

**AMENDMENT IN THE NATURE OF A SUBSTITUTE
TO H.R. 4481
OFFERED BY MR. ROYCE OF CALIFORNIA**

Strike all after the enacting clause and insert the following:

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. Findings.

Sec. 3. Sense of Congress.

Sec. 4. Clarification of assistance to promote quality basic education.

Sec. 5. Comprehensive integrated United States strategy to promote basic education.

Sec. 6. Improving coordination and oversight.

Sec. 7. Monitoring and evaluation of programs.

Sec. 8. Transparency and reporting to Congress.

Sec. 9. Definitions.

6 SEC. 2. FINDINGS.

7 Congress finds the following:

8 (1) The world is in the midst of a global learn-
9 ing crisis, with nearly 60,000,000 children of pri-
10 mary school age and 65,000,000 adolescents of
11 lower secondary school age out of school as of 2013.

12 (2) No country has reached sustained economic
13 growth without achieving near universal primary

1 education. Quality education reduces poverty and in-
2 equality, and equips people with the knowledge,
3 skills, and self-reliance they need to increase income
4 and expand their opportunities for employment.

5 (3) An educated citizenry lays the foundation
6 for civic participation, strong institutions, and demo-
7 cratic governance and significantly contributes to
8 sustained economic growth, the empowerment of
9 women and girls, and decreased extremism.

10 **SEC. 3. SENSE OF CONGRESS.**

11 It is the sense of Congress that—

12 (1) it is in the national security interest of the
13 United States to promote access to sustainable,
14 quality universal basic education in developing coun-
15 tries;

16 (2) United States resources and leadership
17 should be utilized in a way to best ensure a success-
18 ful international effort to provide children in devel-
19 oping countries with a quality basic education in
20 order to achieve the goal of quality universal basic
21 education; and

22 (3) promoting gender parity in basic education
23 from childhood through adolescence serves United
24 States diplomatic, economic, and security interests
25 worldwide.

1 **SEC. 4. CLARIFICATION OF ASSISTANCE TO PROMOTE**
2 **QUALITY BASIC EDUCATION.**

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

6 **“SEC. 105A. CLARIFICATION OF ASSISTANCE TO PROMOTE**
7 **QUALITY BASIC EDUCATION.**

8 “(a) POLICY.—In carrying out section 105, it is the
9 policy of the United States to work with other countries,
10 multilateral organizations, international and local civil so-
11 ciety organizations, and other major donors in order to
12 promote sustainable, quality basic education in order to—

13 “(1) assist developing countries in ensuring all
14 children have access to quality basic education, in-
15 cluding through strengthening developing countries’
16 educational systems;

17 “(2) improve the quality of basic education,
18 which may include a focus on measurably improving
19 learning outcomes and foundational skills in such
20 areas as literacy and numeracy, critical thinking,
21 and civic education, in order to increase the number
22 of children completing and benefiting from a basic
23 education;

24 “(3) seek to expand access to quality schools
25 and teachers, particularly for marginalized children
26 and vulnerable groups;

1 “(4) promote education as the foundation for
2 communities’ development, leading to conflict and vi-
3 olence prevention and mitigation, improved health
4 and disease prevention and treatment, greater gen-
5 der parity, increased economic growth and improved
6 agricultural activities, early childhood development,
7 improved entrepreneurial and leadership opportuni-
8 ties, disaster preparedness, democracy promotion,
9 and holistic assistance programs;

10 “(5) promote gender parity in basic education,
11 particularly through strategies to help girls overcome
12 relevant barriers to their receiving a safe, quality
13 basic education, including efforts to counter harmful
14 practices such as child, early, and forced marriage
15 and gender-based violence, improve girls’ safety in
16 educational settings and passage to and from school,
17 and ensure that girls obtain the skills needed to find
18 safe and legal employment upon conclusion of their
19 education, and

20 “(6) monitor and evaluate the effectiveness and
21 quality of basic education programs.

22 “(b) PRINCIPLES.—In developing the policy referred
23 to in subsection (a), the United States shall be guided by
24 the following principles of coordination, sustainability, and
25 aid effectiveness:

1 “(1) UNITED STATES RESOURCES.—United
2 States resources shall be used to effectively engage
3 in a global commitment to promote quality basic
4 education in developing countries, including in coun-
5 tries affected by or emerging from armed conflict or
6 humanitarian crises.

7 “(2) INTEGRATED BILATERAL AND MULTILAT-
8 ERAL APPROACH TO SUSTAINABLE DEVELOPMENT.—
9 United States assistance should integrate bilateral
10 and multilateral assistance modalities within the
11 strategy developed pursuant to section 5 of the Edu-
12 cation for All Act of 2016, to be directly responsive
13 to host country needs, capacity, and commitment,
14 and lead to sustainable development. The United
15 States shall engage on a multilateral basis in a man-
16 ner that leverages overall impact and best reinforces
17 United States bilateral aid efforts, which are central
18 to United States efforts in basic education. Bilateral
19 and multilateral assistance should be undertaken in
20 close partnership with nongovernmental organiza-
21 tions and other development partners, including
22 women-led groups.

23 “(3) UNITED STATES ASSISTANCE TO MULTI-
24 LATERAL EDUCATION INITIATIVES.—The United
25 States should support multilateral coordination and

1 financing education initiatives, including the Global
2 Partnership for Education. United States assistance
3 should build upon its comparative advantages and
4 proficiencies in basic education programs, while
5 leveraging the efforts of existing country-level devel-
6 opment partnerships. Multilateral mechanisms
7 should be aligned with globally established aid effec-
8 tiveness principles, in coordination with host country
9 priorities, and in a transparent manner that achieves
10 measurable results in access, quality, and learning.

11 “(4) COORDINATION AND MOBILIZATION OF RE-
12 SOURCES.—United States efforts should coordinate
13 with other donors, the local and international private
14 sector, local governments, and civil society, including
15 organizations that represent teachers, students, and
16 parents, interested in supporting quality basic edu-
17 cation efforts. The United States should seek to mo-
18 bilize and leverage resources from such parties in
19 support of basic education.

20 “(5) COORDINATION WITHIN THE UNITED
21 STATES GOVERNMENT.—The United States Govern-
22 ment, led by the United States Agency for Inter-
23 national Development, shall support improved co-
24 ordination and collaboration among all relevant Ex-
25 ecutive branch agencies and officials to efficiently

1 and effectively use resources, including efforts to in-
2 crease gender parity in basic education and provide
3 a continuity of assistance for basic education in hu-
4 manitarian and other emergency situations.

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

23 “(c) DEFINITIONS.—

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

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

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

10 “(C) literacy, numeracy, and other basic
11 skills development that prepare an individual to
12 be an active, productive member of society and
13 the workforce; and

14 “(D) workforce development, vocational
15 training, and digital literacy that is informed by
16 real market needs and opportunities.

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 basic
12 education pursuant to the authorities of such
13 department, agency, or official or pursuant to
14 this Act.

15 “(3) NATIONAL EDUCATION PLAN.—The term
16 ‘national education plan’ means a comprehensive na-
17 tional education plan developed by host country gov-
18 ernments in consultation with other stakeholders as
19 a means for wide-scale improvement of the country’s
20 education system, including explicit, credible strate-
21 gies informed by effective practices and standards to
22 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) GENDER PARITY IN BASIC EDUCATION.—
12 The term ‘gender parity in basic education’ means
13 that girls and boys have equal access to quality basic
14 education.

15 “(7) NONFORMAL EDUCATION.—The term ‘non-
16 formal education’—

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

23 “(B) includes youth programs and commu-
24 nity training offered by community groups and
25 organizations.

1 “(8) SUSTAINABILITY.—The term ‘sustain-
2 ability’ means, with respect to any basic education
3 program that receives funding pursuant to section
4 105, the ability of a service delivery system, commu-
5 nity, partner, or beneficiary to maintain, over time,
6 such basic education program.”.

7 **SEC. 5. COMPREHENSIVE INTEGRATED UNITED STATES**
8 **STRATEGY TO PROMOTE BASIC EDUCATION.**

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

17 (1) seeking to equitably expand access to basic
18 education for all children, particularly marginalized
19 children and vulnerable groups; and

20 (2) improving the quality of basic education,
21 particularly as reflected in measurable learning out-
22 comes, as appropriate.

23 (b) REQUIREMENT TO CONSULT.—In developing the
24 strategy required by 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) host country governments; and
- 5 (4) local and international nongovernmental or-
6 ganizations, including organizations representing
7 students, teachers, and parents, and other develop-
8 ment partners and individuals who are involved in
9 the promotion and implementation of education as-
10 sistance programs in developing countries.

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

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

19 (e) PRIORITY AND OTHER REQUIREMENTS.—In pro-
20 viding assistance under section 105 of the Foreign Assist-
21 ance Act of 1961, the President shall give priority to for-
22 eign countries in which there is the greatest need and op-
23 portunity to expand access to basic education and to im-
24 prove learning outcomes, and in which the assistance can
25 produce a substantial, measurable impact on children and

1 educational systems. Priority should also be considered in
2 countries where there are chronically underserved and
3 marginalized populations, particularly women and girls, or
4 populations affected by conflict or crisis.

5 (f) ELEMENTS.—The strategy required by subsection
6 (a) shall be formulated and implemented consistent with
7 the principles set forth in section 105A(b) of the Foreign
8 Assistance Act of 1961 (as added by section 4 of this Act)
9 and shall seek to—

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

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

18 (3) include specific objectives with measurable
19 goals, metrics, and interim targets across relevant
20 Executive branch agencies, including indicators
21 measuring learning outcomes, access to basic edu-
22 cation, and progress made over the reporting period;

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

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

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

8 (7) target the activities of the United States to
9 leverage contributions from other bilateral donors to
10 promote quality basic education;

11 (8) focus on the marginalized children and vul-
12 nerable groups that remain out of school, particu-
13 larly girls and children in conflict and crisis situa-
14 tions;

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

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

1 training, agricultural extension work, civic edu-
2 cation, and housing programs.

3 (g) ACTIVITIES SUPPORTED.—Assistance provided
4 under section 105 of the Foreign Assistance Act of 1961
5 should advance the strategy required by subsection (a),
6 including by—

7 (1) ensuring an adequate supply of trained, ef-
8 fective teachers and building systems to provide con-
9 tinuing support, training, and professional develop-
10 ment for all educators;

11 (2) supporting the design and implementation
12 of relevant curricula, standards, and sufficient
13 teaching and learning materials;

14 (3) supporting country systems, including by—

15 (A) building systems to ensure continuing
16 information collection, monitoring, and evalua-
17 tion of education services and financing;

18 (B) assisting education authorities to im-
19 prove education management practices and sys-
20 tems, including at the community, school, sub-
21 national, and national levels; and

22 (C) promoting the development and effec-
23 tive use of partner countries' assessment sys-
24 tems for monitoring and evaluating student-
25 learning outcomes;

1 (4) mobilizing domestic resources to eliminate
2 fees for public educational services, including fees
3 for tuition, uniforms, and materials;

4 (5) ensuring that schools are not incubators for
5 violent extremism;

6 (6) supporting human rights, gender parity,
7 and conflict-resolution education;

8 (7) working with communities to promote gen-
9 der parity in basic education and building support
10 for girls' education;

11 (8) providing adequate school and system infra-
12 structure, including constructing separate latrines
13 for boys and girls;

14 (9) ensuring access to school and relevant
15 learning outcomes for children with disabilities, in-
16 cluding adequate teacher training, and infrastruc-
17 ture;

18 (10) providing programs that enable schools to
19 continue providing education for the most
20 marginalized children and vulnerable groups, par-
21 ticularly adolescent girls, which includes flexible
22 learning opportunities, accelerated and second-
23 chance classes, and opportunities that support lead-
24 ership development;

1 (11) taking steps to make schools safe and se-
2 cure learning environments without threat of phys-
3 ical, psychological, and sexual violence, including by
4 working to support the safe passage to and from
5 schools; and

6 (12) supporting other initiatives that have dem-
7 onstrated success in increasing access, improving
8 learning outcomes, and increasing basic education
9 opportunities for marginalized children and vulner-
10 able groups, especially girls and children in crisis
11 and conflict-affected areas.

12 (h) **ADDITIONAL ACTIVITIES SUPPORTED FOR COUN-**
13 **TRIES AFFECTED BY CONFLICT AND CRISES.**—In addi-
14 tion to the activities supported under subsection (g), as-
15 sistance provided under section 105 of the Foreign Assist-
16 ance Act of 1961 to foreign countries or those parts of
17 the territories of foreign countries that are affected by or
18 emerging from armed conflict, humanitarian crises, or
19 other emergency situations may be used to support ef-
20 forts—

21 (1) to ensure a continuity of basic education for
22 all children;

23 (2) to ensure that basic education assistance of
24 the United States to countries in emergency settings
25 shall be informed by the Minimum Standards of the

1 Inter-Agency Network for Education in Emergencies
2 (“INEE Minimum Standards”);

3 (3) wherever possible, to establish formal or
4 provide support for formal and non-formal education
5 services, or to complement services that are available
6 to ensure that children are able to continue their
7 education and to protect children from physical
8 harm, psychological and social distress, recruitment
9 into armed groups, family separation, and abuses re-
10 lated to their displacement;

11 (4) to provide assistance for temporary and per-
12 manent education facility construction and minor re-
13 habilitation and equipping of educational structures;

14 (5) to support, train, and provide professional
15 development for educators working in emergency set-
16 tings;

17 (6) to build national capacity to coordinate and
18 manage basic education during emergency response
19 and through recovery;

20 (7) to promote the reintegration of teachers and
21 students affected by conflict, whether refugees or in-
22 ternally displaced, into educational systems, includ-
23 ing regional approaches where appropriate to coordi-
24 nate and recognize the efforts of these teachers and
25 students and other school systems; and

1 (8) to promote the safety of children in school,
2 including—

3 (A) safe learning environments with appro-
4 priate facilities, especially for girls;

5 (B) safe passage to and from school, in-
6 cluding landmine awareness, the designation of
7 schools as conflict-free zones respected by all
8 parties, the protection of schools and univer-
9 sities from military use during armed conflict
10 and the adoption and support of community-
11 owned protective measures to reduce the inci-
12 dence of attacks on education by local actors,
13 armed groups, and armed forces;

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

17 (D) community-based initiatives for safe
18 schools, including community watch programs,
19 religious leader engagement and community
20 education committees;

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

23 (F) appropriate infrastructure, including
24 emergency communication systems and access

1 to mobile telecommunications with local police
2 and security personnel.

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

4 (a) DESIGNATION OF SENIOR COORDINATOR OF
5 UNITED STATES BASIC EDUCATION ASSISTANCE.—The
6 Administrator of the United States Agency for Inter-
7 national Development (referred to in this section as
8 “USAID”) or the Administrator’s designee, who shall be
9 a current USAID employee serving in a career or non-
10 career position in the Senior Executive Service, Senior
11 Foreign Service, or at the level of a Deputy Assistant Ad-
12 ministrator or higher, shall serve concurrently as the Sen-
13 ior Coordinator of United States Basic Education Assist-
14 ance (referred to in this Act as the “Senior Coordinator”).

15 (b) SPECIFIC DUTIES.—The Senior Coordinator
16 shall—

17 (1) provide direction and guidance to, coordi-
18 nate, and oversee the projects and programs of
19 USAID authorized under this Act and the amend-
20 ments made by this Act;

21 (2) lead the development and revision of the
22 strategy required by section 5;

23 (3) facilitate program and policy coordination
24 among relevant Executive branch agencies and offi-
25 cials and nongovernmental organizations in order to

1 leverage the unique expertise and technical capabilities of such agencies, officials, and organizations to
2 eliminate duplication of efforts;

3 (4) facilitate coordination with other donors,
4 countries, and multilateral and international organizations; and

5 (5) evaluate progress in carrying out the strategy required by section 5 and recommend revisions
6 to the strategy, as necessary and appropriate.

7 (c) ADDITIONAL NATURE OF DUTIES AND RESTRICTION ON ADDITIONAL OR SUPPLEMENTAL COMPENSATION.—The specific duties of the Senior Coordinator
8 under subsection (b) shall be in addition to any other duties assigned to such individual. Such individual shall receive no additional or supplemental compensation as a result of carrying out such duties under such subsection.

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

10 The President, acting through the Administrator of
11 the United States Agency for International Development,
12 the Senior Coordinator, and relevant Executive branch
13 agencies and officials, as appropriate, shall seek to ensure
14 that programs carried out under the strategy required
15 under section 5 shall—

1 (1) apply rigorous monitoring and evaluation
2 methodologies to focus on learning and account-
3 ability;

4 (2) include methodological guidance in the im-
5 plementation plan and support systemic data collec-
6 tion using internationally comparable indicators,
7 norms, and methodologies, to the extent practicable
8 and appropriate;

9 (3) disaggregate all data collected and reported
10 by age, gender, marital status, and location, to the
11 extent practicable and appropriate;

12 (3) be planned and budgeted to include funding
13 for both short- and long-term monitoring and eval-
14 uation to enable assessment of the sustainability and
15 scalability of assistance programs; and

16 (4) support the increased use and public avail-
17 ability of education data for improved decision mak-
18 ing, program effectiveness, and monitoring of global
19 progress.

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

21 (a) ANNUAL REPORT ON THE IMPLEMENTATION OF
22 STRATEGY.—Not later than March 31 of each year
23 through 2031, the President, acting through the Adminis-
24 trator of the United States Agency for International De-
25 velopment, the Senior Coordinator, and the relevant Exec-

1 utive branch agencies and officials, as appropriate, shall
2 submit to the appropriate congressional committees a re-
3 port on the implementation of the strategy developed pur-
4 suant to section 5 and make the report available to the
5 public.

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

8 (1) a description of efforts made by relevant
9 Executive branch agencies and officials to implement
10 the strategy developed pursuant to section 5 with a
11 particular focus on the activities carried out;

12 (2) a description of the programs established to
13 implement the strategy developed pursuant to sec-
14 tion 5 that provides a detailed explanation of the ex-
15 tent to which the strategy is expanding access to
16 quality basic education;

17 (3) a description of the extent to which each
18 foreign country selected to receive assistance for
19 basic education meets the priority criteria specified
20 in section 5(e); and

21 (4) a description of progress on the quantitative
22 and qualitative indicators and interim targets used
23 to evaluate the progress toward meeting the goals
24 and objectives, benchmarks, and timeframes speci-
25 fied in the strategy developed pursuant to section 5

1 at the program level as developed pursuant to moni-
2 toring and evaluation specified in section 6.

3 **SEC. 9. DEFINITIONS.**

4 (a) APPROPRIATE CONGRESSIONAL COMMITTEES.—
5 In this Act, the term “appropriate congressional commit-
6 tees” means—

- 7 (1) the Committee on Appropriations and the
8 Committee on Foreign Relations of the Senate; and
9 (2) the Committee on Appropriations and the
10 Committee on Foreign Affairs of the House of Rep-
11 resentatives.

12 (b) OTHER DEFINITIONS.—In this Act, the terms
13 “basic education”, “relevant Executive branch agencies
14 and officials”, “national education plan”, “marginalized
15 children and vulnerable groups”, and “gender parity in
16 basic education” have the meanings given such terms in
17 section 105A(c) of the Foreign Assistance Act of 1961 (as
18 added by section 4 of this Act).

