

Corker
IIB

Calendar No. _____

114TH CONGRESS
2^D SESSION

H. R. 4481

IN THE SENATE OF THE UNITED STATES

SEPTEMBER 8, 2016

Received; read twice and referred to the Committee on Foreign Relations

DECEMBER (legislative day, _____), 2016

Reported by Mr. CORKER, with an amendment

[Strike out all after the enacting clause and insert the part printed in italic]

AN ACT

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,*

1 **SECTION 1. SHORT TITLE, TABLE OF CONTENTS.**

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

4 (b) **TABLE OF CONTENTS.**—The table of contents for
5 **this Act is as follows:**

Sec. 1. Short title; table of contents.

Sec. 2. Sense of Congress.

Sec. 3. Assistance to promote sustainable, quality basic education.

Sec. 4. **Comprehensive integrated United States strategy to promote basic edu-**
cation.

Sec. 5. Improving coordination and oversight.

Sec. 6. Monitoring and evaluation of programs.

Sec. 7. Transparency and reporting to Congress.

Sec. 8. Definitions.

6 **SEC. 2. SENSE OF CONGRESS.**

7 **It is the sense of Congress that—**

8 (1) **education lays the foundation for increased**
9 **civic participation; democratic governance; sustained**
10 **economic growth; and healthier, more stable soci-**
11 **eties;**

12 (2) **it is in the national interest of the United**
13 **States to promote access to sustainable, quality uni-**
14 **versal basic education in developing countries;**

15 (3) **United States resources and leadership**
16 **should be utilized in a manner that best ensures a**
17 **successful international effort to provide children in**
18 **developing countries with a quality basic education**
19 **in order to achieve the goal of quality universal basic**
20 **education; and**

1 (4) promoting gender parity in basic education
2 from childhood through adolescence serves United
3 States diplomatic, economic, and security interests
4 worldwide.

5 **SEC. 3. ASSISTANCE TO PROMOTE SUSTAINABLE, QUALITY**
6 **BASIC EDUCATION.**

7 Section 105 of the Foreign Assistance Act of 1961
8 (22 U.S.C. 2151e) is amended by adding at the end the
9 following:

10 “(e) ASSISTANCE TO PROMOTE SUSTAINABLE, QUALITY
11 ~~FOR~~ BASIC EDUCATION.—

12 “(1) ~~POLICY.~~—In carrying out this section, it
13 shall be the policy of the United States to work with
14 partner countries, other donors, multilateral institu-
15 tions, the private sector, and nongovernmental and
16 civil society organizations, including faith-based or-
17 ganizations and organizations that represent teach-
18 ers, students, and parents, to promote sustainable,
19 quality basic education through programs and activi-
20 ties that, consistent with Article 26 of the Universal
21 Declaration of Human Rights—

22 “(A) align with and respond to the needs,
23 capacities, and commitment of developing coun-
24 tries to strengthen educational systems; expand
25 access to safe learning environments; ensure

- 1 continuity of education; measurably improve
- 2 teacher skills and learning outcomes; and sup-
- 3 port the engagement of parents in the edu-
- 4 cation of their children, so that all children, in-
- 5 cluding marginalized children and other vulner-
- 6 able groups, may have access to and benefit
- 7 from quality basic education; and
- 8 “(B) promote education as a foundation
- 9 for sustained economic growth and development
- 10 within a holistic assistance strategy that places
- 11 partner countries on a trajectory toward grad-
- 12 nation from assistance provided under this sec-
- 13 tion and contributes to improved—
- 14 “(i) early childhood development;
- 15 “(ii) life skills and workforce develop-
- 16 ment;
- 17 “(iii) economic opportunity;
- 18 “(iv) gender parity;
- 19 “(v) food and nutrition security;
- 20 “(vi) water, sanitation, and hygiene;
- 21 “(vii) health and disease prevention
- 22 and treatment;
- 23 “(viii) disaster preparedness;
- 24 “(ix) conflict and violence reduction;
- 25 mitigation, and prevention; and

1 “(x) democracy and governance; and

2 “(C) monitor and evaluate the effectiveness
3 and quality of basic education programs-

4 “(2) PRINCIPLES.—In carrying out the policy
5 referred to in paragraph (1), the United States shall
6 be guided by the following principles of aid effective-
7 ness:

8 “(A) ALIGNMENT.—Assistance provided
9 under this section to support programs and ac-
10 tivities under this subsection shall be aligned
11 with and advance United States diplomatic, de-
12 velopment, and national security interests.

13 “(B) COUNTRY OWNERSHIP.—To the
14 greatest extent practicable, assistance provided
15 under this section to support programs and ac-
16 tivities under this subsection should be aligned
17 with and support the national education plans
18 and country development strategies of partner
19 countries, including activities that are appro-
20 priate for and meet the needs of local and in-
21 digenous cultures.

22 “(C) COORDINATION.—

23 “(i) IN GENERAL.—Assistance pro-
24 vided under this section to support pro-
25 grams and activities under this subsection

1 should be coordinated with and leverage
2 the unique capabilities and resources of
3 local and national governments in partner
4 countries, other donors, multilateral insti-
5 tutions, the private sector, and nongovern-
6 mental and civil society organizations, in-
7 cluding faith-based organizations and orga-
8 nizations that represent teachers, students,
9 and parents-

10 ~~“(ii) MEMPHIANPRAE PROGRAMS AND~~
11 ~~INTEGRATEDS.—Assistance provided under~~
12 ~~this section to support programs and ac-~~
13 ~~tivities under this subsection should be co-~~
14 ~~ordinated with and support proven multi-~~
15 ~~lateral education programs and financing~~
16 ~~mechanisms, which may include the Global~~
17 ~~Partnership for Education, that dem-~~
18 ~~onstrate commitment to efficiency, effec-~~
19 ~~tiveness, transparency, and accountability.~~

20 ~~“(D) EFFICIENCY.—The President shall~~
21 ~~seek to improve the efficiency and effectiveness~~
22 ~~of assistance provided under this section to sup-~~
23 ~~port programs and activities under this sub-~~
24 ~~section by coordinating the related efforts of~~
25 ~~relevant Executive branch agencies and offi-~~

1 goals, including efforts to increase gender parity
2 and to provide a continuity of basic education
3 activities in humanitarian responses and other
4 emergency settings.

5 “(E) EFFEctIVENESS.—Programs and ac-
6 tivities supported under this subsection shall be
7 designed to achieve specific, measurable goals
8 and objectives and shall include appropriate tar-
9 gets, metrics and indicators that can be applied
10 with reasonable consistency across such pro-
11 grams and activities to measure progress and
12 outcomes.

13 “(F) TRANSPARENcy AND ACCOUNT-
14 ABILITY.—Programs and activities supported
15 under this subsection shall be subject to rig-
16 orous monitoring and evaluation, which may in-
17 clude impact evaluations, the results of which
18 shall be made publicly available in a fully
19 searchable, electronic format.

20 “(G) PRIORITy AND OTHER REqUIREMENTS.—
21 The President shall ensure that assistance provided
22 under this section to support programs and activities
23 under this subsection is aligned with the diplomatic,
24 economic, and national security interests of the

1 United States and that priority is given to devel-
2 oping countries in which—

3 “(A) there is the greatest need and oppor-
4 tunity to expand access to basic education and
5 to improve learning outcomes, including for
6 marginalized and vulnerable groups, particu-
7 larly women and girls, or populations affected
8 by conflict or crisis; and

9 “(B) such assistance can produce a sub-
10 stantial, measurable impact on children and
11 educational systems.

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

13 “(A) BASIC EDUCATION.—The term ‘basic
14 education’ includes—

15 “(i) all program and policy efforts
16 aimed at improving early childhood,
17 preprimary education, primary education,
18 and secondary education, which can be de-
19 livered in formal and nonformal education
20 settings, and in programs promoting learn-
21 ing for out-of-school youth and adults;

22 “(ii) capacity building for teachers,
23 administrators, counselors, and youth
24 workers;

1 “(iii) literacy, numeracy, and other
2 basic skills development that prepare an
3 individual to be an active, productive mem-
4 ber of society and the workforce; and

5 “(iv) workforce development, voca-
6 tional training, and digital literacy that is
7 informed by real market needs and oppor-
8 tunities-

9 “(B) PARTNER COUNTRY.—The term
10 ‘partner country’ means a developing country
11 that participates in or benefits from basic edu-
12 cation programs under this subsection pursuant
13 to the prioritization criteria described in para-
14 graph (3), including level of need, opportunity
15 for impact, and the availability of resources-

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

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

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

3 “(ii) the Chief Executive Officer of
4 the Millennium Challenge Corporation, the
5 Coordinator of United States Government
6 Activities to Combat HIV/AIDS Globally,
7 the National Security Advisor, the Director
8 of the Peace Corps, and the National Eco-
9 nomic Advisor; and

10 “(iii) any other department, agency,
11 or official of the United States Govern-
12 ment that participates in activities to pro-
13 mote quality basic education pursuant to
14 the authorities of such department, agency,
15 or official or pursuant to this Act.

16 “(D) NATIONAL EDUCATION PLAN.—The
17 term national education plan means a com-
18 prehensive national education plan developed by
19 partner country governments in consultation
20 with other stakeholders as a means for wide-
21 scale improvement of the country’s education
22 system, including explicit, credible strategies in-
23 formed by effective practices and standards to
24 achieve quality universal basic education.

1 “(E) HIV/AIDS.—The term ‘HIV/AIDS’
2 has the meaning given that term in section
3 104A(b).”

4 “(F) MARGINALIZED CHILDREN AND VUL-
5 NERABLE GROUPS.—The term ‘marginalized
6 children and vulnerable groups’ includes girls,
7 children affected by or emerging from armed
8 conflict or humanitarian crises, children with
9 disabilities, children in remote or rural areas
10 (including those who lack access to safe water
11 and sanitation), religious or ethnic minorities,
12 indigenous peoples, orphans and children af-
13 fected by HIV/AIDS, child laborers, married
14 adolescents, and victims of trafficking.”

15 “(G) GENDER PARITY IN BASIC EDU-
16 CATION.—The term ‘gender parity in basic edu-
17 cation’ means that girls and boys have equal ac-
18 cess to quality basic education.”

19 “(H) NONFORMAL EDUCATION.—The term
20 ‘nonformal education’—

21 “(i) means organized educational ac-
22 tivities outside the established formal sys-
23 tem; whether operating separately or as an
24 important feature of a broader activity;
25 that are intended to serve identifiable

1 learning clientele and learning objectives,
2 and
3 “(ii) includes youth programs and
4 community training offered by community
5 groups and organizations.

6 “(1) ~~SUSTAINABILITY.~~ The term ‘sustain-
7 ability’ means, with respect to any basic edu-
8 cation program that receives funding pursuant
9 to this section, the ability of a service delivery
10 system, community, partner, or beneficiary to
11 maintain, over time, such basic education pro-
12 gram.”

13 **SEC. 4. COMPREHENSIVE INTEGRATED UNITED STATES**
14 **STRATEGY TO PROMOTE BASIC EDUCATION.**

15 (a) ~~STRATEGY REQUIRED.~~ Not later than October
16 1, 2016, October 1, 2021, and October 1, 2026, the Presi-
17 dent shall submit to the appropriate congressional com-
18 mittees a comprehensive United States strategy to pro-
19 mote quality basic education in partner countries by—
20 (1) seeking to equitably expand access to basic
21 education for all children, particularly marginalized
22 children and vulnerable groups; and
23 (2) measurably improving the quality of basic
24 education and learning outcomes.

- 1 (b) REQUIREMENT TO CONSULT.—In developing the
2 strategy required by subsection (a), the President shall
3 consult with—
- 4 (1) the appropriate congressional committees;
 - 5 (2) relevant Executive branch agencies and offi-
6 cials;
 - 7 (3) partner country governments; and
 - 8 (4) local and international nongovernmental or-
9 ganizations, including faith-based organizations and
10 organizations representing students, teachers, and
11 parents, and other development partners engaged in
12 basic education assistance programs in developing
13 countries.
 - 14 (c) PUBLIC COMMENT.—The President shall provide
15 an opportunity for public comment on the strategy re-
16 quired by subsection (a).
 - 17 (d) INITIAL STRATEGY.—For the purposes of this
18 section, the strategy entitled ‘‘USAID education strat-
19 egy’’, as in effect on the day before the date of the enact-
20 ment of this Act, shall be deemed to fulfill the initial re-
21 quirements of subsection (a) for 2016.
 - 22 (e) ELEMENTS.—The strategy required by subsection
23 (a) shall be developed and implemented consistent with the
24 principles set forth in subsection (c) of section 105 of the

- 1 Foreign Assistance Act of 1961 (as added by section 3
2 of this Act) and shall seek to—
- 3 (1) build the capacity of relevant actors in part-
4 ner countries, including in government and in civil
5 society, to develop and implement national education
6 plans that are aligned with and advance country de-
7 velopment strategies;
- 8 (2) identify and replicate successful interven-
9 tions that improve access to and quality of edu-
10 cation;
- 11 (3) project general levels of resources needed to
12 achieve stated program objectives;
- 13 (4) leverage United States capabilities, includ-
14 ing through technical assistance, training and re-
15 search, and
- 16 (5) improve coordination and reduce duplication
17 among relevant Executive branch agencies and offi-
18 cials, other donors, multilateral institutions, non-
19 governmental organizations, and governments in
20 partner countries.
- 21 (f) ~~ACQUIRING SUPPORTED.~~ Assistance provided
22 under section 105 of the Foreign Assistance Act of 1961
23 (as amended by section 3 of this Act) should advance the
24 strategy required by subsection (a), including through ef-
25 forts to—

- 1 (1) ensure an adequate supply and continued
- 2 support for trained, effective teachers;
- 3 (2) design and deliver relevant curricula; uphold
- 4 quality standards; and supply appropriate teaching
- 5 and learning materials;
- 6 (3) build the capacity of basic education sys-
- 7 tems in partner countries by improving management
- 8 practices and supporting their ability to collect rel-
- 9 evant data and monitor, evaluate, and report on the
- 10 status and quality of education services; financing;
- 11 and student-learning outcomes;
- 12 (4) help mobilize domestic resources to elimi-
- 13 nate or offset fees for educational services, including
- 14 fees for tuition, uniforms, and materials;
- 15 (5) support education on human rights and
- 16 conflict-resolution while ensuring that schools are
- 17 not incubators for violent extremism;
- 18 (6) work with communities to help girls over-
- 19 come relevant barriers to their receiving a safe, qual-
- 20 ity basic education; including by improving girls'
- 21 safety in education settings; helping girls to obtain
- 22 the skills needed to find safe and legal employment
- 23 upon conclusion of their education; and countering
- 24 harmful practices such as child, early, and forced
- 25 marriage and gender-based violence;

1 (7) ensure access to education for the most
2 marginalized children and vulnerable groups, includ-
3 ing through the provision of appropriate infrastruc-
4 ture, flexible learning opportunities, accelerated and
5 second-chance classes, and opportunities that sup-
6 port leadership development;

7 (8) make schools safe and secure learning envi-
8 ronments without threat of physical, psychological,
9 and sexual violence, including by supporting safe
10 passage to and from schools and constructing sepa-
11 rate latrines for boys and girls; and

12 (9) support a communities-of-learning approach
13 that utilizes schools as centers of learning and devel-
14 opment for an entire community; to leverage and
15 maximize the impact of other development efforts,
16 and reduce duplication and waste.

17 (g) **ADDITIONAL ACTIVITIES SUPPORTED FOR COUN-**
18 **TRIES AFFECTED BY CONFLICT AND CRISES.**—In addi-
19 tion to the activities supported under subsection (f), as-
20 sistance provided under section 105 of the Foreign Assist-
21 ance Act of 1961 (as amended by section 3 of this Act)
22 to foreign countries or those parts of the territories of for-
23 eign countries that are affected by or emerging from
24 armed conflict, humanitarian crises, or other emergency
25 situations may be used to support efforts to—

- 1 (1) ensure a continuity of basic education for
- 2 all children through appropriate formal and non-
- 3 formal education programs and services;
- 4 (2) ensure that basic education assistance of
- 5 the United States to countries in emergency settings
- 6 shall be informed by the Minimum Standards of the
- 7 Inter-Agency Network for Education in Emergencies
- 8 (“INEE Minimum Standards”);
- 9 (3) coordinate basic education programs with
- 10 complementary services to protect children from
- 11 physical harm, psychological and social distress, re-
- 12ruitment into armed groups, family separation, and
- 13abuses related to their displacement;
- 14 (4) support, train, and provide professional de-
- 15velopment for educators working in emergency set-
- 16tings;
- 17 (5) help build national capacity to coordinate
- 18and manage basic education during emergency re-
- 19sponse and through recovery;
- 20 (6) promote the reintegration of teachers and
- 21students affected by conflict, whether refugees or in-
- 22ternally displaced, into educational systems; and
- 23 (7) ensure the safety of children in school, in-
- 24cluding through support for—

1 (A) the provision of safe learning environ-
2 ments with appropriate facilities, especially for
3 girls;

4 (B) safe passage to and from school, in-
5 cluding handtime awareness, the designation of
6 schools as conflict-free zones, the adoption and
7 support of community-owned protective meas-
8 ures to reduce the incidence of attacks on edu-
9 cational facilities and personnel by local actors,
10 armed groups, and armed forces;

11 (C) out-of-school and flexible-hour edu-
12 cation programs in areas where security condi-
13 tions are prohibitive;

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

16 (E) appropriate infrastructure, including
17 emergency communication systems and access
18 to mobile telecommunications with local police
19 and security personnel.

20 **SEC. 5. IMPROVING COORDINATION AND OVERSIGHT.**

21 (a) SENIOR COORDINATOR OF UNITED STATES

22 INTERNATIONAL BASIC EDUCATION ASSISTANCE.—There

23 is established within the United States Agency for Inter-
24 national Development a Senior Coordinator of United

25 States International Basic Education Assistance (referred

1 to in this Act as the "Senior Coordinator"); who shall be
2 appointed by the President.

3 (b) DUTIES.—

4 (1) IN GENERAL.—The Senior Coordinator
5 shall have primary responsibility for the oversight
6 and coordination of all resources and activities of the
7 United States Government relating to the promotion
8 of international basic education programs and activi-
9 ties.

10 (2) SPECIFIC DUTIES.—The Senior Coordinator
11 shall—

12 (A) facilitate program and policy coordina-
13 tion of international basic education programs
14 and activities among relevant Executive branch
15 agencies and officials, partner governments,
16 multilateral institutions, the private sector, and
17 nongovernmental and civil society organizations;
18 (B) develop and revise the strategy re-
19 quired under section 4;

20 (C) monitor, evaluate, and report on activi-
21 ties undertaken pursuant to the strategy re-
22 quired under section 4; and

23 (D) establish due diligence criteria for all
24 recipients of funds provided by the United

1 States to carry out activities under this Act and
2 the amendments made by this Act.
3 (c) ~~OPPOSE.~~ To offset any costs incurred by the
4 United States Agency for International Development to
5 carry out the establishment and appointment of a Senior
6 Coordinator of United States International Basic Edu-
7 cation Assistance in accordance with subsection (a), the
8 President shall eliminate such positions within the United
9 States Agency for International Development, unless oth-
10 erwise authorized or required by law, as the President de-
11 termines to be necessary to fully offset such costs.

12 **SEC. 6. MONITORING AND EVALUATION OF PROGRAMS.**

13 The President shall seek to ensure that programs car-
14 ried out under the strategy required under section 4
15 shall—

16 (1) apply rigorous monitoring and evaluation
17 methodologies to focus on learning and account-
18 ability;
19 (2) include methodological guidance in the im-
20 plementation plan and support systemic data collec-
21 tion using internationally comparable indicators,
22 norms, and methodologies, to the extent practicable
23 and appropriate;

1 (3) disaggregate all data collected and reported
2 by age, gender, marital status, disability, and loca-
3 tion, to the extent practicable and appropriate;
4 (4) be planned and budgeted to include funding
5 for both short- and long-term monitoring and eval-
6 uation to enable assessment of the sustainability and
7 scalability of assistance programs; and
8 (5) support the increased use and public avail-
9 ability of education data for improved decision mak-
10 ing, program effectiveness, and monitoring of global
11 progress.

12 **SEC. 7. TRANSPARENCY AND REPORTING TO CONGRESS.**

13 (a) ~~ANNUAL REPORT ON THE IMPLEMENTATION OF~~
14 ~~STRATEGY.~~—Not later than March 31 of each year
15 through 2031, the President shall submit to the appro-
16 priate congressional committees a report on the implemen-
17 tation of the strategy developed pursuant to section 4 and
18 make the report available to the public.

19 (b) ~~MAJORS TO BE INCLUDED.~~—The report re-
20 quired under subsection (a) shall include—

21 (1) a description of the efforts made by relevant
22 Executive branch agencies and officials to implement
23 the strategy developed pursuant to section 4 with a
24 particular focus on the activities carried out;

1 (2) a description of the extent to which each
2 partner country selected to receive assistance for
3 basic education meets the priority criteria specified
4 in subsection (c) of section 105 of the Foreign As-
5 sistance Act (as added by section 2 of this Act); and
6 (3) a description of the progress achieved over
7 the reporting period toward meeting the goals, objec-
8 tives, benchmarks, and timeframes specified in the
9 strategy developed pursuant to section 4 at the pro-
10 gram level, as developed pursuant to monitoring and
11 evaluation specified in section 6.

12 **SEC. 8. DEFINITIONS.**

13 (a) **APPROPRIATE CONGRESSIONAL COMMITTEES.**—

14 In this Act, the term “appropriate congressional commit-
15 tees” means—

16 (1) the Committee on Appropriations and the
17 Committee on Foreign Relations of the Senate, and
18 (2) the Committee on Appropriations and the
19 Committee on Foreign Affairs of the House of Rep-
20 resentatives.

21 (b) **OTHER DEFINITIONS.**—In this Act, the terms
22 “basic education”, “partner country”, “relevant Executive
23 branch agencies and officials”, “national education plan”,
24 “marginalized children and vulnerable groups”, and “gen-
25 der parity in basic education” have the meanings given

1 such terms in subsection (e) of section 105 of the Foreign
2 Assistance Act of 1961 (as added by section 3 of this Act).

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”.

6 (b) **TABLE OF CONTENTS.**—The table of contents for
7 this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Definitions.

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*Sec. 4. Comprehensive integrated United States strategy to promote basic edu-
cation.*

Sec. 5. Improving coordination and oversight.

Sec. 6. Monitoring and evaluation of programs.

Sec. 7. Transparency and reporting to Congress.

8 **SEC. 2. DEFINITIONS.**

9 (a) **APPROPRIATE CONGRESSIONAL COMMITTEES.**—In
10 this Act, the term “appropriate congressional committees”

11 means—

12 (1) the Committee on Appropriations of the Sen-
13 ate;

14 (2) the Committee on Foreign Relations of the

15 Senate;

16 (3) the Committee on Appropriations of the
17 House of Representatives; and

18 (4) the Committee on Foreign Affairs of the
19 House of Representatives.

20 (b) **OTHER DEFINITIONS.**—In this Act, the terms
21 “basic education”, “marginalized children and vulnerable

1 groups”, “national education plan”, “partner country”,
2 and “relevant Executive branch agencies and officials” have
3 the meanings given such terms in section 105(c) of the For-
4 eign Assistance Act of 1961, as added by section 3.

5 **SEC. 3. ASSISTANCE TO PROMOTE SUSTAINABLE, QUALITY**
6 **BASIC EDUCATION.**

7 Section 105 of the Foreign Assistance Act of 1961 (22
8 U.S.C. 2151c) is amended by adding at the end the fol-
9 lowing:

10 “(c) ASSISTANCE TO PROMOTE SUSTAINABLE, QUAL-
11 ITY BASIC EDUCATION.—

12 “(1) DEFINITIONS.—In this subsection:

13 “(A) BASIC EDUCATION.—The term ‘basic
14 education’ includes—

15 “(i) measurable improvements in lit-
16 eracy, numeracy, and other basic skills de-
17 velopment that prepare an individual to be
18 an active, productive member of society and
19 the workforce;

20 “(ii) workforce development, vocational
21 training, and digital literacy informed by
22 real market needs and opportunities and
23 that results in measurable improvements in
24 employment;

1 “(iii) programs and activities designed
2 to demonstrably improve—

3 “(I) early childhood, preprimary
4 education, primary education, and sec-
5 ondary education, which can be deliv-
6 ered in formal or nonformal education
7 settings; and

8 “(II) learning for out-of-school
9 youth and adults; and

10 “(iv) capacity building for teachers,
11 administrators, counselors, and youth work-
12 ers that results in measurable improvements
13 in student literacy, numeracy, or employ-
14 ment.

15 “(B) COMMUNITIES OF LEARNING.—The
16 term ‘communities of learning’ means a holistic
17 approach to education and community engage-
18 ment in which schools act as the primary re-
19 source center for delivery of a service to the com-
20 munity at large, leveraging and maximizing the
21 impact of other development efforts and reducing
22 duplication and waste.

23 “(C) GENDER PARITY IN BASIC EDU-
24 CATION.—The term ‘gender parity in basic edu-

1 *cation' means that girls and boys have equal ac-*
2 *cess to quality basic education.*

3 “(D) MARGINALIZED CHILDREN AND VUL-
4 NERABLE GROUPS.—The term ‘marginalized
5 children and vulnerable groups’ includes girls,
6 children affected by or emerging from armed con-
7 flict or humanitarian crises, children with dis-
8 abilities, children in remote or rural areas (in-
9 cluding those who lack access to safe water and
10 sanitation), religious or ethnic minorities, indig-
11 enous peoples, orphans and children affected by
12 HIV/AIDS, child laborers, married adolescents,
13 and victims of trafficking.

14 “(E) NATIONAL EDUCATION PLAN.—The
15 term ‘national education plan’ means a com-
16 prehensive national education plan developed by
17 partner country governments in consultation
18 with other stakeholders as a means for wide-scale
19 improvement of the country’s education system,
20 including explicit, credible strategies informed by
21 effective practices and standards to achieve qual-
22 ity universal basic education.

23 “(F) NONFORMAL EDUCATION.—The term
24 ‘nonformal education’ means organized edu-
25 cational activities outside the established formal

1 system, whether operating separately or as an
2 important feature of a broader activity, that are
3 intended to provide students with measurable
4 improvements in literacy, numeracy, and other
5 basic skills development that prepare an indi-
6 vidual to be an active, productive member of so-
7 ciety and the workforce.

8 “(G) PARTNER COUNTRY.—The term ‘part-
9 ner country’ means a developing country that
10 participates in or benefits from basic education
11 programs under this subsection pursuant to the
12 prioritization criteria described in paragraph
13 (4), including level of need, opportunity for im-
14 pact, and the availability of resources.

15 “(H) RELEVANT EXECUTIVE BRANCH AGEN-
16 CIES AND OFFICIALS.—The term ‘relevant Execu-
17 tive branch agencies and officials’ means the De-
18 partment of State, the United States Agency for
19 International Development, the Department of
20 the Treasury, the Department of Labor, the De-
21 partment of Education, the Department of Agri-
22 culture, and the Department of Defense, the Chief
23 Executive Officer of the Millennium Challenge
24 Corporation, the National Security Advisor, and
25 the Director of the Peace Corps.

1 “(I) *SUSTAINABILITY*.—The term ‘sustain-
2 ability’ means, with respect to any basic edu-
3 cation program that receives funding pursuant
4 to this section, the ability of a service delivery
5 system, community, partner, or beneficiary to
6 maintain, over time, such basic education pro-
7 gram without the use of foreign assistance.

8 “(2) *POLICY*.—In carrying out this section, it
9 shall be the policy of the United States to work with
10 partner countries, as appropriate, other donors, mul-
11 tilateral institutions, the private sector, and non-
12 governmental and civil society organizations, includ-
13 ing faith-based organizations and organizations that
14 represent teachers, students, and parents, to promote
15 sustainable, quality basic education through programs
16 and activities that—

17 “(A) take into consideration and help re-
18 spond to the needs, capacities, and commitment
19 of developing countries to achieve measurable im-
20 provements in literacy, numeracy, and other
21 basic skills development that prepare an indi-
22 vidual to be an active, productive member of so-
23 ciety and the workforce;

24 “(B) strengthen educational systems, pro-
25 mote communities of learning, as appropriate,

1 *expand access to safe learning environments, in-*
2 *cluding by breaking down the specific barriers to*
3 *basic education for women and girls, ensure con-*
4 *tinuity of education, including in conflict set-*
5 *tings, measurably improve teacher skills and*
6 *learning outcomes, and support the engagement*
7 *of parents in the education of their children to*
8 *help partner countries ensure that all children,*
9 *including marginalized children and other vul-*
10 *nerable groups, have access to and benefit from*
11 *quality basic education; and*

12 *“(C) promote education as a foundation for*
13 *sustained economic growth and development*
14 *within a comprehensive assistance strategy that*
15 *places partner countries on a trajectory toward*
16 *graduation from assistance provided under this*
17 *section with clearly defined benchmarks of suc-*
18 *cess that are used as requirements for related*
19 *procurement vehicles, such as grants, contracts,*
20 *and cooperative agreements; and*

21 *“(D) monitor and evaluate the effectiveness*
22 *and quality of basic education programs in part-*
23 *ner countries.*

24 *“(3) PRINCIPLES.—In carrying out the policy*
25 *referred to in paragraph (2), the United States shall*

1 *be guided by the following principles of aid effective-*
2 *ness:*

3 “(A) *ALIGNMENT.*—Assistance provided
4 *under this section to support programs and ac-*
5 *tivities under this subsection shall be aligned*
6 *with and advance United States foreign policy*
7 *and economic interests.*

8 “(B) *COUNTRY OWNERSHIP.*—*To the great-*
9 *est extent practicable, assistance provided under*
10 *this section to support programs and activities*
11 *under this subsection should be aligned with and*
12 *support the national education plans and coun-*
13 *try development strategies of partner countries,*
14 *including activities that are appropriate for and*
15 *meet the needs of local and indigenous cultures.*

16 “(C) *COORDINATION.*—
17 “(i) *IN GENERAL.*—Assistance provided
18 *under this section to support programs and*
19 *activities under this subsection should be co-*
20 *ordinated with and leverage the unique ca-*
21 *pabilities and resources of local and na-*
22 *tional governments in partner countries,*
23 *other donors, multilateral institutions, the*
24 *private sector, and nongovernmental and*
25 *civil society organizations, including faith-*

1 based organizations and organizations that
2 represent teachers, students, and parents.

3 “(ii) *MULTILATERAL PROGRAMS AND*
4 *INITIATIVES.—Assistance provided under*
5 *this section to support programs and activi-*
6 *ties under this subsection should be coordi-*
7 *nated with and support proven multilateral*
8 *education programs and financing mecha-*
9 *nisms, which may include the Global Part-*
10 *nership for Education, that demonstrate*
11 *commitment to efficiency, effectiveness,*
12 *transparency, and accountability.*

13 “(D) *EFFICIENCY.—The President shall seek*
14 *to improve the efficiency and effectiveness of as-*
15 *sistance provided under this section to support*
16 *programs and activities under this subsection by*
17 *coordinating the related efforts of relevant Execu-*
18 *tive branch agencies and officials.*

19 “(E) *EFFECTIVENESS.—Programs and ac-*
20 *tivities supported under this subsection—*
21 *“(i) shall be consistent with the policies*
22 *and principles set forth in this subsection;*
23 *“(ii) shall be designed to achieve spe-*
24 *cific, measurable goals and objectives that*

1 are directly related to the provision of basic
2 education (as defined in this section); and
3 “(iii) shall include appropriate targets,
4 metrics, and indicators that—

5 “(I) move a country along the
6 path to graduation from assistance
7 provided under this subsection; and

8 “(II) can be applied with reason-
9 able consistency across such programs
10 and activities to measure progress and
11 outcomes.

12 “(F) TRANSPARENCY AND ACCOUNT-
13 ABILITY.—Programs and activities supported
14 under this subsection shall be subject to rigorous
15 monitoring and evaluation, which may include
16 impact evaluations, the results of which shall be
17 made publically available in a fully searchable,
18 electronic format.

19 “(4) PRIORITY AND OTHER REQUIREMENTS.—
20 The President shall ensure that assistance provided
21 under this section to support programs and activities
22 under this subsection is aligned with the foreign pol-
23 icy and economic interests of the United States and,
24 subject to such alignment, priority is given to devel-
25 oping countries in which—

1 “(A) there is the greatest need and oppor-
2 tunity to expand access to basic education and
3 to improve learning outcomes, including for
4 marginalized and vulnerable groups, particu-
5 larly women and girls to ensure gender parity in
6 basic education, or populations affected by con-
7 flict or crisis; and

8 “(B) such assistance can produce a substan-
9 tial, measurable impact on children and edu-
10 cational systems.”

11 **SEC. 4. COMPREHENSIVE INTEGRATED UNITED STATES**
12 **STRATEGY TO PROMOTE BASIC EDUCATION.**

13 (a) **STRATEGY REQUIRED.**—Not later than October 1,
14 2017, the President shall submit to the appropriate congres-
15 sional committees a comprehensive United States strategy
16 to be carried out during fiscal years 2018 through 2022 to
17 promote quality basic education in partner countries by—
18 (1) seeking to equitably expand access to basic
19 education for all children, particularly marginalized
20 children and vulnerable groups; and
21 (2) measurably improving the quality of basic
22 education and learning outcomes.

23 (b) **REQUIREMENT TO CONSULT.**—In developing the
24 strategy required under subsection (a), the President shall
25 consult with—

- 1 *(1) the appropriate congressional committees;*
2 *(2) relevant Executive branch agencies and offi-*
3 *cials;*
4 *(3) partner country governments; and*
5 *(4) local and international nongovernmental or-*
6 *ganizations, including faith-based organizations and*
7 *organizations representing students, teachers, and*
8 *parents, and other development partners engaged in*
9 *basic education assistance programs in developing*
10 *countries.*
11 *(c) PUBLIC COMMENT.—The President shall provide*
12 *an opportunity for public comment on the strategy required*
13 *under subsection (a).*
14 *(d) ELEMENTS.—The strategy required under sub-*
15 *section (a)—*
16 *(1) shall be developed and implemented con-*
17 *sistent with the principles set forth in section 105(c)*
18 *of the Foreign Assistance Act of 1961, as added by*
19 *section 3; and*
20 *(2) shall seek—*
21 *(A) to prioritize assistance provided under*
22 *this subsection to countries that are partners of*
23 *the United States and whose populations are*
24 *most in need of improved basic education, as de-*

1 terminated by indicators such as literacy and
2 numeracy rates;

3 (B) to build the capacity of relevant actors
4 in partner countries, including in government
5 and in civil society, to develop and implement
6 national education plans that measurably im-
7 prove basic education;

8 (C) to identify and replicate successful
9 interventions that improve access to and quality
10 of basic education in conflict settings and in
11 partner countries;

12 (D) to project general levels of resources
13 needed to achieve stated program objectives;

14 (E) to develop means to track implementa-
15 tion in partner countries and ensure that such
16 countries are expending appropriate domestic re-
17 sources and instituting any relevant legal, regu-
18 latory, or institutional reforms needed to achieve
19 stated program objectives;

20 (F) to leverage United States capabilities,
21 including through technical assistance, training,
22 and research; and

23 (G) to improve coordination and reduce du-
24 plication among relevant Executive branch agen-
25 cies and officials, other donors, multilateral in-

1 *stitutions, nongovernmental organizations, and*
2 *governments in partner countries.*

3 **SEC. 5. IMPROVING COORDINATION AND OVERSIGHT.**

4 (a) SENIOR COORDINATOR OF UNITED STATES INTER-
5 NATIONAL BASIC EDUCATION ASSISTANCE.—There is estab-
6 lished within the United States Agency for International
7 Development a Senior Coordinator of United States Inter-
8 national Basic Education Assistance (referred to in this sec-
9 tion as the “Senior Coordinator”). The Senior Coordinator
10 shall be appointed by the President, shall be a current
11 USAID employee serving in a career or noncareer position
12 in the Senior Executive Service or at the level of a Deputy
13 Assistant Administrator or higher, and shall serve concu-
14 rently as the Senior Coordinator.

15 (b) DUTIES.—

16 (1) IN GENERAL.—The Senior Coordinator shall
17 have primary responsibility for the oversight and co-
18 ordination of all resources and activities of the
19 United States Government relating to the promotion
20 of international basic education programs and activi-
21 ties.

22 (2) SPECIFIC DUTIES.—The Senior Coordinator
23 shall—

24 (A) facilitate program and policy coordina-
25 tion of international basic education programs

1 and activities among relevant Executive branch
2 agencies and officials, partner governments, mul-
3 tilateral institutions, the private sector, and non-
4 governmental and civil society organizations;

5 (B) develop and revise the strategy required
6 under section 4;

7 (C) monitor, evaluate, and report on activi-
8 ties undertaken pursuant to the strategy required
9 under section 4; and

10 (D) establish due diligence criteria for all
11 recipients of funds provided by the United States
12 to carry out activities under this Act and the
13 amendments made by this Act.

14 (e) *OFFSET.*—In order to eliminate duplication of ef-
15 fort and activities and to offset any costs incurred by the
16 United States Agency for International Development in ap-
17 pointing the Senior Coordinator under subsection (a), the
18 President shall eliminate any positions within the United
19 States Agency for International Development (unless other-
20 wise authorized or required by law) that the President de-
21 termines to be necessary to fully offset such costs and elimi-
22 nate duplication.

23 **SEC. 6. MONITORING AND EVALUATION OF PROGRAMS.**

24 The President shall seek to ensure that programs car-
25 ried out under the strategy required under section 4 shall—

- 1 (1) *apply rigorous monitoring and evaluation*
- 2 *methodologies to determine if programs and activities*
- 3 *provided under this subsection accomplish measurable*
- 4 *improvements in literacy, numeracy, or other basic*
- 5 *skills development that prepare an individual to be*
- 6 *an active, productive member of society and the work-*
- 7 *force;*
- 8 (2) *include methodological guidance in the im-*
- 9 *plementation plan and support systemic data collec-*
- 10 *tion using internationally comparable indicators,*
- 11 *norms, and methodologies, to the extent practicable*
- 12 *and appropriate;*
- 13 (3) *disaggregate all data collected and reported*
- 14 *by age, gender, marital status, disability, and loca-*
- 15 *tion, to the extent practicable and appropriate;*
- 16 (4) *include funding for both short- and long-term*
- 17 *monitoring and evaluation to enable assessment of the*
- 18 *sustainability and scalability of assistance programs;*
- 19 *and*
- 20 (5) *support the increased use and public avail-*
- 21 *ability of education data for improved decision mak-*
- 22 *ing, program effectiveness, and monitoring of global*
- 23 *progress.*

1 **SEC. 7. TRANSPARENCY AND REPORTING TO CONGRESS.**

2 (a) ANNUAL REPORT ON THE IMPLEMENTATION OF
3 STRATEGY.—Not later than each March 31 immediately fol-
4 lowing a fiscal year during which the strategy developed
5 pursuant to section 4(a) was carried out, the President
6 shall—

7 (1) submit a report to the appropriate congress-
8 sional committees that describes the implementation
9 of such strategy; and
10 (2) make the report described in paragraph (1)
11 available to the public.

12 (b) MATTERS TO BE INCLUDED.—The report required
13 under subsection (a) shall include—

14 (1) a description of the efforts made by relevant
15 Executive branch agencies and officials to implement
16 the strategy developed pursuant to section 4, with a
17 particular focus on the activities carried out under
18 the strategy;

19 (2) a description of the extent to which each
20 partner country selected to receive assistance for basic
21 education meets the priority criteria specified in sec-
22 tion 105(c) of the Foreign Assistance Act, as added by
23 section 3; and

24 (3) a description of the progress achieved over
25 the reporting period toward meeting the goals, objec-
26 tives, benchmarks, and timeframes specified in the

- 1 *strategy developed pursuant to section 4 at the pro-*
- 2 *gram level, as developed pursuant to monitoring and*
- 3 *evaluation specified in section 6, with particular em-*
- 4 *phasis on whether there are demonstrable student im-*
- 5 *provements in literacy, numeracy, or other basic skills*
- 6 *development that prepare an individual to be an ac-*
- 7 *tive, productive member of society and the workforce.*