

A motion to reconsider was laid on the table.

# PROTECTING GIRLS' ACCESS TO EDUCATION IN VULNERABLE SETTINGS ACT

Mr. ROYCE of California. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2408) to enhance the transparency, improve the coordination, and intensify the impact of assistance to support access to primary and secondary education for displaced children and persons, including women and girls, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 2408

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

## SECTION 1. SHORT TITLE.

This Act may be cited as the "Protecting Girls' Access to Education in Vulnerable Settings Act" or the "Protecting Girls' Access to Education Act".

## SEC. 2. FINDINGS.

Congress finds the following:

(1) At the start of 2017, more than 65,000,000 people have been displaced by disasters and conflicts around the world, the highest number recorded since the end of World War II, of which more than 21,000,000 people are refugees.

(2) More than half of the population of displaced people are children and, according to the United Nations High Commissioner for Refugees, nearly 4,000,000 school-aged displaced children lack access to primary education.

(3) Education offers socioeconomic opportunities, psychological stability, and physical protection for displaced people, particularly for women and girls, who might otherwise be vulnerable to severe forms of trafficking in persons (as such term is defined in section 103(9) of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7103(9))), child marriage, sexual exploitation, or economic disenfranchisement, and contributes to long-term recovery and economic opportunities for displaced people and for the communities hosting them.

(4) Displaced children face considerable barriers to accessing educational services and, because the duration of such displacement is, on average, 20 years, such children may spend the entirety of their childhood without access to such services.

(5) Despite the rising need for such services, less than two percent of global emergency aid was directed toward educational services in 2016.

## SEC. 3. SENSE OF CONGRESS.

It is the sense of Congress that—

(1) it is critical to ensure that children, particularly girls, displaced by conflicts overseas are able to access educational services because such access can combat extremism and reduce exploitation and poverty; and

(2) the educational needs of vulnerable women and girls should be considered in the design, implementation, and evaluation of related United States foreign assistance policies and programs.

## SEC. 4. STATEMENT OF POLICY.

It is the policy of the United States to—

(1) partner with and encourage other countries, public and private multilateral institutions, and nongovernmental and civil society organizations, including faith-based organizations and organizations representing par-

ents and children, to support efforts to ensure that displaced children have access to safe primary and secondary education;

(2) work with donors to enhance training and capacity-building for the governments of countries hosting significant numbers of displaced people to design, implement, and monitor programs to effectively address barriers to such education;

(3) incorporate into the design and implementation of such programs measures to evaluate the impact of the programs on girls, with respect to the reduction of child marriage, gender-based violence, and severe forms of trafficking in persons (as such term is defined in section 103(9) of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7103(9))); and

(4) coordinate with the governments of countries hosting significant numbers of displaced people to—

(A) promote the inclusion of displaced children into the educational systems of such countries; and

(B) develop innovative approaches to providing safe primary and secondary educational opportunities in circumstances in which such inclusion is not possible or appropriate, such as schools that permit more children to be educated by extending the hours of schooling and expanding the number of teachers.

## SEC. 5. UNITED STATES ASSISTANCE TO SUPPORT EDUCATIONAL SERVICES FOR DISPLACED CHILDREN.

(a) IN GENERAL.—The Secretary of State and the Administrator of the United States Agency for International Development are authorized to prioritize and advance ongoing efforts to support programs that—

(1) provide safe primary and secondary education for displaced children;

(2) build the capacity of institutions in countries hosting displaced people to prevent discrimination against displaced children, especially displaced girls, who seek access to such education; and

(3) help increase the access of displaced children, especially displaced girls, to educational, economic, and entrepreneurial opportunities, including through the governmental authorities responsible for educational or youth services in such host countries.

(b) COORDINATION WITH MULTILATERAL ORGANIZATIONS.—The Secretary and the Administrator are authorized to coordinate with the World Bank, appropriate agencies of the United Nations, and other relevant multilateral organizations to work with governments in other countries to collect relevant data, disaggregated by age and gender, on the ability of displaced people to access education and participate in economic activity, in order to improve the targeting, monitoring, and evaluation of related assistance efforts.

(c) COORDINATION WITH PRIVATE SECTOR AND CIVIL SOCIETY ORGANIZATIONS.—The Secretary and the Administrator are authorized to work with private sector and civil society organizations to promote safe primary and secondary education for displaced children.

## SEC. 6. REPORT.

During the five-year period beginning on the date of the enactment of this Act, the Secretary and the Administrator shall include in any report or evaluation submitted to Congress relating to a foreign assistance program for natural or manmade disaster relief or response the following information (to the extent practicable and appropriate):

(1) A breakdown of the beneficiaries of such program by location, age, gender, marital status, and school enrollment status.

(2) A description of how such program benefits displaced people.

(3) A description of any primary or secondary educational services supported by

such program that specifically address the needs of displaced girls.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from California (Mr. ROYCE) and the gentleman from New Jersey (Mr. SIREN) each will control 20 minutes.

The Chair recognizes the gentleman from California.

GENERAL LEAVE

Mr. ROYCE of California. I ask unanimous consent that all Members may have 5 legislative days to revise and extend their remarks and to include any extraneous material in the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

Mr. ROYCE of California. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, first, I would like to recognize Congressman STEVE CHABOT and Congresswoman ROBIN KELLY on the Foreign Affairs Committee for their work on this important issue of protecting girls and protecting their access to education, especially in vulnerable settings.

We all know that education is a critical driver of upward social mobility for these young girls, for economic growth, for overall stability in terms of a society. As we confront an increasing number of conflicts around this globe, education has got to remain a very key component of U.S. foreign assistance.

Around the world today, there are 27 million children who are out of school in conflict zones. Half of all children in refugee camps do not have access to primary education.

With many recent conflicts that have lasted, now, a decade, we are now seeing entire generations of children that fail to receive even the most basic education; and even if they are eventually able to return home, they carry back those deficits in terms of what they have not learned, and those deficits can last a lifetime. So this is a humanitarian crisis with real strategic implications.

In Syria, for example, an estimated 4 million children are out of school in an environment warped by constant violence. Refugee children outside of Syria are placing tremendous strains on the educational systems, and I have seen this in countries like Jordan, in Lebanon, in Turkey.

As we have seen in crisis situations around the world, the lack of stable educational opportunities make these children more vulnerable: more vulnerable, especially for girls, to exploitation; more vulnerable, especially for boys, to radicalization.

Girls face unique barriers to education in conflict zones. In these afflicted countries, girls are 2½ times more likely than young boys to be out of school. They frequently encounter cultural barriers that prevent them from seeking an education, and they often lack safe routes to that little school and back home from that school.

Promoting girls' access to education reduces their risk of falling victim to gender-based violence or to early marriage or to human trafficking. It is also the just thing to do.

H.R. 2408, the Protecting Girls' Access to Education in Vulnerable Settings Act, authorizes the State Department and authorizes USAID to enhance existing education programs for displaced children and to especially be engaged with girls.

The bill calls on the State Department and USAID to coordinate efforts with the private sector as well, with civil society groups, with multilateral organizations, to collect relevant data to improve the effectiveness of these programs that we are engaged in.

Finally, the bill would require that the State Department and the USAID include data on education programs for displaced children in any report to Congress on disaster relief and recovery efforts so that we are aware that they are engaged in addressing this issue.

We must strengthen the role of education in humanitarian assistance. Refugees and other displaced persons live on a knife edge of despair. Without access to education, children in conflict zones, especially girls, are more exposed to violence, to exploitation, and even to radicalization.

By helping to realize their innate potential, education gives these children hope, hope for today, and it gives them critical skills for tomorrow so that they can contribute to their homes, their communities, and so that they can contribute to the next generation. Mr. Speaker, I urge my colleagues to join me in supporting the bill.

Mr. Speaker, I reserve the balance of my time.

Mr. SIREs. Mr. Speaker, I rise in support of this measure, and I yield myself as much time as I may consume.

Mr. Speaker, I want to thank our chairman on the Foreign Affairs Committee, ED ROYCE, and our ranking member, ELIOT ENGEL, as well as the authors of this bill, Mr. CHABOT of Ohio and Ms. KELLY of Illinois. Both of these Members have worked hard on the bill to expand access to education around the world. I agree with them that this is an important priority for our foreign policy.

When children are able to get basic education, it pays massive dividends down the road. Those girls and boys grow up with great opportunity, and they play a bigger role in their economies and their communities.

We have seen research that, when children can learn about certain issues like nonviolent civic engagement, support for violence drops. That adds up to stronger and more stable countries and better partners for the United States.

Children belong in a classroom, Mr. Speaker, no matter where they happen to be born, but in too many places, that access just doesn't exist. What happens then?

We know in places like the Middle East, in north Africa, violent extremists are happy to fill in the void, to recruit and indoctrinate the next generation with their hateful and violent ideology. This problem is especially acute among refugees of displaced populations.

Mr. Speaker, 3.7 million schoolchildren under the U.N. refugee agency's mandate have no school to go to. Some countries are trying to tackle this challenge, like Lebanon, where the government has taken steps to enroll Syrian refugees in schools, but the need is just too great. Out of 500,000 school-age refugees, nearly half are out of school.

This bill aims to help address those really desperate situations. It calls for the USAID to ramp up access to these children, and particularly young girls. It will help us gather more data to assist government and NGOs that are also grappling with this problem, and it authorizes the Secretary of State and the USAID Administrator to prioritize this issue, to work with multilateral organizations, and to seek out partners in the private sector and civil society that will bring innovative new approaches to expanding access to education. This bill will put more young girls in the classroom in places around the world where this help is badly needed. I am glad to support it.

Mr. Speaker, I reserve the balance of my time.

□ 1430

Mr. ROYCE of California. Mr. Speaker, I yield 3 minutes to the gentleman from Ohio (Mr. CHABOT), who is on the Committee on Foreign Affairs, and is the author of this legislation.

Mr. CHABOT. Mr. Speaker, Chairman ROYCE has been a strong proponent of this, as has ELIOT ENGEL. I want to especially thank ROBIN KELLY for her leadership on this.

Mr. Speaker, I rise today in support of H.R. 2408, a bipartisan bill that aims to provide a safe education for millions of children, especially girls, who live in the most dangerous and unstable places across the globe.

As a parent and now a grandparent, a former teacher, I know that education physically and mentally empowers our children.

Unfortunately, millions of children receive no education due to the circumstances which are beyond their control. This is particularly true for the growing number of displaced people across the world, as it is exceedingly difficult for children in conflict zones to receive a primary or secondary education. Armed conflicts across the world, particularly in places like Syria and now Burma, have led to the internal displacement of millions of women and children, and forced them to literally flee their own homes.

There are currently 65 million people displaced worldwide, and at least 21 million are refugees. They are out of their own countries. This is the highest

number since World War II, and the number has been steadily rising since 2011.

Many of the displaced people are survivors of human rights abuses and violence. Half of these victims are under 18 years of age. They are children and in the most formative years of their lives. If they are not given the opportunity to succeed, they will be subjected to a lifetime of conflict and instability.

Education is a key component to helping lift these vulnerable children out of the depths of poverty. Access to education not only gives children the opportunity to grow and learn, but also offers safety and shelter from violence, extremist ideology, human trafficking networks, and a relentless cycle of abuse.

There is no question that access to education provides stability and consistency to children living in extremely unstable conditions, especially girls.

That is why I introduced H.R. 2408, the Protecting Girls' Access to Education in Vulnerable Settings Act, along with ROBIN KELLY from Illinois. I again want to thank Chairman ROYCE and Ranking Member ELIOT ENGEL for their leadership in this area.

This bipartisan legislation will move us in the right direction by making access to primary and secondary education a priority with our State Department and USAID. It aims to directly benefit displaced children, specifically girls, and will help to address one of the world's greatest challenges facing refugees across the globe.

This legislation also encourages greater international coordination and leverages existing resources by promoting education for refugees where they are through local schools.

The Protecting Girls' Access to Education in Vulnerable Settings Act will ensure that millions of child refugees will have an opportunity to reach their highest potential, even those in the most tumultuous conditions.

Mr. Speaker, I urge my colleagues to support this bill.

Mr. SIREs. Mr. Speaker, I yield 2 minutes to the gentlewoman from Florida (Ms. FRANKEL), my colleague on the Foreign Affairs Committee and a real champion for women and girls.

Ms. FRANKEL of Florida. Mr. Speaker, I thank my colleague and the leaders of our committee for their bipartisan efforts. It is very appreciated.

Mr. Speaker, I rise in support of this bipartisan legislation that directs the State Department and USAID to support programs and educate displaced children, with a special focus on girls.

When you look at the horrors of the world, from South Sudan to Burma, to Syria, think about the fact that there are 55 million displaced children, 28 million refugee children that have been uprooted from their homes due to violence and poverty, and making up half of all the refugees.

Here is the thing. What happens when a young person has no hope, no education, no future potential of a good

job to one day take care of their family? Will they become victims of trafficking or vibrant members of society? Will these millions of children become our friends or foes? Will the communities they live in be our trading partners or havens for terrorists?

Around the world, only a quarter of refugee children are enrolled in secondary school, and the number, as my colleagues have pointed out, is even worse for girls. Just seven girls for every ten refugee boys are enrolled in secondary school. We are talking about a lost generation.

In Syria alone, over 5,000 schools have been destroyed. Just ask a young lady named Muzoon. She is known as the Malala of Syria. At age 15, she fled her besieged home in Syria. When she was told to bring only her essentials, she packed a suitcase full of books because she knows, "That education is a shield that we can use to protect ourselves in life." She even went door to door in refugee camps to convince parents to keep their daughters in school instead of pressuring them into early marriage.

Muzoon knows and we know that when girls are educated, they lead to healthier, more productive lives that enhance the economy and the peacefulness of their societies.

Mr. Speaker, I urge adoption of this fine legislation.

Mr. ROYCE of California. Mr. Speaker, I yield 3 minutes to the gentlewoman from Florida (Ms. ROS-LEHTINEN), who chairs the Foreign Affairs Subcommittee on the Middle East and North Africa.

Ms. ROS-LEHTINEN. Mr. Speaker, I thank Chairman ROYCE; Ranking Member ENGEL; and, in this case, especially Congressman ALBIO SIREs, the ranking member of the Subcommittee on the Western Hemisphere, for once again helping to bring another important bipartisan Foreign Affairs measure to the House floor.

Mr. Speaker, I am a proud cosponsor of the Protecting Girls' Access to Education in Vulnerable Settings Act. My good friend, STEVE CHABOT, has been a real leader in Congress when it comes to ensuring that girls around the world have the opportunity to achieve a better future for themselves through access to education.

Mr. Speaker, I am a former Florida certified teacher. I understand the value of education. Mr. SIREs from New Jersey is also a former teacher. We heard from Mr. CHABOT, who is also a former teacher. We understand how important education is to future success.

Right now, sadly, Mr. Speaker, there are 65 million displaced people around the world, and about half of that population is under 18. This bill before us prioritizes State and USAID efforts to support access to primary and secondary education for displaced children, with a specificity to helping displaced girls.

Unfortunately, sometimes young girls fall victim to exploitation, to

trafficking, or they get married off, sold off, without having the opportunity to determine their own future; something that we might take for granted in this glorious country. That is why Mr. CHABOT's bill is so important. We need to reach out to those young girls. We need to have them have access to primary and secondary education so that they can increase their own chances for a prosperous future, Mr. Speaker.

Access to education, I know, empowers young people, and it will especially empower young girls. It will offer them a chance at socioeconomic opportunities that heretofore have been closed to them. It offers them stability. It offers them empowerment.

Mr. Speaker, we have got to pass Mr. CHABOT's bill. We have got to do more to ensure that displaced people, especially young girls, have access to education. I urge my colleagues to support this important measure. I urge our partners in responsible nations around the world to join us in prioritizing our efforts toward access to education for all.

Mr. Speaker, I thank Mr. ROYCE and Mr. ENGEL, and I especially thank my good friend from New Jersey (Mr. SIREs).

Mr. SIREs. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I am also a former certified teacher, and expanding access to education is critical in combating terrorism. When we increase opportunities through education, we help more girls and boys by giving them the tools to think critically and resist those who mean to harm us. We are helping to give these children an alternative with the possibility of positioning them to make further positive impact on their communities and their countries.

Time and time again we have seen the results of what happens when children are not provided a better path: extremism, radicalism, and terrorism.

This is one of our best opportunities to provide a more safe and secure world not only for them, but also for us, too.

Mr. Speaker, again, I thank Congressman CHABOT and Congresswoman KELLY for their hard work. I support this bill, and I urge all Members to do the same.

Mr. Speaker, I yield back the balance of my time.

Mr. ROYCE of California. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, we are surrounded here by former teachers today who have brought this bill, who have worked with us to bring this bill to the House floor, and we understand their impulse to reach out to these young children and try to see to it that they have an equal chance out in the world.

This is something that teachers do, and this focus on young girls, especially young girls in the most vulnerable situation, as a result of conflict in those regions making them at risk for trafficking, for exploitation or being

child brides, these former teachers understand the importance of having a program directed specifically to this problem.

Mr. Speaker, I thank the gentleman from Ohio (Mr. CHABOT); the gentlewoman from Illinois (Ms. KELLY); certainly, ALBIO SIREs, our ranking member on the Western Hemisphere Subcommittee; and Ms. ROS-LEHTINEN, of course, as chairman, for helping to ensure that international humanitarian efforts are prioritizing this issue of access to education for girls.

By improving coordination between the State Department, USAID, the private sector, and multilateral organizations, what this bill is going to do is to improve the chances that these young lives will be able to blossom above the ashes of war, above these conflicts that rage in these spots around the world, so that they might reach their full potential. If they do, they will be able to help the next generation.

Mr. Speaker, I ask every Member for their support, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from California (Mr. ROYCE) that the House suspend the rules and pass the bill, H.R. 2408.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill was passed.

A motion to reconsider was laid on the table.

#### NICARAGUAN INVESTMENT CONDITIONALITY ACT (NICA) OF 2017

Mr. ROYCE of California. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 1918) to oppose loans at international financial institutions for the Government of Nicaragua unless the Government of Nicaragua is taking effective steps to hold free, fair, and transparent elections, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 1918

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. SHORT TITLE.

This Act may be cited as the "Nicaraguan Investment Conditionality Act (NICA) of 2017".

#### SEC. 2. FINDINGS.

Congress makes the following findings:

(1) The House Committee on Foreign Affairs convened a congressional hearing on December 1, 2011, entitled "Democracy Held Hostage in Nicaragua: Part 1" where former United States Ambassador to Nicaragua Robert Callahan testified, "First, that Daniel Ortega's candidacy was illegal, illegitimate, and unconstitutional; second, that the period leading to the elections and the elections themselves were marred by serious fraud; third, that Daniel Ortega and his Sandinista party have systematically undermined the country's fragile governmental institutions."

(2) According to the Organization of American States (OAS) report on the Nicaraguan