly 80 percent of girls  
2 are unlikely to enroll in school, and in Afghanistan,  
3 girls average only 4 years of schooling.

4 (15) Multilateral mechanisms have been proven  
5 to marshal critical resources to reach global develop-  
6 ment challenges. Funds that are transparent, in-  
7 crease partnership and coordination among govern-  
8 ments, private sector, and civil society, support na-  
9 tional plans, are monitored for results, and hold all  
10 stakeholders accountable have been effective at pro-  
11 viding resources to reach global challenges.

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

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

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

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

1       “(b) POLICY.—It is the policy of the United States  
2 to work with other countries and international and local  
3 civil society organizations in order to achieve quality uni-  
4 versal basic education by—

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

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

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

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

23           “(1) UNITED STATES RESOURCES.—To lead a  
24 global commitment to achieving quality universal  
25 basic education in developing countries, including in



1 countries affected by or emerging from armed con-  
2 flict or humanitarian crises, the United States shall  
3 commit sufficient resources for education in devel-  
4 oping countries to equitably expand access to quality  
5 educational opportunity and inspire confidence in  
6 such countries that efforts to reform education will  
7 receive adequate assistance.

8 “(2) INTEGRATED BILATERAL AND MULTILAT-  
9 ERAL APPROACH TO SUSTAINABLE DEVELOPMENT.—

10 United States assistance shall integrate bilateral and  
11 multilateral assistance modalities within the strategy  
12 developed pursuant to subsection (e), to be directly  
13 responsive to host country needs, capacity, and com-  
14 mitment, and lead to sustainable development. The  
15 United States shall engage on a multilateral basis in  
16 a manner that leverages overall impact and best re-  
17 inforces United States bilateral aid efforts, which  
18 are central to United States efforts in basic edu-  
19 cation. Bilateral and multilateral assistance should  
20 be undertaken in close partnership with nongovern-  
21 mental organizations and other development part-  
22 ners, including women-led groups.

23 “(3) UNITED STATES ASSISTANCE TO MULTI-  
24 LATERAL EDUCATION INITIATIVES.—The United  
25 States shall support multilateral coordination and fi-

1 nancing education initiatives, including the Global  
2 Partnership for Education (GPE). United States as-  
3 sistance shall build upon its comparative advantages  
4 and proficiencies in basic education programs, while  
5 leveraging the efforts of existing country-level devel-  
6 opment partnerships. Multilateral mechanisms  
7 should be aligned with globally established aid effec-  
8 tiveness principles, including—

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

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

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

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

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

21 “(F) sufficient, predictable resources dis-  
22 bursed in a timely manner.

23 “(4) OTHER MAJOR DONORS.—The United  
24 States Government should encourage other donors to  
25 contribute commensurate amounts to support quality

1 universal basic education, through bilateral and mul-  
2 tilateral mechanisms and to coordinate their efforts  
3 with recipient countries, private entities, and other  
4 donors, in line with the principles of the Paris Dec-  
5 laration.

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

15 “(6) SCHOOL ACCESS, QUALITY, AND COMPLE-  
16 TION.—United States assistance for basic education  
17 in developing countries shall seek—

18 “(A) to expand access to quality schools  
19 and teachers for all children, particularly  
20 marginalized and vulnerable groups, including  
21 girls, children affected by or emerging from  
22 armed conflict or humanitarian crises, children  
23 with disabilities, children in remote or rural  
24 areas, including those that lack access to safe  
25 water and sanitation, religious or ethnic minori-

1 ties, indigenous peoples, orphans and children  
2 impacted by HIV/AIDS, child laborers, married  
3 adolescents and victims of trafficking;

4 “(B) to promote gender equity; and

5 “(C) to improve the quality of education,  
6 including foundational skills in literacy and  
7 numeracy, critical thinking, and civic education  
8 in order to increase the number of children  
9 completing and benefitting from a basic edu-  
10 cation.

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

22 “(8) SUPPORT FOR COMMUNITIES OF LEARN-  
23 ING.—The United States shall support the coordina-  
24 tion of development assistance for the holistic devel-  
25 opment of communities, and where appropriate, uti-

1       lize schools as the foundation for communities’ de-  
2       velopment and integrate assistance programs, in-  
3       cluding health and development programs, nutrition  
4       and school feeding programs, sanitation and hygiene  
5       education, adult literacy, leadership development,  
6       prevention of school-related violence, entrepreneurial  
7       training, agricultural extension work, civic edu-  
8       cation, and housing programs.

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

1 country-based civil society organizations that sup-  
2 port national education plans.

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

8 “(d) DEFINITIONS.—In this section:

9 “(1) APPROPRIATE CONGRESSIONAL COMMIT-  
10 TEES.—The term ‘appropriate congressional com-  
11 mittees’ means—

12 “(A) the Committee on Appropriations and  
13 the Committee on Foreign Relations of the Sen-  
14 ate; and

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

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

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

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

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

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

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

11 “(ii) construct and rehabilitate  
12 schools;

13 “(iii) train quality teachers;

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

16 “(v) provide learning materials; and

17 “(vi) develop curricula.

18 “(4) GLOBAL PARTNERSHIP FOR EDUCATION.—

19 The term ‘Global Partnership for Education’ means  
20 the organization formally known as the Fast-Track  
21 Initiative launched in 2002 to mobilize donor re-  
22 sources and accelerate progress toward the achieve-  
23 ment of Education for All, an international commit-  
24 ment to bring the benefits of basic education to  
25 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 Global Partnership for  
6                   Education; and

7                   “(B) includes explicit, credible strategies  
8                   informed by effective practices and standards to  
9                   achieve quality universal basic education, in-  
10                  cluding strategies to—

11                           “(i) address key constraints to achiev-  
12                           ing universal basic education in the areas  
13                           of access, policy, data, capacity, gender eq-  
14                           uity, learning, sustainability of efforts, and  
15                           financing; and

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



1           “(6) PSYCHOSOCIAL SUPPORT.—The term ‘psy-  
2           chosocial support’ has the meaning given that term  
3           in section 135 (relating to assistance for orphans  
4           and other vulnerable children).

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

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

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

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

1           ties of such department, agency, or official or  
2           pursuant to this Act.

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

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

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

18                         “(A) seek to equitably expand access to  
19                         basic education for all children, particularly  
20                         marginalized and vulnerable groups, including  
21                         girls, children affected by or emerging from  
22                         armed conflict or humanitarian crises, children  
23                         with disabilities, children in remote or rural  
24                         areas, religious or ethnic minorities, indigenous  
25                         peoples, orphans and children impacted by

1 HIV/AIDS, child laborers, and victims of traf-  
2 ficking, as well as to promote gender equity;  
3 and

4 “(B) improve the quality of basic edu-  
5 cation, particularly as reflected in measurable  
6 learning outcomes, as appropriate.

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

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

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

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

1           “(D) assign priorities to relevant executive  
2 branch agencies and officials;

3           “(E) improve coordination and reduce du-  
4 plication among relevant executive branch agen-  
5 cies and officials, foreign donor governments,  
6 and international organizations at the global  
7 and country levels;

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

10          “(G) utilize public private partnerships,  
11 where appropriate, in order to leverage re-  
12 sources;

13          “(H) target the activities of the United  
14 States to leverage contributions from other bi-  
15 lateral donors to provide quality universal basic  
16 education;

17          “(I) support efforts to reduce the adverse  
18 impact of HIV/AIDS on education systems, in-  
19 cluding by equipping teachers with skills needed  
20 for HIV/AIDS prevention and support for per-  
21 sons with, or affected by, HIV/AIDS;

22          “(J) promote gender equity and improve  
23 educational opportunities for women and girls,  
24 and strive to ensure safe schools, equal access,  
25 workforce opportunities, leadership role develop-

1           ment, and the preservation of dignity and re-  
2           spect;

3           “(K) support local actors to review cur-  
4           ricula, textbooks, and educational materials,  
5           with the goal of incorporating content on peace,  
6           human rights, civic education and respect for  
7           diversity;

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

21          “(M) adopt a ‘Communities of Learning’  
22          approach that integrates, where appropriate  
23          and to the extent practicable, school and edu-  
24          cational programs with health and development  
25          programs, nutrition and school feeding pro-

1           grams, sanitation and hygiene education, adult  
2           literacy, leadership development, prevention of  
3           school-related violence, entrepreneurial training,  
4           agricultural extension work, civic education, and  
5           housing programs; and

6                   “(N) best utilize United States capabilities  
7           in the areas of technical assistance and train-  
8           ing.

9                   “(3) GLOBAL DEVELOPMENT STRATEGY.—The  
10          strategy required by paragraph (1) should be in-  
11          cluded in any overall United States global develop-  
12          ment strategy.

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

16                           “(A) the appropriate congressional com-  
17                           mittees;

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

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

1           “(5) PUBLIC COMMENT.—The President shall  
2 provide an opportunity for public comment on the  
3 strategy required by paragraph (1), including com-  
4 ments on how to operationalize the strategy through  
5 a country specific planning process.

6           “(6) ANNUAL REPORT.—Not later than 270  
7 days after the date of the enactment of the Edu-  
8 cation for All Act of 2013, the President shall trans-  
9 mit to the appropriate congressional committees a  
10 report setting forth the strategy required by para-  
11 graph (1) and make the report available to the pub-  
12 lic.

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

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

23           “(2) PRIORITY AND OTHER REQUIREMENTS.—  
24 In providing assistance under this subsection, the  
25 President shall give priority to foreign countries in

1       which there is the greatest need and opportunity to  
2       expand universal access and to improve the quality  
3       of basic education, and in which the assistance can  
4       produce a substantial, measurable impact on chil-  
5       dren and educational systems. Priority should also  
6       be considered in countries where there are chron-  
7       ically underserved and marginalized populations that  
8       must be reached in order to achieve universal basic  
9       education.

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

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

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

20           “(C) to assist education authorities to im-  
21       prove education management practices and sys-  
22       tems, including through promoting community  
23       participation in school management;



1           “(D) to promote the development and ef-  
2           fective use of systems for monitoring and evalu-  
3           ating student-learning outcomes;

4           “(E) to provide adequate infrastructure;

5           “(F) to eliminate fees for educational serv-  
6           ices, including fees for tuition, uniforms, and  
7           materials as part of a comprehensive education  
8           financing plan;

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

12          “(H) to build systems to ensure continuing  
13          information collection, monitoring, and evalua-  
14          tion of education services and financing;

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

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

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

22          “(L) to take steps to make schools safe  
23          and secure places where children and youth, in-  
24          cluding girls and women, can learn without fear

1 of violence, harassment, or exploitation, includ-  
2 ing—

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

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

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

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

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

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

21 “(vii) conducting national and base-  
22 line surveys to collect data on school-re-  
23 lated violence, including against women  
24 and girls; and

1           “(viii) providing programs that enable  
2           schools to continue providing education for  
3           the most poor or marginalized children,  
4           particularly adolescent girls, which includes  
5           flexible learning opportunities, accelerated  
6           and second chance classes, and opportuni-  
7           ties that support leadership development;

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

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

22          “(O) to carry out other activities to sup-  
23          port the Global Partnership for Education.

24          “(4) ADDITIONAL ACTIVITIES SUPPORTED FOR  
25          COUNTRIES AFFECTED BY CONFLICT OR CRISES.—In

1 addition to the activities supported under paragraph  
2 (3), assistance provided under this subsection under  
3 the headings ‘Development Assistance’ and ‘Eco-  
4 nomic Support Funds’ to foreign countries or those  
5 parts of the territories of foreign countries that are  
6 affected by or emerging from armed conflict, human-  
7 itarian crises, or other emergency situations may be  
8 used to support efforts—

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

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

22 “(C) wherever possible, to reestablish for-  
23 mal or provide support for formal and informal  
24 education services, or to complement services  
25 that are available to ensure that children are

1           able to continue their education and to protect  
2           children from physical harm, psychological and  
3           social distress, recruitment into armed groups,  
4           family separation, and abuses related to their  
5           displacement;

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

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

14          “(F) to provide assistance for temporary  
15          and permanent education facility construction  
16          and minor rehabilitation and equipping of edu-  
17          cational structures;

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

22          “(H) to build national capacity to coordi-  
23          nate and manage education in emergency re-  
24          sponse and recovery;

1           “(I) to promote efforts to ensure the re-  
2 integration of teachers and students in conflict,  
3 whether refugees or internally displaced, into  
4 educational systems, including regional ap-  
5 proaches where appropriate to coordinate and  
6 recognize the educational efforts of these teach-  
7 ers and students and other school systems; and

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

15           “(g) ANNUAL REPORT.—

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

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

23           “(A) a description of efforts made by rel-  
24 evant executive branch agencies and officials to  
25 implement the strategy developed pursuant to

1 subsection (e), with a particular focus on the  
2 activities carried out under this section;

3 “(B) a description of the programs estab-  
4 lished by each foreign country receiving assist-  
5 ance pursuant to subsection (f) that provides a  
6 detailed explanation of the extent to which the  
7 strategy developed pursuant to subsection (e)  
8 and the assistance provided pursuant to sub-  
9 section (f) are contributing to the goal of qual-  
10 ity universal basic education in the foreign  
11 country; and

12 “(C) a description of the extent to which  
13 each foreign country selected to receive assist-  
14 ance pursuant to subsection (f) meets the pri-  
15 ority criteria specified in subsection (f)(2).

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

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

21 “(i) AUTHORIZATION OF APPROPRIATIONS.—To  
22 carry out this section, there are authorized to be appro-  
23 priated to the President such sums as may be necessary  
24 for fiscal year 2014 and each subsequent fiscal year.”.

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

7 **SEC. 4. COORDINATOR OF UNITED STATES GOVERNMENT**  
8 **ACTIONS TO PROVIDE BASIC EDUCATION AS-**  
9 **SISTANCE.**

10 (a) ESTABLISHMENT OF POSITION.—

11 (1) IN GENERAL.—The Administrator of the  
12 United States Agency for International Development  
13 shall designate an individual to serve as the Coordi-  
14 nator of United States Government Actions to Pro-  
15 vide Basic Education Assistance (hereinafter in this  
16 section referred to as the “Coordinator”).

17 (2) REPEAL.—Effective upon the date on which  
18 the Administrator designates an individual to serve  
19 as Coordinator pursuant to paragraph (1), section  
20 664 (b) and (c) of division J of Public Law 110–  
21 161, section 7064(2) of division F of Public Law  
22 111–117, and section 7034(q)(2) of Public Law  
23 112–74 are repealed.

24 (b) GENERAL AUTHORITIES.—The Coordinator, act-  
25 ing through such nongovernmental organizations (includ-



1 ing organizations representing parents, teachers, and stu-  
2 dents, faith-based and community-based organizations)  
3 and relevant executive branch agencies and officials as  
4 may be necessary and appropriate to effect the purposes  
5 of this section, is authorized to coordinate the promotion  
6 of quality universal basic education.

7 (c) DUTIES.—

8 (1) IN GENERAL.—The Coordinator shall have  
9 primary responsibility for the oversight and coordi-  
10 nation of all resources and international activities of  
11 the United States Government to promote quality  
12 universal basic education under section 105A of the  
13 Foreign Assistance Act of 1961 (as added by section  
14 3(a) of this Act) or any other provision of law.

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

17 (A) Ensuring program and policy coordina-  
18 tion among relevant executive branch agencies  
19 and officials and nongovernmental organiza-  
20 tions, including coordination of auditing, moni-  
21 toring, and evaluation of all such programs.

22 (B) Ensuring that relevant executive  
23 branch agencies and officials undertake pro-  
24 grams primarily in those areas in which the  
25 agencies and officials have the greatest exper-

1           tise, technical capabilities, and potential for  
2           success.

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

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

8           (E) Resolving policy, program, and funding  
9           disputes among relevant executive branch agen-  
10          cies and officials.

11          (F) Ensuring due diligence criteria for all  
12          recipients of funds to promote quality universal  
13          basic education under section 105A of the For-  
14          eign Assistance Act of 1961 or any other provi-  
15          sion of law, and all activities carried out with  
16          such funds, subject to the coordination and ap-  
17          propriate monitoring, evaluation, and audits  
18          carried out by the Coordinator necessary to as-  
19          sess the measurable outcomes of such activities.

20          (G) Convening meetings, as appropriate,  
21          but at least annually, of relevant executive  
22          branch agencies and officials to evaluate  
23          progress in carrying out the United States  
24          strategy developed pursuant to subsection (e) of  
25          section 105A of the Foreign Assistance Act of

1           1961 (as added by section 3(a) of this Act) and  
2           recommend future changes to the strategy  
3           based upon such evaluation.

4           (d) DEFINITIONS.—In this section:

5           (1) BASIC EDUCATION.—The term “basic edu-  
6           cation” has the meaning given that term in sub-  
7           section (d)(3) of section 105A of the Foreign Assist-  
8           ance Act of 1961 (as added by section 3(a) of this  
9           Act).

10          (2) RELEVANT EXECUTIVE BRANCH AGENCIES  
11          AND OFFICIALS.—The term “relevant executive  
12          branch agencies and officials” has the meaning given  
13          that term in subsection (d)(7) of section 105A of the  
14          Foreign Assistance Act of 1961 (as added by section  
15          3(a) of this Act).

16          (e) SPECIFICATION OF RESOURCES OF COORDI-  
17          NATOR.—Not later than 90 days after the date of enact-  
18          ment of this Act, the President shall specify the necessary  
19          financial and personnel resources, including detailees,  
20          from funds appropriated pursuant to the authorization of  
21          appropriations under subsection (i) of section 105A of the  
22          Foreign Assistance Act of 1961 (as added by section 3(a)  
23          of this Act), that shall be assigned to and under the direct  
24          control of the Coordinator to establish and maintain the

1 duties and supporting activities assigned to the Coordi-  
2 nator by this section.

○