

110TH CONGRESS
1ST SESSION

H. R. 2092

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 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

MAY 1, 2007

Mrs. LOWEY (for herself and Mr. BACHUS) 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 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 2007”.

1 **SEC. 2. FINDINGS.**

2 Congress finds the following:

3 (1) Throughout the world, an alarming number
4 of children are not receiving primary education. At
5 least 77 million children of primary school age are
6 not in school and $\frac{3}{5}$ of such children are girls.
7 Worldwide, half of school-age children who start pri-
8 mary school drop out. Hundreds of millions more
9 children are denied a secondary school education.10 (2) Of the approximately 77 million children of
11 primary school age who are not in school, more than
12 half live in countries that are considered fragile or
13 have been affected by conflict and 50 percent live in
14 Africa. A significant number of such children have
15 been orphaned or otherwise negatively affected by
16 HIV/AIDS. Other such children have been victims of
17 child labor or human trafficking. Without access to
18 education, such children will not have the skills to
19 contribute to reconstruction and stabilization of
20 their countries.21 (3) The final report of the National Commis-
22 sion on Terrorist Attacks Upon the United States
23 (hereafter in this section referred to as the “Re-
24 port”) concluded that education that teaches toler-
25 ance, the dignity and value of each individual, and

1 respect for different beliefs must be a key element
2 in any global strategy to eliminate terrorism.

3 (4) Extending the vision of educational oppor-
4 tunity described in the Report to all developing
5 countries, including countries affected by armed con-
6 flict, is critical to achieve the United Nations Millen-
7 nium Development Goals and prevent the rise of vio-
8 lent extremism worldwide.

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

14 (6) At the World Education Forum held in
15 Dakar, Senegal in 2000, the United States joined
16 more than 180 other countries in committing to the
17 goal of universal basic education by 2015. Universal
18 completion of primary school and eliminating gender
19 disparity in all levels of education not later than
20 2015 are part of the United Nations Millennium De-
21 velopment Goals. Currently, at least 70 countries are
22 unlikely to achieve the goal of 100 percent of chil-
23 dren completing primary school by not later than
24 2015.

18 (9) Basic education has been demonstrated to
19 be fundamental to development. No country has
20 reached sustained economic growth without achiev-
21 ing near universal primary education. Education re-
22 duces poverty and inequality, and lays the founda-
23 tion for sound governance, civic participation, and
24 strong institutions.

1 (10) Investing in girls' education delivers sub-
2 stantial returns not only in educational attainment
3 but also in increasing women's incomes, delaying the
4 start of sexual activity, reducing infant mortality, in-
5 creasing women's political participation, and spur-
6 ring economic growth.

12 (12) According to progress reports from the
13 Education for All Fast-Track Initiative, since the
14 World Education Forum was held in 2000, the num-
15 ber of children out of school has decreased at an av-
16 erage rate of 4 million children per year. Despite
17 this progress, the goal of achieving universal basic
18 education by 2015 will not be met unless the num-
19 ber of children out of school decreases at an average
20 rate of approximately 7 million children per year.

21 (13) Credible estimates indicate that at least an
22 additional \$7 billion to \$10 billion per year of exter-
23 nal development assistance is necessary for devel-
24 oping countries to achieve universal basic education
25 by 2015.

1 **SEC. 3. ASSISTANCE TO ACHIEVE UNIVERSAL BASIC EDU-**
2 **CATION.**

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

6 **“SEC. 105A. ASSISTANCE TO ACHIEVE UNIVERSAL BASIC**
7 **EDUCATION.**

8 “(a) PURPOSE.—It is the purpose of this section to
9 ensure that the United States provides the resources and
10 leadership to ensure a successful international effort to
11 provide all children with a quality basic education in order
12 to achieve the goal of universal basic education by 2015
13 agreed to at the World Education Forum held in Dakar,
14 Senegal in 2000.

15 “(b) POLICY.—It is the policy of the United States
16 to work with foreign countries and international and civil
17 society organizations to increase the global commitment
18 to achieving universal basic education—

19 “(1) to assist developing countries to provide all
20 children with a quality basic education; and

21 “(2) to assist nongovernmental and multilateral
22 organizations working in developing countries to pro-
23 vide all children with a quality basic education.

24 “(c) PRINCIPLES.—In developing the global commit-
25 ment referred to in subsection (b), the policy of the United
26 States shall be guided by the following principles:

1 “(1) UNITED STATES RESOURCES.—To lead a
2 global commitment to achieving universal basic edu-
3 cation in developing countries, including in devel-
4 oping countries affected by armed conflict, emerging
5 from armed conflict, or affected by humanitarian
6 crises, the United States shall commit substantial
7 new resources for education in developing countries
8 to expand access to educational opportunity and in-
9 spire confidence in such countries that efforts to re-
10 form education in such countries will receive ade-
11 quate resources.

12 “(2) OTHER MAJOR DONORS.—The United
13 States Government shall encourage other donors to
14 contribute commensurate amounts to support such a
15 global commitment.

16 “(3) PRIVATE SECTOR AND NONGOVERN-
17 MENTAL PARTICIPATION AND CONTRIBUTIONS.—
18 United States efforts in leading such a global com-
19 mitment shall include explicit strategies to encourage
20 and integrate contributions of strategic direction and
21 financial resources from indigenous and inter-
22 national private sector and civil society organizations
23 interested in supporting quality universal basic edu-
24 cation efforts.

1 “(4) SCHOOL ACCESS, QUALITY, AND COMPLE-
2 TION.—United States assistance for basic education
3 in developing countries shall seek to expand access
4 to school for all children, including children in devel-
5 oping countries that are affected by armed conflict,
6 emerging from armed conflict, or affected by human-
7 itarian crises, and to improve the quality of edu-
8 cation in order to increase the number of children
9 completing a basic education.

10 “(5) COORDINATION WITHIN THE UNITED
11 STATES GOVERNMENT.—The United States Govern-
12 ment shall establish a comprehensive strategy to im-
13 prove coordination and collaboration among all de-
14 partments and agencies of the United States Gov-
15 ernment involved in providing assistance for basic
16 education to developing countries to ensure efficient
17 and effective use of the resources of the United
18 States. The comprehensive strategy shall recognize
19 the importance of providing assistance for basic edu-
20 cation, including the importance of providing such
21 assistance in humanitarian and other emergency sit-
22 uations and the importance in providing such assist-
23 ance as a component of development assistance. The
24 comprehensive strategy shall ensure the provision of
25 assistance for basic education throughout the transi-

1 tion from emergency situations to reconstruction and
2 development.

3 “(6) COORDINATION BETWEEN EDUCATION AND
4 HIV/AIDS PREVENTION EFFORTS.—United States as-
5 sistance shall support efforts to improve coordina-
6 tion between global health and education initiatives
7 in United States Government programs and inter-
8 nationally to reduce the adverse impact of HIV/
9 AIDS on education systems, teacher workforce, and
10 orphans and other vulnerable children in developing
11 countries.

12 “(7) COORDINATION WITH NATIONAL EDU-
13 CATION PLANS.—United States assistance for basic
14 education in developing countries shall be provided
15 in collaboration and coordination with the national
16 education plans of such countries to the maximum
17 extent practicable.

18 “(8) INTEGRATION OF EDUCATION PLANS
19 WITHIN OVERALL NATIONAL ECONOMIC STRATE-
20 GIES.—United States policies and programs shall
21 encourage developing countries to ensure that efforts
22 are developed within an overall strategy of economic
23 and market reforms to reduce poverty and spur sus-
24 tained economic growth.

25 “(d) DEFINITIONS.—In this section:

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

3 “(2) APPROPRIATE CONGRESSIONAL COMMIT-
4 TEES.—The term ‘appropriate congressional com-
5 mittees’ means—

6 “(A) the Committee on Appropriations and
7 the Committee on Foreign Relations of the Sen-
8 ate; and

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

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

14 “(A) means an education, generally con-
15 sisting of completion of 9–10 years of schooling,
16 including efforts to improve early childhood de-
17 velopment, primary education, secondary edu-
18 cation, literacy and numeracy training, and life
19 skills training; and

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

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

1 “(ii) construct and rehabilitate
2 schools;
3 “(iii) train teachers;
4 “(iv) increase parent and community
5 involvement in schools;
6 “(v) provide learning materials; and
7 “(vi) develop curricula.

8 “(4) EDUCATION FOR ALL FAST-TRACK INITIA-
9 TIVE.—The term ‘Education for All Fast-Track Ini-
10 tiative’ means the Fast-Track Initiative launched in
11 2002 to mobilize donor resources and accelerate
12 progress toward the achievement of the United Na-
13 tions Millennium Development Goal of Education for
14 All by 2015, an international commitment to bring
15 the benefits of basic education to every individual.

16 “(5) HIV.—The term ‘HIV’ has the meaning
17 given that term in section 104A(g).

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

20 “(7) MEMBER STATES OF THE GROUP OF
21 EIGHT.—The term ‘member states of the Group of
22 Eight’ means the countries of Canada, France, Ger-
23 many, Italy, Japan, Russia, the United Kingdom,
24 and the United States.

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

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

7 “(B) includes explicit, credible strategies to
8 achieve universal basic education, including
9 strategies to—

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

14 “(ii) coordinate priorities of basic edu-
15 cation with priorities for early childhood
16 development, secondary education, higher
17 education, and non-formal education.

18 “(9) PSYCHOSOCIAL SUPPORT.—The term ‘psy-
19 chosocial support’ has the meaning given that term
20 in section 135.

21 “(10) RELEVANT EXECUTIVE BRANCH AGEN-
22 CIES AND OFFICIALS.—The term ‘relevant executive
23 branch agencies and officials’ means—

24 “(A) the Department of State, the United
25 States Agency for International Development,

1 the Department of the Treasury, the Department
2 of Labor, the Department of Education,
3 the Department of Health and Human Services,
4 the Department of Agriculture, and the Department
5 of Defense;

6 “(B) the Chief Executive Officer of the
7 Millennium Challenge Corporation, the Coordinator
8 of United States Government Activities to
9 Combat HIV/AIDS Globally, the National Security
10 Advisor, and the National Economic Advisor;
11 and

12 “(C) any other department, agency, or official
13 of the United States Government that participates
14 in activities to promote universal basic education
15 pursuant to the authorities of such department,
16 agency, or official or pursuant to this Act.

18 “(e) DEVELOPMENT AND IMPLEMENTATION OF A
19 COMPREHENSIVE UNITED STATES STRATEGY ON EDUCATION FOR ALL.—

21 “(1) STRATEGY REQUIRED.—The President
22 shall develop a comprehensive integrated strategy of
23 the United States to promote universal basic education by 2015.

1 “(2) ELEMENTS.—The strategy required by
2 subsection (a) shall—

3 “(A) include specific objectives, indicators,
4 including indicators to measure learning out-
5 comes, and approaches to increase access and
6 quality of basic education in developing coun-
7 tries;

8 “(B) outline how the United States Gov-
9 ernment will ensure a transition and continuity
10 of educational activities in countries affected by
11 armed conflict, emerging from armed conflict,
12 and affected by humanitarian crises;

13 “(C) assign priorities to relevant executive
14 branch agencies and officials;

15 “(D) improve coordination and reduce du-
16 plication among relevant executive branch agen-
17 cies and officials, foreign donor governments,
18 and international organizations;

19 “(E) project general levels of resources
20 needed to achieve the stated objectives;

21 “(F) expand public-private partnerships
22 and the leveraging of resources;

23 “(G) target the activities of the United
24 States to leverage contributions from member

1 states of the Group of Eight and other donors
2 to provide universal basic education;

3 “(H) target the assistance provided by the
4 United States to leverage contributions from
5 the private sector and civil society organizations
6 to achieve universal basic education;

7 “(I) increase efforts of the United States
8 to coordinate with other donors to reduce ineffi-
9 ciency and waste at the global and country lev-
10 els and ensure efficient coordination among rel-
11 evant executive branch agencies and officials;

12 “(J) support efforts of the United States
13 in helping children to overcome challenges to
14 achieving universal basic education, including
15 strategies to target hard-to-reach populations,
16 including those impacted by AIDS, orphans,
17 and other vulnerable populations, and to sup-
18 port efforts to reduce the adverse impact of
19 HIV/AIDS on education systems; and

20 “(K) maximize United States capabilities
21 in the areas of technical assistance and train-
22 ing.

23 “(3) REQUIREMENT TO CONSULT.—In devel-
24 oping the strategy required by subsection (a), the
25 President shall consult with—

1 “(A) relevant executive branch agencies
2 and officials; and

3 “(B) nongovernmental organizations and
4 individuals who are involved in the promotion
5 and implementation of education assistance pro-
6 grams in developing countries.

7 “(4) PUBLIC COMMENT.—The President shall
8 provide an opportunity for public comment on the
9 strategy required by subsection (a).

10 “(5) ANNUAL REPORT.—Not later than 270
11 days after the date of the enactment of the Edu-
12 cation for All Act of 2007, the President shall trans-
13 mit to the appropriate congressional committees a
14 report setting forth the strategy required by sub-
15 section (a) and make the report available to the pub-
16 lic.

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

19 “(1) ASSISTANCE AUTHORIZED.—The President
20 is authorized to provide funds and other assistance
21 to assist foreign countries described in paragraph
22 (2) to create the policies, processes, and infrastruc-
23 ture to develop and implement national education
24 plans to allow all children of such countries to access
25 and complete basic education.

1 “(2) FOREIGN COUNTRIES DESCRIBED.—The
2 foreign countries described in this paragraph are—

3 “(A) foreign countries that have dem-
4 onstrated a strong commitment to delivering
5 universal basic education, as evidenced by the
6 establishment of a national education plan or
7 the willingness to develop a national education
8 plan; and

9 “(B) foreign countries that have not dem-
10 onstrated a strong commitment to delivering
11 universal basic education, as evidenced by the
12 failure to establish a national education plan
13 and the lack of opportunity or capacity to work
14 with a committed national government.

15 “(3) PRIORITY AND OTHER REQUIREMENTS.—

16 “(A) PRIORITY.—In providing assistance
17 under this subsection, the President shall give
18 priority to foreign countries in which there is
19 the greatest need, as evidenced in part by the
20 percentage of children out of school, in which
21 there is the greatest opportunity to expand uni-
22 versal access and to improve the quality of basic
23 education, and in which the assistance can
24 produce a substantial, measurable impact on
25 children and educational systems.

1 “(B) REQUIREMENT RELATING TO COUN-
2 TRIES WITHOUT A STRONG COMMITMENT TO
3 DELIVERING UNIVERSAL BASIC EDUCATION.—
4 Assistance provided under this subsection to
5 foreign countries described in paragraph (2)(B)
6 shall, to the maximum extent practicable, be
7 provided in coordination with committed local
8 governments and civil society organizations.

9 “(C) REQUIREMENT RELATING TO COUN-
10 TRIES AFFECTED BY CONFLICT OR CRISES.—
11 Assistance provided under this subsection to
12 foreign countries or those parts of the terri-
13 tories of foreign countries that are affected by
14 armed conflict, emerging from armed conflict,
15 or affected by a humanitarian crisis shall be
16 provided in such a manner so as to ensure a
17 continuity of educational activities throughout
18 the conflict or crisis and during the transition
19 from conflict or crisis to reconstruction and de-
20 velopment.

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

1 “(A) to ensure an adequate supply of
2 trained teachers;

3 “(B) to promote programs that expand
4 training and implementation of effective cur-
5 ricula;

6 “(C) to provide adequate infrastructure;

7 “(D) to build systems to provide con-
8 tinuing support, training, and professional de-
9 velopment for all educators;

10 “(E) to eliminate fees for educational serv-
11 ices, including fees for tuition, uniforms, and
12 materials, and provide access to education with-
13 out additional costs to families through sim-
14 plified multilateral mechanisms;

15 “(F) to identify and replicate successful
16 interventions that improve access to education
17 and the quality of education, such as scholar-
18 ships, school lunch, and school health programs;

19 “(G) to build systems to ensure continuing
20 information collection, monitoring, and evalua-
21 tion of education services and financing;

22 “(H) to ensure that schools are not incu-
23 bators for violent extremism;

24 “(I) to provide human rights and conflict-
25 resolution education;

1 “(J) to promote programs that teach civic
2 education and life skills;

3 “(K) to support other initiatives that have
4 demonstrated success in increasing access, im-
5 proving learning outcomes and increasing edu-
6 cational opportunities for the most disadvan-
7 taged populations, such as children in remote or
8 rural areas, religious or ethnic minorities, or-
9 phans and children impacted by HIV/AIDS,
10 child laborers or victims of trafficking, children
11 affected by conflict, and children living with dis-
12 abilities;

13 “(L) to increase the number of comprehen-
14 sive schools; and

15 “(M) to carry out other activities to fur-
16 ther the goals of the Education for All Fast-
17 Track Initiative.

18 “(5) ADDITIONAL ACTIVITIES SUPPORTED FOR
19 COUNTRIES AFFECTED BY CONFLICT OR CRISES.—In
20 addition to the activities supported under paragraph
21 (4), assistance provided under this subsection to for-
22 eign countries or those parts of the territories of for-
23 eign countries that are affected by armed conflict,
24 emerging from armed conflict, or affected by a hu-
25 manitarian crisis may be used to support efforts—

1 “(A) to ensure a continuity of educational
2 activities for all children;

3 “(B) wherever possible, to reestablish for-
4 mal education services, or to complement serv-
5 ices that are available with the establishment of
6 well-managed school spaces, to protect children
7 from physical harm, psychological and social
8 distress, recruitment into armed groups, family
9 separation, and abuses related to their displace-
10 ment;

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

15 “(D) to provide safe spaces, with such fa-
16 cilities providing access to water, sanitation,
17 health-related education, psychosocial support
18 and landmine awareness;

19 “(E) to provide temporary facility con-
20 struction and minor rehabilitation of edu-
21 cational structures;

22 “(F) to provide essential educational mate-
23 rials that assist in building systems to support,
24 train, and provide professional development for
25 educators; and

1 “(G) to promote efforts to ensure the re-
2 integration of teachers and students in conflict
3 and refugee situations into educational systems,
4 including regional approaches to coordinate and
5 recognize the educational efforts of these teach-
6 ers and students and other school systems.

7 “(6) SUSPENSION OF ASSISTANCE.—

8 “(A) IN GENERAL.—The President may
9 suspend the provision of all or part of the as-
10 sistance provided under this subsection for a
11 foreign country if there is substantial evidence
12 that the country—

13 “(i) is significantly failing to meet the
14 criteria specified in its national education
15 plan; or

16 “(ii)(I)(aa) is not tracking and moni-
17 toring the use of foreign and domestic as-
18 sistance to develop or implement its na-
19 tional education plan and making such
20 tracking and monitoring information avail-
21 able to the public; or

22 “(bb) is using such assistance for un-
23 authorized purposes; and

24 “(II) fails to come forward with an
25 immediate plan to address a deficiency de-

3 “(B) NOTIFICATION.—Not later than 30
4 days after exercising the authority of subpara-
5 graph (A) to suspend the provision of all or
6 part of the assistance provided under this sub-
7 section for a foreign country, the President
8 shall submit to the appropriate congressional
9 committees a notification of such suspension,
0 including the reasons for the suspension.

11 "(g) UNIVERSAL BASIC EDUCATION FELLOWSHIP
12 PROGRAM.—

13 “(1) AUTHORITY.—The Administrator of the
14 United States Agency for International Development
15 is authorized to establish an education fellowship
16 program at the United States Agency for Inter-
17 national Development to increase the expertise of
18 the personnel of the Agency in promoting universal
19 basic education and to carry out the provisions of
20 this section.

21 “(2) TERM OF FELLOWSHIP.—An individual
22 may participate in a fellowship under this subsection
23 for a term of not more than 3 years.

24 “(3) QUALIFICATIONS.—An individual is qual-
25 fied to participate in a fellowship under this sub-

1 section if such individual has the specific expertise
2 required—

3 “(A) to develop and implement the policies
4 and programs of this section; and

5 “(B) to promote the exchange of knowl-
6 edge and experience among the Agency, the
7 education service delivery community, private
8 business, and the academic and research com-
9 munities.

10 “(h) ANNUAL REPORT.—

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

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

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

23 “(B) a description of the programs estab-
24 lished by each foreign country receiving assist-
25 ance pursuant to subsection (f) that provides a

1 detailed explanation of the extent to which the
2 strategy developed pursuant to subsection (e)
3 and the assistance provided pursuant to sub-
4 section (f) are contributing to the goal of uni-
5 versal basic education in the foreign country;
6 and

7 “(C) a description of the extent to which
8 each foreign country selected to receive assist-
9 ance pursuant to subsection (f) meets the pri-
10 ority criteria specified in subsection (f)(3)(A).

11 “(i) RELATIONSHIP TO OTHER LAWS.—The Presi-
12 dent shall exercise the authority provided in this section
13 in accordance with other applicable law.

14 “(j) AUTHORIZATION OF APPROPRIATIONS.—

15 “(1) IN GENERAL.—To carry out this section,
16 there are authorized to be appropriated to the Presi-
17 dent—

18 “(A) \$1,000,000,000 for fiscal year 2008;

19 “(B) \$1,500,000,000 for fiscal year 2009;

20 “(C) \$2,000,000,000 for fiscal year 2010;

21 “(D) \$2,500,000,000 for fiscal year 2011;

22 and

23 “(E) \$3,000,000,000 for fiscal year 2012.

24 “(2) AVAILABILITY OF FUNDS.—Amounts made
25 available under paragraph (1) are authorized to re-

1 main available until expended and are in addition to
2 amounts otherwise available for such purposes.”.

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

9 **SEC. 4. COORDINATOR OF UNITED STATES GOVERNMENT**

10 **ACTIVITIES TO PROVIDE EDUCATION FOR**
11 **ALL IN DEVELOPING COUNTRIES.**

12 (a) ESTABLISHMENT OF POSITION.—Section 1 of the
13 State Department Basic Authorities Act of 1956 (22
14 U.S.C. 2651a) is amended—

15 (1) by redesignating subsection (g) as sub-
16 section (h); and

17 (2) by inserting after subsection (f) the fol-
18 lowing new subsection:

19 “(g) EDUCATION FOR ALL COORDINATOR.—

20 “(1) ESTABLISHMENT.—

21 “(A) IN GENERAL.—There shall be estab-
22 lished within the Department of State in the
23 immediate office of the Secretary of State a Co-
24 ordinator of United States Government Activi-
25 ties to Provide Education for All in Developing

1 Countries (hereinafter in this subsection re-
2 ferred to as the ‘Coordinator’), who shall be ap-
3 pointed by the President, by and with the ad-
4 vice and consent of the Senate. The Coordi-
5 nator shall report directly to the Secretary.

6 “(B) CONCURRENT GOVERNMENT POSI-
7 TION PROHIBITED.—The individual serving as
8 the Coordinator may not hold any other posi-
9 tion in the Federal Government during the indi-
10 vidual’s time of service as Coordinator.

11 “(2) GENERAL AUTHORITIES.—The Coordi-
12 nator, acting through such nongovernmental organi-
13 zations (including faith-based and community based
14 organizations) and relevant executive branch agen-
15 cies and officials as may be necessary and appro-
16 priate to effect the purposes of this section, is au-
17 thorized—

18 “(A) to operate internationally to carry out
19 activities to promote universal basic education;

20 “(B) to transfer and allocate funds to rel-
21 evant executive branch agencies and officials;
22 and

23 “(C) to provide grants to, and enter into
24 contracts with nongovernmental organizations
25 (including faith-based and community-based or-

1 organizations) to carry out the purposes of this
2 subsection.

3 “(3) DUTIES.—

4 “(A) IN GENERAL.—The Coordinator shall
5 have primary responsibility for the oversight
6 and coordination of all resources and inter-
7 national activities of the United States Govern-
8 ment to promote universal basic education
9 under section 105A of the Foreign Assistance
10 Act of 1961 or any other provision of law.

11 “(B) SPECIFIC DUTIES.—The duties of the
12 Coordinator shall specifically include the fol-
13 lowing:

1 “(iii) Avoiding duplication of effort.

2 “(iv) Ensuring coordination of activi-
3 ties of relevant executive branch agencies
4 and officials in the field.

5 “(v) Pursuing coordination with other
6 countries and international organizations.

7 “(vi) Resolving policy, program, and
8 funding disputes among relevant executive
9 branch agencies and officials.

10 “(vii) Directly approving all activities
11 to promote universal basic education under
12 section 105A of the Foreign Assistance Act
13 of 1961 or any other provision of law.

14 “(viii) Establishing due diligence cri-
15 teria for all recipients of funds to promote
16 universal basic education under section
17 105A of the Foreign Assistance Act of
18 1961 or any other provision of law, and all
19 activities carried out with such funds, sub-
20 ject to the coordination and appropriate
21 monitoring, evaluation, and audits carried
22 out by the Coordinator necessary to assess
23 the measurable outcomes of such activities.

24 “(ix) Annually convening a meeting of
25 relevant executive branch agencies and of-

1 ficials to evaluate progress in carrying out
2 the United States strategy developed pur-
3 suant to section 105A(e) of the Foreign
4 Assistance Act of 1961 and recommend fu-
5 ture changes to the strategy based upon
6 such evaluation.

7 “(x) Annually submit to the President
8 a report outlining the progress made in
9 carrying out the United States strategy de-
10 veloped pursuant to section 105A(e) of the
11 Foreign Assistance Act of 1961 and con-
12 taining the evaluation of the strategy and
13 recommendations for future changes to the
14 strategy developed at the meeting of rel-
15 evant executive branch agencies and offi-
16 cials pursuant to clause (ix).

17 “(4) REPORT TO CONGRESS.—Not later than
18 30 days after receiving the report required by para-
19 graph (3)(B)(x), the President shall transmit the re-
20 port and a response to the contents of the report to
21 the appropriate congressional committees and make
22 the report and the response to the report available
23 to the public.

24 “(5) DEFINITIONS.—In this subsection:

1 “(A) AIDS.—The term ‘AIDS’ has the
2 meaning given that term in subsection
3 (f)(2)(C).

4 “(B) APPROPRIATE CONGRESSIONAL COM-
5 MITTEES.—The term ‘appropriate congressional
6 committees’ means—

7 “(i) the Committee on Appropriations
8 and the Committee on Foreign Relations
9 of the Senate; and

10 “(ii) the Committee on Appropriations
11 and the Committee on Foreign Affairs of
12 the House of Representatives.

13 “(C) BASIC EDUCATION.—The term ‘basic
14 education’ has the meaning given that term in
15 section 105A(d)(3) of the Foreign Assistance
16 Act of 1961.

17 “(D) HIV.—The term ‘HIV’ has the
18 meaning given that term in subsection
19 (f)(2)(C).

20 “(E) HIV/AIDS.—The term ‘HIV/AIDS’
21 has the meaning given that term in subsection
22 (f)(2)(C).

23 “(F) RELEVANT EXECUTIVE BRANCH
24 AGENCIES AND OFFICIALS.—The term ‘relevant
25 executive branch agencies and officials’ has the

1 meaning given that term in section 105A(d)(10)
2 of the Foreign Assistance Act of 1961.”.

3 (b) 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 (j) of section 105A of the
9 Foreign Assistance Act of 1961 (as added by section 3
10 of this Act), that shall be assigned to and under the direct
11 control of the Coordinator of United States Government
12 Activities to Provide Education for All in Developing
13 Countries (as established by subsection (g) of section 1
14 of the State Department Basic Authorities Act of 1956
15 (as added by subsection (a) of this section)) to establish
16 and maintain the duties and supporting activities assigned
17 to the Coordinator by section 1(g) of the State Depart-
18 ment Basic Authorities Act of 1956.

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