

111TH CONGRESS  
2D SESSION

# S. 3797

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 SENATE OF THE UNITED STATES

SEPTEMBER 16, 2010

Mrs. GILLIBRAND introduced the following bill; which was read twice and referred to the Committee on Foreign Relations

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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 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 currently out of school. There  
11 are an estimated 130,000,000 youth (15 to 24 years  
12 old) who cannot read and write.

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

1 to contribute to reconstruction and stabilization of  
2 their countries.

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

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

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

1           (6) The Report noted that the United Nations  
2           has rightly equated “literacy as freedom” and while  
3           gains have been made in Arab states in reducing the  
4           out-of school population, an estimated 29 percent of  
5           the adult population in the Arab states, or  
6           58,000,000 people, lack basic literacy or numeracy  
7           skills needed in everyday life.

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

18          (8) At the World Education Forum held in  
19          Dakar, Senegal in 2000, the United States joined  
20          more than 180 other countries in committing to the  
21          goal of quality universal basic education by 2015.  
22          Universal completion of primary school and elimi-  
23          nating gender disparity in all levels of education not  
24          later than 2015 are part of the United Nations Mil-  
25          lennium Development Goals.

1           (9) Since the World Education Forum in 2000,  
2           the number of children out of school has decreased  
3           at an average approximate rate of 4,000,000 chil-  
4           dren per year. Despite this progress, the goal of  
5           achieving quality universal basic education will not  
6           be met and 56,000,000 children will still be out of  
7           school by 2015.

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

12          (11) The United States Agency for Inter-  
13          national Development's bilateral assistance has  
14          helped to deliver a quality basic education to  
15          41,000,000 learners enrolled in United States Gov-  
16          ernment-supported primary schools around the  
17          world. USAID has expertise in a number of key  
18          areas, including teacher training, reaching  
19          marginalized groups and quality measurement and  
20          has provided technical assistance to governments in  
21          order to create sustainable educational systems.

22          (12) Multilateral mechanisms have been proven  
23          to marshal significant resources to reach global de-  
24          velopment challenges. Funds that are transparent,  
25          increase partnership and coordination among gov-

ernments, private sector and civil society, support national plans, are monitored for results, and hold all stakeholders accountable have been effective at providing resources to reach global challenges.

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

(14) Investing in girls' education delivers substantial returns not only in educational attainment but also in increasing women's incomes, delaying the start of sexual activity, reducing infant mortality, increasing women's political participation, and spurring economic growth.

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

1 can reduce their risk of becoming involved in conflict  
 2 by 20 percent.

3 (16) In front-line states, education remains a  
 4 significant challenge. In Yemen, nearly 80 percent of  
 5 girls are unlikely to enroll in school, and in Afghani-  
 6 stan girls average only 4 years of schooling.

7 **SEC. 3. ASSISTANCE TO ACHIEVE QUALITY UNIVERSAL**  
 8 **BASIC EDUCATION.**

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

12 **“SEC. 105A. ASSISTANCE TO ACHIEVE QUALITY UNIVERSAL**  
 13 **BASIC EDUCATION.**

14 “(a) PURPOSE.—It is the purpose of this section to  
 15 ensure that the United States provides the resources and  
 16 leadership to ensure a successful international effort to  
 17 provide all children with a quality basic education in order  
 18 to achieve the goal of quality universal basic education by  
 19 2015 agreed to at the World Education Forum held in  
 20 Dakar, Senegal in 2000.

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

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

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

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

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

16               “(1) UNITED STATES RESOURCES.—To lead a  
17               global commitment to achieving quality universal  
18               basic education in developing countries, including in  
19               countries affected by or emerging from armed con-  
20               flict or humanitarian crises, the United States shall  
21               commit substantial new resources for education in  
22               developing countries to expand access to quality edu-  
23               cational opportunity and inspire confidence in such  
24               countries that efforts to reform education will re-  
25               ceive adequate resources.



1           “(2) INTEGRATED BILATERAL AND MULTILAT-  
2           ERAL APPROACH TO SUSTAINABLE DEVELOPMENT.—  
3           United States assistance shall integrate bilateral and  
4           multilateral assistance modalities within the strategy  
5           developed pursuant to subsection (e), to be directly  
6           responsive to host country needs, capacity, and com-  
7           mitment, and lead to sustainable development. The  
8           United States should contribute on a multilateral  
9           basis in a manner that leverages overall impact and  
10          best reinforces United States bilateral aid efforts,  
11          which should remain central to United States efforts  
12          in basic education. Bilateral and multilateral aid  
13          should be undertaken in close partnership with non-  
14          governmental organizations and other development  
15          partners.

16          “(3) UNITED STATES ASSISTANCE TO MULTI-  
17          LATERAL EDUCATION INITIATIVES.—The United  
18          States shall seek to support a multilateral coordina-  
19          tion and financing education initiative, which may  
20          include a reformed Education for All Fast-Track  
21          Initiative or a Multilateral Global Fund for Edu-  
22          cation. United States assistance shall build upon its  
23          comparative advantages and proficiencies in basic  
24          education programs. A reformed Education for All  
25          Fast-Track Initiative or a Multilateral Global Fund

1 for Education should be established as an inde-  
 2 pendent entity that is governed equally by donor and  
 3 developing country governments and civil society and  
 4 should be based on the following principles:

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

7 “(B) Coordination among governments,  
 8 private sector, and civil society.

9 “(C) Mutual accountability between donors  
 10 and recipients for achieving measurable results  
 11 in access and quality.

12 “(D) Alignment with host country prior-  
 13 ities.

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

16 “(4) OTHER MAJOR DONORS.—The United  
 17 States Government shall encourage other donors to  
 18 contribute commensurate amounts to support quality  
 19 universal basic education, through bilateral or multi-  
 20 lateral mechanisms and to coordinate their efforts  
 21 with recipient countries, private entities and other  
 22 donors, in line with the principles of the Paris Dec-  
 23 laration.

24 “(5) PRIVATE SECTOR AND NONGOVERN-  
 25 MENTAL PARTICIPATION AND CONTRIBUTIONS.—

1 United States efforts shall include explicit strategies  
2 to encourage and integrate contributions of strategic  
3 direction and financial resources from indigenous  
4 and international private sector and civil society or-  
5 ganizations, including organizations that represent  
6 teachers, students and parents, interested in sup-  
7 porting quality universal basic education efforts.

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

22 “(7) COORDINATION WITHIN THE UNITED  
23 STATES GOVERNMENT.—The United States Govern-  
24 ment, led by the United States Agency for Inter-  
25 national Development, shall support improved co-

1 ordination and collaboration among all departments  
2 and agencies of the United States Government in-  
3 volved in providing assistance for basic education to  
4 developing countries to ensure efficient and effective  
5 use of the resources, including efforts to provide a  
6 continuity of assistance for basic education in hu-  
7 manitarian and other emergency situations.

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

19 “(9) COORDINATION WITH NATIONAL EDU-  
20 CATION PLANS AND ECONOMIC DEVELOPMENT PRO-  
21 GRAMS.—United States assistance for basic edu-  
22 cation in developing countries shall be provided in  
23 collaboration and coordination with, where possible,  
24 national education plans, to reduce poverty and spur  
25 sustained economic growth, including through the

1       promotion of the value of education and increasing  
2       community and family awareness of the positive im-  
3       pact of education. The United States shall seek to  
4       encourage developing countries to utilize schools as  
5       platforms for the development of communities. Such  
6       assistance, to the maximum extent practicable, shall  
7       support programs and activities that are appropriate  
8       for and meet the needs of the local, indigenous cul-  
9       tures and carry out programs and activities through  
10      implementation by local, indigenous organizations  
11      that support national education plans.

12           “(10) MEASURING OUTCOMES.—United States  
13      assistance for basic education in developing coun-  
14      tries shall include sufficient resources for monitoring  
15      and evaluating the effectiveness and quality of basic  
16      education programs.

17           “(d) DEFINITIONS.—In this section:

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

20           “(2) APPROPRIATE CONGRESSIONAL COMMIT-  
21      TEES.—The term ‘appropriate congressional com-  
22      mittees’ means—

23           “(A) the Committee on Appropriations and  
24           the Committee on Foreign Relations of the Sen-  
25           ate; and

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

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

6 “(A) means an education, generally con-  
7 sisting of completion of 9–10 years of schooling,  
8 including efforts to improve early childhood de-  
9 velopment, primary education, secondary edu-  
10 cation, literacy and numeracy training, and life-  
11 skills training that prepares an individual to be  
12 an active, productive member of society and the  
13 workforce; and

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

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

20 “(ii) construct and rehabilitate  
21 schools;

22 “(iii) train quality teachers;

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

25 “(v) provide learning materials; and

1 “(vi) develop curricula.

2 “(4) EDUCATION FOR ALL FAST-TRACK INITIA-  
 3 TIVE.—The term ‘Education for All Fast-Track Ini-  
 4 tiative’ means the Fast-Track Initiative launched in  
 5 2002 to mobilize donor resources and accelerate  
 6 progress toward the achievement of the United Na-  
 7 tions Millennium Development Goal of Education for  
 8 All by 2015, an international commitment to bring  
 9 the benefits of basic education to every individual.

10 “(5) NATIONAL EDUCATION PLAN.—The term  
 11 ‘national education plan’ means a comprehensive na-  
 12 tional education plan that—

13 “(A) may be developed in accordance with  
 14 the provisions of the Education For All Fast-  
 15 Track Initiative; and

16 “(B) includes explicit, credible strategies to  
 17 achieve quality universal basic education, in-  
 18 cluding strategies to—

19 “(i) address key constraints to achiev-  
 20 ing universal basic education in the areas  
 21 of policy, data, capacity, and financing;  
 22 and

23 “(ii) coordinate priorities within the  
 24 elements of basic education, such as early  
 25 childhood development, primary education,

and secondary education (delivered in formal and nonformal settings), and training in literacy, numeracy and other basic skills, including lifeskills, for adults and out-of-school youth, and priorities between basic education, workforce development and higher education.

“(6) PSYCHOSOCIAL SUPPORT.—The term ‘psychosocial support’ has the meaning given that term in the first section 135 (relating to assistance for orphans and other vulnerable children).

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

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

“(B) the Chief Executive Officer of the Millennium Challenge Corporation, the Coordinator of United States Government Activities to Combat HIV/AIDS Globally, the National Secu-



1           rity Advisor, the Director of the Peace Corps,  
2           and the National Economic Advisor; and

3           “(C) any other department, agency, or offi-  
4           cial of the United States Government that par-  
5           ticipates in activities to promote quality uni-  
6           versal basic education pursuant to the authori-  
7           ties of such department, agency, or official or  
8           pursuant to this Act.

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

12           “(1) STRATEGY REQUIRED.—The President  
13          shall develop a comprehensive integrated strategy of  
14          the United States to promote quality universal basic  
15          education by 2015 that will—

16           “(A) seek to expand access to basic edu-  
17          cation for all children, particularly marginalized  
18          and vulnerable groups, including girls, children  
19          affected by or emerging from armed conflict or  
20          humanitarian crises, disabled children, children  
21          in remote or rural areas, religious or ethnic mi-  
22          norities, indigenous peoples, orphans and chil-  
23          dren impacted by HIV/AIDS, child laborers and  
24          victims of trafficking; and

1           “(B) improve the quality of basic edu-  
2           cation, particularly as reflected in measurable  
3           learning outcomes, as appropriate.

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

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

13          “(B) seek to build capacity within devel-  
14          oping countries for basic education programs in  
15          order to make progress towards the goal of  
16          achieving sustainable development;

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

22          “(D) assign priorities to relevant executive  
23          branch agencies and officials;

24          “(E) improve coordination and reduce du-  
25          plication among relevant executive branch agen-

1           cies and officials, foreign donor governments,  
 2           and international organizations at the global  
 3           and country levels;

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

6           “(G) expand public-private partnerships in  
 7           order to leverage resources;

8           “(H) target the activities of the United  
 9           States to leverage contributions from other bi-  
 10          lateral donors to provide quality universal basic  
 11          education;

12          “(I) support efforts to reduce the adverse  
 13          impact of HIV/AIDS on education systems, in-  
 14          cluding by equipping teachers with skills needed  
 15          for HIV/AIDS prevention and support for per-  
 16          sons with, or affected by, HIV/AIDS;

17          “(J) improve educational opportunities for  
 18          women and girls, and strive to ensure safe  
 19          schools, equal access, workforce opportunities,  
 20          leadership role development, and the preserva-  
 21          tion of dignity and respect;

22          “(K) seek to reform curricula that would  
 23          lead to negative attitudes about different popu-  
 24          lation groups and fuel extreme political or reli-  
 25          gious positions;

1           “(L) recognize that a quality secondary  
2 education is an important incentive to comple-  
3 tion of a quality primary education;

4           “(M) adopt a ‘Communities of Learning’  
5 approach that integrates, to the maximum ex-  
6 tent practicable, school and educational pro-  
7 grams with health and development programs,  
8 school feeding programs, adult literacy, commu-  
9 nity gardens, entrepreneurial training, agricul-  
10 tural extension work and housing programs;  
11 and

12           “(N) maximize United States capabilities  
13 in the areas of technical assistance and train-  
14 ing.

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

18           “(A) the appropriate congressional com-  
19 mittees;

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

22           “(C) nongovernmental organizations, in-  
23 cluding organizations representing students,  
24 teachers and parents, and other development  
25 partners and individuals who are involved in the

1           promotion and implementation of education as-  
2           sistance programs in developing countries.

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

6           “(5) ANNUAL REPORT.—Not later than 270  
7           days after the date of the enactment of the Edu-  
8           cation for All Act of 2010, 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 to allow all children  
20          of such countries to access and complete a quality  
21          basic education.

22          “(2) PRIORITY AND OTHER REQUIREMENTS.—  
23          In providing assistance under this subsection, the  
24          President shall give priority to foreign countries in  
25          which there is the greatest need, as evidenced in

1 part by the percentage of children out of school, in  
 2 which there is the greatest opportunity to expand  
 3 universal access and to improve the quality of basic  
 4 education, and in which the assistance can produce  
 5 a substantial, measurable impact on children and  
 6 educational systems.

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

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

15 “(B) to promote programs that expand  
 16 training and implementation of effective, rel-  
 17 evant curricula;

18 “(C) to promote the development and ef-  
 19 fective use of systems for monitoring and evalu-  
 20 ating student-learning outcomes;

21 “(D) to provide adequate infrastructure;

22 “(E) to eliminate fees for educational serv-  
 23 ices, including fees for tuition, uniforms, and  
 24 materials, and foster simplified multilateral

1 mechanisms that help provide access to edu-  
2 cation without additional costs to families;

3 “(F) to identify and replicate successful  
4 interventions that improve access to quality  
5 education, such as scholarships, school lunch,  
6 and school health programs;

7 “(G) to build systems to ensure continuing  
8 information collection, monitoring, and evalua-  
9 tion of education services and financing;

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

12 “(I) to provide human rights and conflict-  
13 resolution education;

14 “(J) to promote programs that teach civic  
15 education and life skills;

16 “(K) to take steps to make schools safe  
17 and secure places where children and youth, in-  
18 cluding girls and women, can learn without fear  
19 of violence, harassment or exploitation, includ-  
20 ing—

21 “(i) promoting efforts at the national  
22 level to establish and enforce comprehen-  
23 sive legislation and strong policies against  
24 school-related violence;

1 “(ii) supporting efforts and providing  
 2 resources to train all teachers and school  
 3 administrators on school-related violence;

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

7 “(iv) carrying out programs for school  
 8 and community participation on the  
 9 unacceptability of violence;

10 “(v) providing counseling and support  
 11 systems for students affected by school- re-  
 12 lated violence; and

13 “(vi) conducting national and baseline  
 14 surveys to collect data on school-related vi-  
 15 olence, including against women and girls;

16 “(L) to support other initiatives that have  
 17 demonstrated success in increasing access, im-  
 18 proving learning outcomes and increasing edu-  
 19 cational opportunities for the most disadvan-  
 20 taged populations, including girls, children af-  
 21 fected by or emerging from armed conflict or  
 22 humanitarian crises, disabled children, children  
 23 in remote or rural areas, religious or ethnic mi-  
 24 norities, indigenous peoples, orphans and chil-



1           dren impacted by HIV/AIDS, child laborers and  
2           victims of trafficking; and

3           “(M) to carry out other activities to sup-  
4           port a reformed Education for All Fast-Track  
5           Initiative or Multilateral Global Fund for Edu-  
6           cation.

7           “(4) ADDITIONAL ACTIVITIES SUPPORTED FOR  
8           COUNTRIES AFFECTED BY CONFLICT OR CRISES.—In  
9           addition to the activities supported under paragraph  
10          (3), assistance provided under this subsection to for-  
11          eign countries or those parts of the territories of for-  
12          eign countries that are affected by or emerging from  
13          armed conflict or humanitarian crises may be used  
14          to support efforts—

15               “(A) to ensure a continuity of educational  
16               activities for all children;

17               “(B) wherever possible, to reestablish for-  
18               mal education services, or to complement serv-  
19               ices that are available with the establishment of  
20               well-managed school spaces, to protect children  
21               from physical harm, psychological and social  
22               distress, recruitment into armed groups, family  
23               separation, and abuses related to their displace-  
24               ment;

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

5           “(D) to provide safe spaces, with such fa-  
 6 cilities providing access to water, sanitation,  
 7 health-related education, psychosocial support,  
 8 and landmine awareness;

9           “(E) to provide temporary facility con-  
 10 struction and minor rehabilitation of edu-  
 11 cational structures;

12           “(F) to provide essential educational mate-  
 13 rials that assist in building systems to support,  
 14 train, and provide professional development for  
 15 educators; and

16           “(G) to promote efforts to ensure the re-  
 17 integration of teachers and students in conflict,  
 18 internally displaced person and refugee situa-  
 19 tions into educational systems, including re-  
 20 gional approaches to coordinate and recognize  
 21 the educational efforts of these teachers and  
 22 students and other school systems.

23           “(g) ANNUAL REPORT.—

24           “(1) IN GENERAL.—Not later than January 31  
 25 of each year, the President shall transmit to the ap-

1       appropriate congressional committees a report on the  
2       implementation of this section for the prior fiscal  
3       year and make the report available to the public.

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

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

11              “(B) a description of the programs estab-  
12      lished by each foreign country receiving assist-  
13      ance pursuant to subsection (f) that provides a  
14      detailed explanation of the extent to which the  
15      strategy developed pursuant to subsection (e)  
16      and the assistance provided pursuant to sub-  
17      section (f) are contributing to the goal of qual-  
18      ity universal basic education in the foreign  
19      country; and

20              “(C) a description of the extent to which  
21      each foreign country selected to receive assist-  
22      ance pursuant to subsection (f) meets the pri-  
23      ority criteria specified in subsection (f)(2)(A).

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

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

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

14   **SEC. 4. COORDINATOR OF UNITED STATES GOVERNMENT**  
 15                   **ACTIONS TO PROVIDE BASIC EDUCATION AS-**  
 16                   **SISTANCE.**

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

20           (1) by redesignating subsection (g) as sub-  
 21      section (h); and

22           (2) by inserting after subsection (f) the fol-  
 23      lowing new subsection:

24      “(g) EDUCATION FOR ALL COORDINATOR.—

1           “(1) IN GENERAL.—The Administrator of the  
2           United States Agency for International Development  
3           shall designate an individual to serve as the Coordi-  
4           nator of United States Government Actions to Pro-  
5           vide Basic Education Assistance (hereinafter in this  
6           subsection referred to as the ‘Coordinator’), estab-  
7           lished under section 664 of division J of Public Law  
8           110–161 and continued in effect under section 7064  
9           of division F of Public Law 111–117.

10           “(2) GENERAL AUTHORITIES.—The Coordi-  
11           nator, acting through such nongovernmental organi-  
12           zations (including organizations representing par-  
13           ents, teachers and students, faith-based and commu-  
14           nity based organizations) and relevant executive  
15           branch agencies and officials as may be necessary  
16           and appropriate to effect the purposes of this sec-  
17           tion, is authorized to coordinate the promotion of  
18           quality universal basic education.

19           “(3) DUTIES.—

20           “(A) IN GENERAL.—The Coordinator shall  
21           have primary responsibility for the oversight  
22           and coordination of all resources and inter-  
23           national activities of the United States Govern-  
24           ment to promote quality universal basic edu-  
25           cation under section 105A of the Foreign As-

1           sistance Act of 1961 or any other provision of  
2           law.

3           “(B) SPECIFIC DUTIES.—The duties of the  
4           Coordinator shall specifically include the fol-  
5           lowing:

6                   “(i) Ensuring program and policy co-  
7                   ordination among relevant executive  
8                   branch agencies and officials and non-  
9                   governmental organizations, including of  
10                  the auditing, monitoring, and evaluation of  
11                  all such programs.

12                  “(ii) Ensuring that relevant executive  
13                  branch agencies and officials undertake  
14                  programs primarily in those areas in which  
15                  the agencies and officials have the greatest  
16                  expertise, technical capabilities, and poten-  
17                  tial for success.

18                  “(iii) Ensuring coordination of activi-  
19                  ties of relevant executive branch agencies  
20                  and officials in the field in order to elimi-  
21                  nate duplication.

22                  “(iv) Pursuing coordination with other  
23                  countries and international organizations.

1 “(v) Resolving policy, program, and  
 2 funding disputes among relevant executive  
 3 branch agencies and officials.

4 “(vi) Establishing due diligence cri-  
 5 teria for all recipients of funds to promote  
 6 quality universal basic education under  
 7 section 105A of the Foreign Assistance Act  
 8 of 1961 or any other provision of law, and  
 9 all activities carried out with such funds,  
 10 subject to the coordination and appropriate  
 11 monitoring, evaluation, and audits carried  
 12 out by the Coordinator necessary to assess  
 13 the measurable outcomes of such activities.

14 “(vii) Convening meetings, as appro-  
 15 priate, but at least annually, of relevant  
 16 executive branch agencies and officials to  
 17 evaluate progress in carrying out the  
 18 United States strategy developed pursuant  
 19 to section 105A(e) of the Foreign Assist-  
 20 ance Act of 1961 and recommend future  
 21 changes to the strategy based upon such  
 22 evaluation.

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

24 “(A) BASIC EDUCATION.—The term ‘basic  
 25 education’ has the meaning given that term in

1           section 105A(d)(3) of the Foreign Assistance  
2           Act of 1961.

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

8           (b) SPECIFICATION OF RESOURCES OF COORDI-  
9   NATOR.—Not later than 90 days after the date of enact-  
10   ment of this Act, the President shall specify the necessary  
11   financial and personnel resources, including detailees,  
12   from funds appropriated pursuant to the authorization of  
13   appropriations under subsection (i) of section 105A of the  
14   Foreign Assistance Act of 1961 (as added by section 3  
15   of this Act), that shall be assigned to and under the direct  
16   control of the Education for All Coordinator (as estab-  
17   lished by subsection (g) of section 1 of the State Depart-  
18   ment Basic Authorities Act of 1956 (as added by sub-  
19   section (a) of this section)) to establish and maintain the  
20   duties and supporting activities assigned to the Coordi-  
21   nator by section 1(g) of the State Department Basic Au-  
22   thorities Act of 1956.

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