

111TH CONGRESS
2D SESSION

H. R. 5117

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

APRIL 22, 2010

Mrs. LOWEY (for herself, Mr. REICHERT, Mr. SMITH of Washington, Ms. LEE of California, and Mr. OLVER) 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 2010”.

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. At least 72,000,000 children of primary
6 school age are not in school and tens of millions
7 drop out of school annually. If current trends con-
8 tinue, 56,000,000 children will still be out of school
9 in 2015. There are an estimated additional
10 71,000,000 children and youth of secondary school
11 age currently out of school.

12 (2) Of the approximately 72,000,000 children
13 of primary school age and 71,000,000 of secondary
14 school age who are not in school, nearly 3 in 5 are
15 girls. The proportion of out-of-school primary age
16 girls is highest in Arab states, Central Asia and
17 South and West Asia. Almost one-half of out-of-
18 school children live in sub-Saharan Africa and nearly
19 40,000,000 live in countries affected by conflict and
20 fragility. A significant number of such children have
21 been orphaned or otherwise negatively affected by
22 HIV/AIDS while others have been victims of child
23 labor or human trafficking. Without access to qual-
24 ity education, such children will not have the skills
25 to contribute to reconstruction and stabilization of
26 their countries.

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

12 (4) Extending the vision of educational oppor-
13 tunity described in the Report to all developing
14 countries, including countries affected by armed con-
15 flict, is critical to achieve the United Nations Millen-
16 nium Development Goals and prevent the rise of vio-
17 lent extremism worldwide.

18 (5) The Report concluded that the United
19 States Government must offer an example of moral
20 leadership in the world and offer parents and their
21 children a vision of the future that emphasizes indi-
22 vidual educational and economic opportunity.

23 (6) The Report noted that the United Nations
24 has rightly equated “literacy as freedom” and while
25 gains have been made in Arab states in reducing the

1 out-of school population, an estimated 29 percent of
2 the adult population in the Arab states, or
3 58,000,000 people, lack basic literacy or numeracy
4 skills needed in everyday life.

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

15 (8) At the World Education Forum held in
16 Dakar, Senegal in 2000, the United States joined
17 more than 180 other countries in committing to the
18 goal of universal basic education by 2015. Universal
19 completion of primary school and eliminating gender
20 disparity in all levels of education not later than
21 2015 are part of the United Nations Millennium De-
22 velopment Goals.

23 (9) Since the World Education Forum in 2000,
24 the number of children out of school has decreased
25 at an average approximate rate of 4,000,000 chil-

1 dren per year. Despite this progress, the goal of
2 achieving universal basic education will not be met
3 and 56,000,000 children will still be out of school by
4 2015.

5 (10) Credible estimates indicate that approxi-
6 mately \$16,000,000,000 per year of financing assist-
7 ance is necessary for developing countries to achieve
8 universal basic education by 2015.

9 (11) The United States Agency for Inter-
10 national Development's bilateral assistance has
11 helped to deliver a quality basic education to 41 mil-
12 lion learners enrolled in United States Government-
13 supported primary schools around the world. USAID
14 has expertise in a number of key areas, including
15 teacher training, reaching marginalized groups and
16 quality measurement and has provided technical as-
17 sistance to governments in order to create sustain-
18 able educational systems.

19 (12) Multilateral mechanisms have been proven
20 to marshal significant resources to reach global de-
21 velopment challenges. Funds that are transparent,
22 increase coordination among governments, private
23 sector and civil society, support national plans and
24 hold all stakeholders accountable have been effective
25 at providing resources to reach global challenges.

1 (13) Basic education has been demonstrated to
2 be fundamental to development. No country has
3 reached sustained economic growth without achiev-
4 ing near universal primary education. Quality edu-
5 cation reduces poverty and inequality, lays the foun-
6 dation for sound governance, civic participation, and
7 strong institutions and equips people with the knowl-
8 edge, skills and self-reliance they need to increase in-
9 come and expand opportunities for employment.

10 (14) Investing in girls' education delivers sub-
11 stantial returns not only in educational attainment
12 but also in increasing women's incomes, delaying the
13 start of sexual activity, reducing infant mortality, in-
14 creasing women's political participation, and spur-
15 ring economic growth.

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

24 (16) In front-line states, education remains a
25 significant challenge. In Yemen, nearly 80 percent of

1 girls are unlikely to enroll in school, and in Afghani-
2 stan girls average only 4 years of schooling.

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

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

8 **“SEC. 105A. ASSISTANCE TO ACHIEVE UNIVERSAL BASIC**
9 **EDUCATION.**

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

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

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

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

4 “(3) promoting education as the foundation for
5 communities’ development, including integrating en-
6 trepreneurial and leadership training, economic
7 growth and agricultural activities, and democracy
8 promotion into holistic assistance programs.

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

12 “(1) UNITED STATES RESOURCES.—To lead a
13 global commitment to achieving universal basic edu-
14 cation in developing countries, including in countries
15 affected by or emerging from armed conflict or hu-
16 manitarian crises, the United States shall commit
17 substantial new resources for education in devel-
18 oping countries to expand access to quality edu-
19 cational opportunity and inspire confidence in such
20 countries that efforts to reform education will re-
21 ceive adequate resources.

22 “(2) INTEGRATED BILATERAL AND MULTILAT-
23 ERAL APPROACH TO SUSTAINABLE DEVELOPMENT.—
24 United States assistance shall integrate bilateral and
25 multilateral assistance modalities within the strategy

1 developed pursuant to subsection (e), to be directly
2 responsive to host country needs, capacity and com-
3 mitment, and lead to sustainable development. The
4 United States should contribute on a multilateral
5 basis in a manner that leverages overall impact and
6 best reinforces United States bilateral aid efforts,
7 which should remain central to United States efforts
8 in basic education. Bilateral and multilateral aid
9 should be undertaken in close partnership with non-
10 governmental organizations and other development
11 partners.

12 “(3) UNITED STATES ASSISTANCE TO MULTI-
13 LATERAL EDUCATION INITIATIVES.—The United
14 States shall seek to support a multilateral coordina-
15 tion and financing education initiative, which may
16 include a reformed Education for All Fast-Track
17 Initiative or a Multilateral Global Fund for Edu-
18 cation. United States assistance shall build upon its
19 comparative advantages and proficiencies in basic
20 education programs. A reformed Education for All
21 Fast-Track Initiative or a Multilateral Global Fund
22 for Education should be established as an inde-
23 pendent entity that is governed equally by donor and
24 developing country governments and civil society and
25 should be based on the following principles:

1 “(A) Transparency with respect to financ-
2 ing, key policy decisions, and impact.

3 “(B) Coordination among governments,
4 private sector, and civil society.

5 “(C) Mutual accountability between donors
6 and recipients for achieving measurable results
7 in access and quality.

8 “(D) Alignment with host country prior-
9 ities.

10 “(E) Predictable, long-term funding dis-
11 bursed in a timely manner.

12 “(4) OTHER MAJOR DONORS.—The United
13 States Government shall encourage other donors to
14 contribute commensurate amounts to support uni-
15 versal basic education, through bilateral or multilat-
16 eral mechanisms and to coordinate their efforts with
17 recipient countries, private entities and other donors,
18 in line with the principles of the Paris Declaration.

19 “(5) PRIVATE SECTOR AND NONGOVERN-
20 MENTAL PARTICIPATION AND CONTRIBUTIONS.—
21 United States efforts shall include explicit strategies
22 to encourage and integrate contributions of strategic
23 direction and financial resources from indigenous
24 and international private sector and civil society or-
25 ganizations, including organizations that represent

1 teachers, students and parents, interested in sup-
2 porting quality universal basic education efforts.

3 “(6) SCHOOL ACCESS, QUALITY, AND COMPLE-
4 TION.—United States assistance for basic education
5 in developing countries shall seek to expand access
6 to quality schools and teachers for all children, par-
7 ticularly marginalized and vulnerable groups, includ-
8 ing girls, children affected by or emerging from
9 armed conflict or humanitarian crises, disabled chil-
10 dren, children in remote or rural areas, religious or
11 ethnic minorities, indigenous peoples, orphans and
12 children impacted by HIV/AIDS, child laborers and
13 victims of trafficking, and to improve the quality of
14 education in order to increase the number of chil-
15 dren completing and benefitting from a basic edu-
16 cation.

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

1 continuity of assistance for basic education in hu-
2 manitarian and other emergency situations.

3 “(8) SUPPORT FOR COMMUNITIES OF LEARN-
4 ING.—United States assistance shall support the co-
5 ordination of development assistance for the holistic
6 development of communities, and where appropriate,
7 utilize schools as the foundation for communities’
8 development and integrate assistance programs, in-
9 cluding health and development programs, such as
10 nutrition, school feeding programs, community gar-
11 dens, adult literacy, entrepreneurial and agricultural
12 training, democracy education and housing pro-
13 grams.

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

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

6 “(d) DEFINITIONS.—In this section:

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

9 “(2) 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 “(3) BASIC EDUCATION.—The term ‘basic edu-
19 cation’—

20 “(A) means an education, generally con-
21 sisting of completion of 9–10 years of schooling,
22 including efforts to improve early childhood de-
23 velopment, primary education, secondary edu-
24 cation, literacy and numeracy training, and life-
25 skills training that prepares an individual to be

1 an active, productive member of society and the
2 workforce; and

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

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

9 “(ii) construct and rehabilitate
10 schools;

11 “(iii) train quality teachers;

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

14 “(v) provide learning materials; and

15 “(vi) develop curricula.

16 “(4) EDUCATION FOR ALL FAST-TRACK INITIA-
17 TIVE.—The term ‘Education for All Fast-Track Ini-
18 tiative’ means the Fast-Track Initiative launched in
19 2002 to mobilize donor resources and accelerate
20 progress toward the achievement of the United Na-
21 tions Millennium Development Goal of Education for
22 All by 2015, an international commitment to bring
23 the benefits of basic education to every individual.

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

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

7 “(B) includes explicit, credible strategies to
8 achieve 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 within the
15 elements of basic education, such as early
16 childhood development, primary education,
17 and secondary education (delivered in for-
18 mal and nonformal settings), and training
19 in literacy, numeracy and other basic
20 skills, including lifeskills, for adults and
21 out-of-school youth, and priorities between
22 basic education, workforce development
23 and higher education.

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

1 in the first section 135 (relating to assistance for or-
2 phans and other vulnerable children).

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

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

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

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

1 “(e) DEVELOPMENT AND IMPLEMENTATION OF A
2 COMPREHENSIVE UNITED STATES STRATEGY ON EDU-
3 CATION FOR ALL.—

4 “(1) STRATEGY REQUIRED.—The President
5 shall develop a comprehensive integrated strategy of
6 the United States to promote universal basic edu-
7 cation by 2015 that will—

8 “(A) seek to expand access to basic edu-
9 cation for all children, particularly marginalized
10 and vulnerable groups, including girls, children
11 affected by or emerging from armed conflict or
12 humanitarian crises, disabled children, children
13 in remote or rural areas, religious or ethnic mi-
14 norities, indigenous peoples, orphans and chil-
15 dren impacted by HIV/AIDS, child laborers and
16 victims of trafficking; and

17 “(B) improve the quality of basic edu-
18 cation, particularly as reflected in measurable
19 learning outcomes, as appropriate.

20 “(2) ELEMENTS.—The strategy required by
21 paragraph (1) shall be formulated and implemented
22 in consideration of the principles set forth in sub-
23 section (c) and shall—

24 “(A) include specific objectives, indicators,
25 including indicators to measure learning out-

1 comes, and approaches to increase access and
2 quality of basic education in developing coun-
3 tries;

4 “(B) seek to build capacity within devel-
5 oping countries for basic education programs in
6 order to make progress towards the goal of
7 achieving sustainable development;

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

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

15 “(E) improve coordination and reduce du-
16 plication among relevant executive branch agen-
17 cies and officials, foreign donor governments,
18 and international organizations at the global
19 and country levels;

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

22 “(G) expand public-private partnerships in
23 order to leverage resources;

24 “(H) target the activities of the United
25 States to leverage contributions from other bi-

1 lateral donors to provide universal basic edu-
2 cation;

3 “(I) support efforts to reduce the adverse
4 impact of HIV/AIDS on education systems, in-
5 cluding by equipping teachers with skills needed
6 for HIV/AIDS prevention and support for per-
7 sons with, or affected by, HIV/AIDS;

8 “(J) improve educational opportunities for
9 women and girls, and strive to ensure safe
10 schools, equal access, workforce opportunities,
11 leadership role development, and the preserva-
12 tion of dignity and respect;

13 “(K) recognize that a quality secondary
14 education is an important incentive to comple-
15 tion of a quality primary education;

16 “(L) adopt a ‘Communities of Learning’
17 approach that integrates, to the maximum ex-
18 tent practicable, school and educational pro-
19 grams with health and development programs,
20 school feeding programs, adult literacy, commu-
21 nity gardens, entrepreneurial training, agricul-
22 tural extension work and housing programs;
23 and

1 “(M) maximize United States capabilities
2 in the areas of technical assistance and train-
3 ing.

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

7 “(A) the appropriate congressional com-
8 mittees;

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

11 “(C) nongovernmental organizations, in-
12 cluding organizations representing students,
13 teachers and parents, and other development
14 partners and individuals who are involved in the
15 promotion and implementation of education as-
16 sistance programs in developing countries.

17 “(4) PUBLIC COMMENT.—The President shall
18 provide an opportunity for public comment on the
19 strategy required by paragraph (1).

20 “(5) ANNUAL REPORT.—Not later than 270
21 days after the date of the enactment of the Edu-
22 cation for All Act of 2010, the President shall trans-
23 mit to the appropriate congressional committees a
24 report setting forth the strategy required by para-

1 graph (1) and make the report available to the pub-
2 lic.

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

5 “(1) ASSISTANCE AUTHORIZED.—The President
6 is authorized to provide funds and other assistance
7 to assist foreign countries to create the policies,
8 processes, and infrastructure to develop and imple-
9 ment national education plans to allow all children
10 of such countries to access and complete a quality
11 basic education.

12 “(2) PRIORITY AND OTHER REQUIREMENTS.—
13 In providing assistance under this subsection, the
14 President shall give priority to foreign countries in
15 which there is the greatest need, as evidenced in
16 part by the percentage of children out of school, in
17 which there is the greatest opportunity to expand
18 universal access and to improve the quality of basic
19 education, and in which the assistance can produce
20 a substantial, measurable impact on children and
21 educational systems.

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

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

5 “(B) to promote programs that expand
6 training and implementation of effective, rel-
7 evant curricula;

8 “(C) to promote the development and ef-
9 fective use of systems for monitoring and evalu-
10 ating student-learning outcomes;

11 “(D) to provide adequate infrastructure;

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

17 “(F) to identify and replicate successful
18 interventions that improve access to quality
19 education, such as scholarships, school lunch,
20 and school health programs;

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

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

1 “(I) to provide human rights and conflict-
2 resolution education;

3 “(J) to promote programs that teach civic
4 education and life skills;

5 “(K) to take steps to make schools safe
6 and secure places where children and youth, in-
7 cluding girls and women, can learn without fear
8 of violence, harassment or exploitation, includ-
9 ing—

10 “(i) promoting efforts at the national
11 level to establish and enforce comprehen-
12 sive legislation and strong policies against
13 school-related violence;

14 “(ii) supporting efforts and providing
15 resources to train all teachers and school
16 administrators on school-related violence;

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

20 “(iv) carrying out programs for school
21 and community participation on the
22 unacceptability of violence;

23 “(v) providing counseling and support
24 systems for students affected by school- re-
25 lated violence; and

1 “(vi) conducting national and baseline
2 surveys to collect data on school-related vi-
3 olence, including against women and girls;

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

15 “(M) to carry out other activities to sup-
16 port a reformed Education for All Fast-Track
17 Initiative or Multilateral Global Fund for Edu-
18 cation.

19 “(4) ADDITIONAL ACTIVITIES SUPPORTED FOR
20 COUNTRIES AFFECTED BY CONFLICT OR CRISES.—In
21 addition to the activities supported under paragraph
22 (3), assistance provided under this subsection to for-
23 eign countries or those parts of the territories of for-
24 eign countries that are affected by or emerging from

1 armed conflict or humanitarian crises may be used
2 to support efforts—

3 “(A) to ensure a continuity of educational
4 activities for all children;

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

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

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

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

24 “(F) to provide essential educational mate-
25 rials that assist in building systems to support,

1 train, and provide professional development for
2 educators; and

3 “(G) to promote efforts to ensure the re-
4 integration of teachers and students in conflict,
5 internally displaced person and refugee situa-
6 tions into educational systems, including re-
7 gional approaches to coordinate and recognize
8 the educational efforts of these teachers and
9 students and other school systems.

10 “(g) 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)(2)(A).

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

14 “(i) AUTHORIZATION OF APPROPRIATIONS.—To
15 carry out this section, there are authorized to be appro-
16 priated to the President such sums as may be necessary
17 for fiscal year 2011 and each subsequent fiscal year.”.

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

1 **SEC. 4. COORDINATOR OF UNITED STATES GOVERNMENT**
2 **ACTIONS TO PROVIDE BASIC EDUCATION AS-**
3 **SISTANCE.**

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

7 (1) by redesignating subsection (g) as sub-
8 section (h); and

9 (2) by inserting after subsection (f) the fol-
10 lowing new subsection:

11 “(g) EDUCATION FOR ALL COORDINATOR.—

12 “(1) IN GENERAL.—The Secretary of State
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 subsection referred to as the ‘Coordinator’), estab-
17 lished under section 664 of division J of Public Law
18 110–161 and continued in effect under section 7064
19 of division F of Public Law 111–117. The Coordi-
20 nator shall report directly to the Secretary.

21 “(2) GENERAL AUTHORITIES.—The Coordi-
22 nator, acting through such nongovernmental organi-
23 zations (including organizations representing par-
24 ents, teachers and students, faith-based and commu-
25 nity based organizations) and relevant executive
26 branch agencies and officials as may be necessary

1 and appropriate to effect the purposes of this sec-
2 tion, is authorized to operate internationally to carry
3 out activities to promote universal basic education.

4 “(3) DUTIES.—

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

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

15 “(i) Ensuring program and policy co-
16 ordination among relevant executive
17 branch agencies and officials and non-
18 governmental organizations, including au-
19 diting, monitoring, and evaluation of all
20 such programs.

21 “(ii) Ensuring that relevant executive
22 branch agencies and officials undertake
23 programs primarily in those areas in which
24 the agencies and officials have the greatest

1 expertise, technical capabilities, and poten-
2 tial for success.

3 “(iii) Ensuring coordination of activi-
4 ties of relevant executive branch agencies
5 and officials in the field in order to elimi-
6 nate duplication.

7 “(iv) Pursuing coordination with other
8 countries and international organizations.

9 “(v) Resolving policy, program, and
10 funding disputes among relevant executive
11 branch agencies and officials.

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

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

1 “(viii) Annually convening a meeting
2 of relevant executive branch agencies and
3 officials to evaluate progress in carrying
4 out the United States strategy developed
5 pursuant to section 105A(e) of the Foreign
6 Assistance Act of 1961 and recommend fu-
7 ture changes to the strategy based upon
8 such evaluation.

9 “(4) DEFINITIONS.—In this subsection:

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

14 “(B) RELEVANT EXECUTIVE BRANCH
15 AGENCIES AND OFFICIALS.—The term ‘relevant
16 executive branch agencies and officials’ has the
17 meaning given that term in section 105A(d)(7)
18 of the Foreign Assistance Act of 1961.’”.

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

1 of this Act), that shall be assigned to and under the direct
2 control of the Education for All Coordinator (as estab-
3 lished by subsection (g) of section 1 of the State Depart-
4 ment Basic Authorities Act of 1956 (as added by sub-
5 section (a) of this section)) to establish and maintain the
6 duties and supporting activities assigned to the Coordi-
7 nator by section 1(g) of the State Department Basic Au-
8 thorities Act of 1956.

