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(Original Signature of Member)

114TH CONGRESS
2D SESSION

H. R. _____

To amend the Foreign Assistance Act of 1961 to provide assistance for developing countries to promote quality basic education and to establish the goal of all children in school and learning as an objective of the United States foreign assistance policy, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

Mrs. LOWEY (for herself and Mr. REICHERT) introduced the following bill;
which was referred to the Committee on _____

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 goal of all children in school and learning as an objective of the 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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Education for All Act of 2016”.

1 (b) TABLE OF CONTENTS.—The table of contents for
2 this Act are as follows:

- 3 Sec. 1. Short title; table of contents.
- 4 Sec. 2. Findings.
- 5 Sec. 3. Sense of Congress.
- 6 Sec. 4. Clarification of assistance to achieve quality universal basic education.
- 7 Sec. 5. Comprehensive integrated United States strategy to promote universal
8 basic education.
- 9 Sec. 6. Improving coordination and oversight.
- 10 Sec. 7. Monitoring and evaluation of programs.
- 11 Sec. 8. Transparency and reporting to Congress.
- 12 Sec. 9. Definitions.

13 **SEC. 2. FINDINGS.**

14 Congress finds the following:

15 (1) No country has reached sustained economic
16 growth without achieving near universal primary
17 education. Quality education reduces poverty and in-
18 equality, lays the foundation for sound governance,
19 civic participation, strong institutions, and equips
20 people with the knowledge, skills, and self-reliance
they need to increase income and expand their op-
portunities for employment.

13 (2) Approximately 59,000,000 primary-school-
14 aged children and 65,000,000 adolescents are out of
15 school. In sub-Saharan Africa alone, the number of
16 primary-age children out of school has remained at
17 approximately 30,000,000 over the past five years.
18 Half of the children in the world do not have access
19 to preschool and more than 200,000,000 children
20 under five years old are not reaching their full devel-

1 opment potential due to the absence of early child-
2 hood care and development.

3 (3) Millions of children are not learning in
4 school. Among the world's 650,000,000 children of
5 primary school age, an estimated 250,000,000 chil-
6 dren are not learning basic skills in reading, writing,
7 and math or are dropping out before the fourth
8 grade. In addition, an estimated 103,000,000 youth
9 cannot read or write.

10 (4) Of the 120,000,000 to 150,000,000 children
11 with disabilities under the age of 18 around the
12 world, an estimated 98 percent do not attend school.

13 (5) Gender discrimination continues to be a
14 barrier to girls' education in many parts of the
15 world, and on average, girls in developing countries
16 still receive significantly less schooling than boys.
17 Nearly two-thirds of the world's 751,000,000 illit-
18 erate adults are women. Global attacks on girls at
19 school have increased, including the 2012 attack on
20 education activist Malala Yousafzai by the Taliban
21 in Pakistan and the kidnapping of hundreds of Nige-
22 rian girls by the terrorist organization Boko Haram
23 in April 2014.

24 (6) Roughly half, or 28,500,000, of the world's
25 out-of-school children live in countries affected by

1 conflict and crisis. The proportion of children who
2 are denied an education in conflict affected countries
3 has increased from 42 percent in 2008 to 50 percent
4 in 2015.

5 (7) In areas of conflict and fragility, education
6 is often under attack. Attacks on education include
7 damage or destruction of schools by arson, grenades,
8 mines, and rockets, threats to teachers and officials,
9 looting, and the killing of children and staff. In
10 2014, the Taliban ambushed a school in Pakistan,
11 killing 145 children and teachers. In Syria, militants
12 waged at least 68 separate attacks on schools, killing
13 over 160 children in 2014. The use of schools and
14 universities for military purposes by armed groups
15 or armed forces is one of the key factors that re-
16 duces enrollment and lowers rates of transition to
17 higher levels of education.

18 (8) In 2011, the United States Agency for
19 International Development (USAID) announced the
20 first 5-year strategy to strengthen United States
21 basic education programing, centered around three
22 goals—

23 (A) improved reading skills for
24 100,000,000 children in primary grades;

1 (B) improved ability of tertiary and work-
2 force development programs to generate work-
3 force skills relevant to a country's development
4 goals; and

5 (C) increased equitable access to education
6 in crisis and conflict environments for
7 15,000,000 learners.

8 (9) The United States partners with other
9 major donors, nongovernmental organizations, the
10 private sector and multilateral organizations, includ-
11 ing the Global Partnership for Education to help le-
12 verage success. The Global Partnership for Edu-
13 cation is the only multilateral partnership dedicated
14 to getting all children into school and learning,
15 working with developing country partners to develop
16 and implement national education plans.

17 **SEC. 3. SENSE OF CONGRESS.**

18 It is the sense of Congress that—

19 (1) it is in the national security interest of the
20 United States to promote universal basic education
21 in developing countries;

22 (2) an educated citizenry contributes to sus-
23 tained economic growth, strengthened democratic in-
24 stitutions, the empowerment of women and girls,
25 and decreased extremism; and

1 (3) United States resources and leadership
2 should be utilized in a way to best ensure a success-
3 ful international effort to provide children in devel-
4 oping countries with a quality basic education in
5 order to achieve the goal of quality universal basic
6 education.

7 **SEC. 4. CLARIFICATION OF ASSISTANCE TO ACHIEVE QUAL-**
8 **ITY UNIVERSAL BASIC EDUCATION.**

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

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

14 “(a) **POLICY.**—In carrying out section 105, it is the
15 policy of the United States to work with other countries,
16 multilateral organizations, international and local civil so-
17 ciety organizations, and other major donors in order to
18 achieve sustainable quality universal basic education in
19 order to—

20 “(1) work with other countries, multilateral or-
21 ganizations, international and local civil society orga-
22 nizations, and other major donors in order to
23 achieve sustainable quality universal basic education;

24 “(2) assist developing countries in ensuring all
25 children have access to quality basic education, in-

1 cluding through strengthening developing countries’
2 educational systems;

3 “(3) improve the quality of basic education,
4 which may include a focus on measurably improving
5 learning outcomes and foundational skills in such
6 areas as literacy and numeracy, critical thinking,
7 and civic education, in order to increase the number
8 of children completing and benefitting from a basic
9 education;

10 “(4) seek to expand access to quality schools
11 and teachers, particularly for marginalized children
12 and vulnerable groups;

13 “(5) promote education as the foundation for
14 communities’ development, leading to conflict and vi-
15 olence prevention and mitigation, improved health
16 and disease prevention and treatment, greater gen-
17 der parity, increased economic growth and improved
18 agricultural activities, early childhood development,
19 improved entrepreneurial and leadership opportuni-
20 ties, disaster preparedness, democracy promotion,
21 and holistic assistance programs; and

22 “(6) monitor and evaluate the effectiveness and
23 quality of basic education programs.

24 “(b) PRINCIPLES.—In developing the policy referred
25 to in subsection (a), the United States shall be guided by

1 the following principles of coordination, sustainability, and
2 aid effectiveness:

3 “(1) UNITED STATES RESOURCES.—United
4 States resources shall be used to effectively engage
5 in a global commitment to achieving quality uni-
6 versal basic education in developing countries, in-
7 cluding in countries affected by or emerging from
8 armed conflict or humanitarian crises.

9 “(2) INTEGRATED BILATERAL AND MULTILAT-
10 ERAL APPROACH TO SUSTAINABLE DEVELOPMENT.—
11 United States assistance should integrate bilateral
12 and multilateral assistance modalities within the
13 strategy developed pursuant to section 5 of the Edu-
14 cation for All Act of 2016, to be directly responsive
15 to recipient country needs, capacity, and commit-
16 ment, and lead to sustainable development. The
17 United States shall engage on a multilateral basis in
18 a manner that leverages overall impact and best re-
19 inforces United States bilateral aid efforts, which
20 are central to United States efforts in basic edu-
21 cation. Bilateral and multilateral assistance should
22 be undertaken in close partnership with nongovern-
23 mental organizations and other development part-
24 ners, including women-led groups.

1 “(3) UNITED STATES ASSISTANCE TO MULTI-
2 LATERAL EDUCATION INITIATIVES.—The United
3 States should support multilateral coordination and
4 financing education initiatives, including the Global
5 Partnership for Education. United States assistance
6 should build upon its comparative advantages and
7 proficiencies in basic education programs, while
8 leveraging the efforts of existing country-level devel-
9 opment partnerships. Multilateral mechanisms
10 should be aligned with globally established aid effec-
11 tiveness principles, in coordination with recipient
12 country priorities, and in a transparent manner that
13 achieves measurable results in access, quality, and
14 learning.

15 “(4) COORDINATION AND MOBILIZATION OF RE-
16 SOURCE.—United States efforts should coordinate
17 with other donors, the local and international private
18 sector, local governments, and civil society, including
19 organizations that represent teachers, students, and
20 parents, interested in supporting quality universal
21 basic education efforts. The United States should
22 seek to mobilize and leverage resources from such
23 parties in support of basic education.

24 “(5) COORDINATION WITHIN THE UNITED
25 STATES GOVERNMENT.—The United States Govern-

1 ment, led by the United States Agency for Inter-
2 national Development, shall support improved co-
3 ordination and collaboration among all relevant execu-
4 tive branch agencies and officials to efficiently and
5 effectively use resources, including efforts to provide
6 a continuity of assistance for basic education in hu-
7 manitarian and other emergency situations.

8 “(6) COORDINATION WITH NATIONAL EDU-
9 CATION PLANS AND ECONOMIC DEVELOPMENT PRO-
10 GRAMS.—United States assistance for basic edu-
11 cation in developing countries shall be provided in
12 collaboration and coordination with, where possible,
13 national education plans that promote the value of
14 education, and increase community and family
15 awareness of the positive impact of education to re-
16 ducing poverty and spurring sustained economic
17 growth. The United States should seek to encourage
18 developing countries to utilize schools as platforms
19 for the development of communities. Such assistance
20 should support programs and activities that are ap-
21 propriate for and meet the needs of the local and in-
22 digenous cultures and carry out programs and ac-
23 tivities through implementation by country-based
24 civil society organizations that support national edu-
25 cation plans.

1 “(c) DEFINITIONS.—

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

4 “(A) all program and policy efforts aimed
5 at improving early childhood, preprimary edu-
6 cation, primary education, and secondary edu-
7 cation, which can be delivered in formal and
8 nonformal education settings, and in programs
9 promoting learning for out-of-school youth and
10 adults;

11 “(B) capacity building for teachers, admin-
12 istrators, counselors, and youth workers; and

13 “(C) literacy, numeracy, and other basic
14 skills development that prepare an individual to
15 be an active, productive member of society and
16 the workforce.

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

20 “(A) the Department of State, the United
21 States Agency for International Development,
22 the Department of the Treasury, the Depart-
23 ment of Labor, the Department of Education,
24 the Department of Health and Human Services,

1 the Department of Agriculture, and the Depart-
2 ment of Defense;

3 “(B) the Chief Executive Officer of the
4 Millennium Challenge Corporation, the Coordi-
5 nator of United States Government Activities to
6 Combat HIV/AIDS Globally, the National Secu-
7 rity Advisor, the Director of the Peace Corps,
8 and the National Economic Advisor; and

9 “(C) any other department, agency, or offi-
10 cial of the United States Government that par-
11 ticipates in activities to promote quality uni-
12 versal basic education pursuant to the authori-
13 ties of such department, agency, or official or
14 pursuant to this Act.

15 “(3) NATIONAL EDUCATION PLAN.—The term
16 ‘national education plan’ means a comprehensive na-
17 tional education plan developed by recipient country
18 governments in consultation with other stakeholders
19 as a means for wide-scale improvement of the coun-
20 try’s education system, including explicit, credible
21 strategies informed by effective practices and stand-
22 ards to achieve quality universal basic education.

23 “(4) HIV/AIDS.—The term ‘HIV/AIDS’ has
24 the meaning given that term in section 104A(h).

1 “(5) MARGINALIZED CHILDREN AND VULNER-
2 ABLE GROUPS.—The term ‘marginalized children
3 and vulnerable groups’ includes girls, children af-
4 fected by or emerging from armed conflict or hu-
5 manitarian crises, children with disabilities, children
6 in remote or rural areas (including those who lack
7 access to safe water and sanitation), religious or eth-
8 nic minorities, indigenous peoples, orphans and chil-
9 dren affected by HIV/AIDS, child laborers, married
10 adolescents, and victims of trafficking.

11 “(6) NONFORMAL EDUCATION.—The term ‘non-
12 formal education’—

13 “(A) means organized educational activi-
14 ties outside the established formal system,
15 whether operating separately or as an impor-
16 tant feature of a broader activity, that are in-
17 tended to serve identifiable learning clientele
18 and learning objectives; and

19 “(B) includes youth programs and commu-
20 nity training offered by community groups and
21 organizations.

22 “(7) SUSTAINABILITY.—The term ‘sustain-
23 ability’ means, with respect to any basic education
24 program that receives funding pursuant to section
25 105, the ability of a service delivery system, commu-

1 nity, partner, or beneficiary to maintain, over time,
2 such basic education program.”.

3 **SEC. 5. COMPREHENSIVE INTEGRATED UNITED STATES**
4 **STRATEGY TO PROMOTE UNIVERSAL BASIC**
5 **EDUCATION.**

6 (a) STRATEGY REQUIRED.—Not later than October
7 1, 2016, October 1, 2021, and October 1, 2026, the Presi-
8 dent, acting through the Administrator of the United
9 States Agency for International Development and in co-
10 ordination with other relevant executive branch agencies
11 and officials, shall submit to the appropriate congressional
12 committees a comprehensive integrated United States
13 strategy to promote quality universal basic education by—

14 (1) seeking to equitably expand access to basic
15 education for all children, particularly marginalized
16 children and vulnerable groups; and

17 (2) improving the quality of basic education,
18 particularly as reflected in measurable learning out-
19 comes, as appropriate.

20 (b) REQUIREMENT TO CONSULT.—In developing the
21 strategy required by subsection (a), the President shall
22 consult with—

23 (1) the appropriate congressional committees;

24 (2) relevant executive branch agencies and offi-
25 cials;

1 (3) recipient country governments; and

2 (4) local and international nongovernmental or-
3 ganizations, including organizations representing
4 students, teachers, and parents, and other develop-
5 ment partners and individuals who are involved in
6 the promotion and implementation of education as-
7 sistance programs in developing countries.

8 (c) PUBLIC COMMENT.—The President shall provide
9 an opportunity for public comment on the strategy re-
10 quired by subsection (a).

11 (d) INITIAL STRATEGY.—For the purposes of this
12 section, the strategy entitled “USAID education strat-
13 egy”, as in effect on the day before the date of the enact-
14 ment of this Act, shall be deemed to fulfill the initial re-
15 quirements of subsection (a).

16 (e) PRIORITY AND OTHER REQUIREMENTS.—In pro-
17 viding assistance under section 105 of the Foreign Assist-
18 ance Act of 1961, the President shall give priority to for-
19 eign countries in which there is the greatest need and op-
20 portunity to expand universal access and to improve learn-
21 ing outcomes, and in which the assistance can produce a
22 substantial, measurable impact on children and edu-
23 cational systems. Priority should also be considered in
24 countries where there are chronically underserved and
25 marginalized populations, or populations affected by con-

1 flict or crisis, which must be reached in order to achieve
2 universal basic education.

3 (f) ELEMENTS.—The strategy required by subsection
4 (a) shall be formulated and implemented in consideration
5 of the principles set forth in section 105A(b) of the For-
6 eign Assistance Act of 1961 (as added by section 4 of this
7 Act) and shall seek to—

8 (1) support and coordinate with national edu-
9 cation plans and work to build capacity within devel-
10 oping countries, including governments and civil so-
11 ciety organizations, on public basic education sys-
12 tems;

13 (2) identify and replicate successful interven-
14 tions that improve access to and quality of edu-
15 cation;

16 (3) include specific objectives, and indicators,
17 including indicators to measure learning outcomes,
18 and approaches to increase access and quality of
19 basic education in developing countries, and ensure
20 such objectives have clear actionable targets, goals,
21 and metrics, including annual interim targets in
22 order to measure and show progress toward the
23 overall goal as well as consistent metrics across
24 agencies, toward the goal of all children in school
25 and learning, as well as benchmarks and timeframes;

1 (4) project general levels of resources needed to
2 achieve the stated program objectives;

3 (5) leverage United States capabilities, includ-
4 ing through technical assistance, training, and re-
5 search;

6 (6) improve coordination and reduce duplication
7 among relevant executive branch agencies and offi-
8 cials, foreign donor governments, and international
9 organizations at the global and country levels;

10 (7) target the activities of the United States to
11 leverage contributions from other bilateral donors to
12 provide quality universal basic education;

13 (8) focus on the marginalized and hardest-to-
14 reach children who remain out of school, including
15 those in conflict and crisis situations;

16 (9) outline how the United States Government
17 will ensure a transition and continuity of educational
18 activities in countries affected by or emerging from
19 armed conflict or humanitarian crises; and

20 (10) adopt a “communities of learning” ap-
21 proach that integrates, where appropriate and to the
22 extent practicable, school and educational programs
23 with health and development programs, nutrition
24 and school feeding programs, sanitation and hygiene
25 education, adult literacy, leadership development,

1 prevention of school-related violence, entrepreneurial
2 training, agricultural extension work, civic edu-
3 cation, and housing programs.

4 (g) ACTIVITIES SUPPORTED.—Assistance provided
5 under section 105 of the Foreign Assistance Act of 1961
6 should be prioritized based on the goals articulated in the
7 strategy required by subsection (a) and may be used to
8 support efforts to expand access to and improve the qual-
9 ity of basic education, including to—

10 (1) ensure an adequate supply of trained, effec-
11 tive teachers and to build systems to provide con-
12 tinuing support, training, and professional develop-
13 ment for all educators;

14 (2) support the design and implementation of
15 relevant curricula, standards, and sufficient teaching
16 and learning materials;

17 (3) support country systems, including to—

18 (A) build systems to ensure continuing in-
19 formation collection, monitoring, and evaluation
20 of education services and financing;

21 (B) assist education authorities to improve
22 education management practices and systems,
23 including at the community, school, sub-
24 national, and national levels; and

1 (C) promote the development and effective
2 use of partner countries' assessment systems
3 for monitoring and evaluating student-learning
4 outcomes; and

5 (4) mobilize domestic resources to eliminate
6 fees for public educational services, including fees
7 for tuition, uniforms, and materials;

8 (5) ensure that schools are not incubators for
9 violent extremism;

10 (6) provide human rights, gender parity, and
11 conflict-resolution education;

12 (7) work with communities to achieve parity in
13 schools and build support for girls' education;

14 (8) provide adequate school and system infra-
15 structure, including constructing separate latrines
16 for boys and girls;

17 (9) ensure access to school and relevant learn-
18 ing outcomes for children with disabilities, including
19 adequate teacher training, and infrastructure;

20 (10) provide programs that enable schools to
21 continue providing education for the most poor or
22 marginalized children, particularly adolescent girls,
23 which includes flexible learning opportunities, accel-
24 erated and second-chance classes, and opportunities
25 that support leadership development;

1 (11) take steps to make schools safe and secure
2 learning environments without physical, psycho-
3 logical, and sexual violence such as bullying, corporal
4 punishment, sexual harassment, or exploitation, in-
5 cluding working to ensure the safe passage to and
6 from schools and on school grounds, adopt and sup-
7 port community-owned protective measures, pro-
8 moting efforts to establish and enforce strong laws
9 and policies against school-related gender-based vio-
10 lence and providing counseling and support systems
11 for students affected by school-related, gender-based
12 violence; and

13 (12) support other initiatives that have dem-
14 onstrated success in increasing access, improving
15 learning outcomes, and increasing educational oppor-
16 tunities for the most marginalized children and vul-
17 nerable groups.

18 (h) **ADDITIONAL ACTIVITIES SUPPORTED FOR COUN-**
19 **TRIES AFFECTED BY CONFLICT AND CRISES.**—In addi-
20 tion to the activities supported under subsection (g), as-
21 sistance provided under section 105 of the Foreign Assist-
22 ance Act of 1961 to foreign countries or those parts of
23 the territories of foreign countries that are affected by or
24 emerging from armed conflict, humanitarian crises, or

1 other emergency situations may be used to support ef-
2 forts—

3 (1) to ensure a continuity of educational activi-
4 ties for all children as an essential humanitarian
5 need and that all relevant executive branch agencies
6 and officials collaborate and coordinate to help pro-
7 vide this continuity;

8 (2) to ensure that education assistance of the
9 United States to countries in emergency settings, in-
10 cluding countries affected by or emerging from
11 armed conflict or humanitarian crises, shall be in-
12 formed by the Minimum Standards of the Inter-
13 Agency Network for Education in Emergencies
14 (“INEE Minimum Standards”);

15 (3) wherever possible, to establish formal or
16 provide support for formal and nonformal education
17 services, or to complement services that are available
18 to ensure that children are able to continue their
19 education and to protect children from physical
20 harm, psychological and social distress, recruitment
21 into armed groups, family separation, and abuses re-
22 lated to their displacement;

23 (4) to provide assistance for temporary and per-
24 manent education facility construction and minor re-
25 habilitation and equipping of educational structures;

1 (5) to provide essential educational services and
2 materials that assist in building systems to support,
3 train, and provide professional development for edu-
4 cators;

5 (6) to build national capacity to coordinate and
6 manage education during emergency response and
7 through recovery;

8 (7) to promote efforts to ensure the reintegra-
9 tion of teachers and students affected by conflict,
10 whether refugees or internally displaced, into edu-
11 cational systems, including regional approaches
12 where appropriate to coordinate and recognize the
13 educational efforts of these teachers and students
14 and other school systems; and

15 (8) to promote efforts to ensure the safety of
16 children in school, including—

17 (A) safe learning environments, especially
18 for girls, with such facilities providing access to
19 water, sanitation, health-related education, psy-
20 chosocial support (as defined in section
21 135(b)(5) of the Foreign Assistance Act of
22 1961), and landmine awareness;

23 (B) safe passage to and from school, des-
24 ignate schools as conflict-free zones respected
25 by all parties, protect schools and universities

1 from military use during armed conflict and
2 adopt and support community-owned protective
3 measures to reduce the incidence of attack on
4 education by local actors, armed groups, and
5 armed forces;

6 (C) out-of-school programs and flexible-
7 hour schooling in areas in which security pre-
8 vents students from attending regular schools;

9 (D) community-based initiatives for safe
10 schools, including community watch programs,
11 religious leader engagement and community
12 education committees;

13 (E) safety plans in case of emergency with
14 clearly defined roles for school personnel; and

15 (F) adequate infrastructure, including
16 emergency communication systems and access
17 to mobile telecommunications with local police
18 and security personnel.

19 **SEC. 6. IMPROVING COORDINATION AND OVERSIGHT.**

20 (a) ESTABLISHMENT OF COORDINATOR POSITION.—

21 The Administrator of the United States Agency for Inter-
22 national Development shall designate an individual to
23 serve as the Senior Coordinator of United States Govern-
24 ment Actions to Provide Basic Education Assistance
25 (hereinafter in this section referred to as the “Senior Co-

1 ordinator”). The Senior Coordinator shall be an employee
2 of the United States Agency for International Develop-
3 ment and serving in a career or noncareer position in the
4 Senior Executive Service, or Senior Foreign Service, or at
5 the level of a Deputy Assistant Administrator or higher.

6 (b) GENERAL AUTHORITIES.—The Senior Coordi-
7 nator shall coordinate the development and implementa-
8 tion of this Act and the amendments made by this Act,
9 in consultation with such nongovernmental organizations
10 (including organizations representing parents, teachers,
11 and students, faith-based and community-based organiza-
12 tions) and relevant executive branch agencies and officials
13 as may be necessary and appropriate to affect the pur-
14 poses of this section, and is authorized to coordinate the
15 promotion of quality universal basic education.

16 (c) DUTIES.—

17 (1) IN GENERAL.—The Senior Coordinator
18 shall have primary responsibility for the oversight
19 and coordination of all resources and international
20 activities of the United States Government to pro-
21 mote quality universal basic education under section
22 105A of the Foreign Assistance Act of 1961 (as
23 added by section 4 of this Act) or any other provi-
24 sion of law.

1 (2) SPECIFIC DUTIES.—The duties of the Sen-
2 ior Coordinator should specifically include the fol-
3 lowing:

4 (A) Ensuring program and policy coordina-
5 tion among relevant executive branch agencies
6 and officials and nongovernmental organiza-
7 tions.

8 (B) Ensuring, through the strategy out-
9 lined in section 5, that relevant executive
10 branch agencies and officials undertake pro-
11 grams primarily in those areas in which the
12 agencies and officials have the greatest exper-
13 tise, technical capabilities, and potential for
14 success.

15 (C) Ensuring coordination of activities of
16 relevant executive branch agencies and officials
17 in the field in order to eliminate duplication.

18 (D) Pursuing coordination with other
19 countries and multilateral and international or-
20 ganizations.

21 (E) Convening meetings, as appropriate, of
22 relevant executive branch agencies and officials
23 to evaluate progress in carrying out the United
24 States strategy developed pursuant to section 5

1 and recommend future changes to the strategy
2 based upon such evaluation.

3 **SEC. 7. MONITORING AND EVALUATION OF PROGRAMS.**

4 The President, acting through the Administrator of
5 the United States Agency for International Development,
6 the Senior Coordinator, and relevant executive branch
7 agencies and officials, as appropriate, shall seek to ensure
8 that programs carried out under the strategy required
9 under section 5 shall—

10 (1) apply rigorous monitoring and evaluation
11 methodologies to focus on learning and account-
12 ability;

13 (2) when feasible and appropriate, include
14 methodological guidance in the implementation plan,
15 disaggregate data by age, disability, and gender, and
16 support systemic data collection using internation-
17 ally comparable indicators, norms, and methodolo-
18 gies;

19 (3) be planned and budgeted to include funding
20 for both short- and long-term monitoring and eval-
21 uation to enable assessment of the sustainability and
22 scalability of assistance programs; and

23 (4) support the increased use and public avail-
24 ability of education data for improved decision-

1 making, program effectiveness, and monitoring of
2 global progress.

3 **SEC. 8. TRANSPARENCY AND REPORTING TO CONGRESS.**

4 (a) ANNUAL REPORT ON THE IMPLEMENTATION OF
5 STRATEGY.—Not later than March 31 of each year
6 through 2031, the President, acting through the Adminis-
7 trator of the United States Agency for International De-
8 velopment, the Senior Coordinator, and the relevant execu-
9 tive branch agencies and officials, as appropriate, shall
10 submit to the appropriate congressional committees a re-
11 port on the implementation of the strategy and make the
12 report available to the public.

13 (b) MATTERS TO BE INCLUDED.—The report re-
14 quired under subsection (a) shall include—

15 (1) a description of efforts made by relevant ex-
16 ecutive branch agencies and officials to implement
17 the strategy developed pursuant to section 5 with a
18 particular focus on the activities carried out;

19 (2) a description of the programs established to
20 implement the strategy developed pursuant to sec-
21 tion 5 that provides a detailed explanation of the ex-
22 tent to which the strategy is contributing to the goal
23 of quality universal basic education;

24 (3) a description of the extent to which each
25 foreign country selected to receive assistance for

1 basic education meets the priority criteria specified
2 in subsection (c); and

3 (4) a description of progress on the quantitative
4 and qualitative indicators and interim targets used
5 to evaluate the progress toward meeting the goals
6 and objectives, benchmarks, and timeframes speci-
7 fied in the strategy developed pursuant to section 5
8 at the program level as developed pursuant to moni-
9 toring and evaluation specified in section 6.

10 **SEC. 9. DEFINITIONS.**

11 (a) APPROPRIATE CONGRESSIONAL COMMITTEES.—
12 In this Act, the term “appropriate congressional commit-
13 tees” means—

14 (1) the Committee on Appropriations and the
15 Committee on Foreign Relations of the Senate; and

16 (2) the Committee on Appropriations and the
17 Committee on Foreign Affairs of the House of Rep-
18 resentatives.

19 (b) OTHER DEFINITIONS.—In this Act, the terms
20 “basic education”, “relevant executive branch agencies
21 and officials”, “national education plan”, and
22 “marginalized children and vulnerable groups” have the
23 meanings given such terms in section 105A(d) of the For-
24 eign Assistance Act of 1961 (as added by section 4 of this
25 Act).