

**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. Sense of Congress.

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

Sec. 4. Comprehensive integrated United States strategy to promote basic education.

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;

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

4           (3) United States resources and leadership  
5 should be utilized in a manner that best ensures a  
6 successful international effort to provide children in  
7 developing countries with a quality basic education  
8 in order to achieve the goal of quality universal basic  
9 education; and

10          (4) promoting gender parity in basic education  
11 from childhood through adolescence serves United  
12 States diplomatic, economic, and security interests  
13 worldwide.

14 **SEC. 3. ASSISTANCE TO PROMOTE SUSTAINABLE, QUALITY**  
15 **BASIC EDUCATION.**

16          Section 105 of the Foreign Assistance Act of 1961  
17 (22 U.S.C. 2151c) is amended by adding at the end the  
18 following:

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

21           “(1) POLICY.—In carrying out this section, it  
22 shall be the policy of the United States to work with  
23 partner countries, other donors, multilateral institu-  
24 tions, the private sector, and nongovernmental and  
25 civil society organizations, including faith-based or-

1 organizations and organizations that represent teach-  
2 ers, students, and parents, to promote sustainable,  
3 quality basic education through programs and activi-  
4 ties that—

5 “(A) align with and respond to the needs,  
6 capacities, and commitment of developing coun-  
7 tries to strengthen educational systems, expand  
8 access to safe learning environments, ensure  
9 continuity of education, and measurably im-  
10 prove teacher skills and learning outcomes, so  
11 that all children, including marginalized chil-  
12 dren and other vulnerable groups, may have ac-  
13 cess to and benefit from quality basic edu-  
14 cation; and

15 “(B) promote education as a foundation  
16 for sustained economic growth and development  
17 within a holistic assistance strategy that places  
18 partner countries on a trajectory toward grad-  
19 uation from assistance provided under this sec-  
20 tion and contributes to improved—

21 “(i) early childhood development;

22 “(ii) life skills and workforce develop-  
23 ment;

24 “(iii) economic opportunity;

25 “(iv) gender parity;

1 “(v) food and nutrition security;  
2 “(vi) water, sanitation, and hygiene;  
3 “(vii) health and disease prevention  
4 and treatment;  
5 “(viii) disaster preparedness;  
6 “(ix) conflict and violence reduction,  
7 mitigation, and prevention; and  
8 “(x) democracy and governance; and  
9 “(C) monitor and evaluate the effectiveness  
10 and quality of basic education programs.

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

15 “(A) ALIGNMENT.—Assistance provided  
16 under this section to support programs and ac-  
17 tivities under this subsection shall be aligned  
18 with and advance United States diplomatic, de-  
19 velopment, and national security interests.

20 “(B) COUNTRY OWNERSHIP.—To the  
21 greatest extent practicable, assistance provided  
22 under this section to support programs and ac-  
23 tivities under this subsection should be aligned  
24 with and support the national education plans  
25 and country development strategies of partner

1 countries, including activities that are appro-  
2 priate for and meet the needs of local and in-  
3 digenous cultures.

4 “(C) COORDINATION.—

5 “(i) IN GENERAL.—Assistance pro-  
6 vided under this section to support pro-  
7 grams and activities under this subsection  
8 should be coordinated with and leverage  
9 the unique capabilities and resources of  
10 local and national governments in partner  
11 countries, other donors, multilateral insti-  
12 tutions, the private sector, and nongovern-  
13 mental and civil society organizations, in-  
14 cluding faith-based organizations and orga-  
15 nizations that represent teachers, students,  
16 and parents.

17 “(ii) MULTILATERAL PROGRAMS AND  
18 INITIATIVES.—Assistance provided under  
19 this section to support programs and ac-  
20 tivities under this subsection should be co-  
21 ordinated with and support proven multi-  
22 lateral education programs and financing  
23 mechanisms, which may include the Global  
24 Partnership for Education, that dem-

1           onstrate commitment to efficiency, effec-  
2           tiveness, transparency, and accountability.

3           “(D) EFFICIENCY.—The President shall  
4           seek to improve the efficiency and effectiveness  
5           of assistance provided under this section to sup-  
6           port programs and activities under this sub-  
7           section by coordinating the related efforts of  
8           relevant Executive branch agencies and offi-  
9           cials, including efforts to increase gender parity  
10          and to provide a continuity of basic education  
11          activities in humanitarian responses and other  
12          emergency settings.

13          “(E) EFFECTIVENESS.—Programs and ac-  
14          tivities supported under this subsection shall be  
15          designed to achieve specific, measurable goals  
16          and objectives and shall include appropriate tar-  
17          gets, metrics and indicators that can be applied  
18          with reasonable consistency across such pro-  
19          grams and activities to measure progress and  
20          outcomes.

21          “(F) TRANSPARENCY AND ACCOUNT-  
22          ABILITY.—Programs and activities supported  
23          under this subsection shall be subject to rig-  
24          orous monitoring and evaluation, which may in-  
25          clude impact evaluations, the results of which

1           shall be made publically available in a fully  
2           searchable, electronic format.

3           “(3) PRIORITY AND OTHER REQUIREMENTS.—

4           The President shall ensure that assistance provided  
5           under this section to support programs and activities  
6           under this subsection is aligned with the diplomatic,  
7           economic, and national security interests of the  
8           United States and that priority is given to devel-  
9           oping countries in which—

10                   “(A) there is the greatest need and oppor-  
11                   tunity to expand access to basic education and  
12                   to improve learning outcomes, including for  
13                   marginalized and vulnerable groups, particu-  
14                   larly women and girls, or populations affected  
15                   by conflict or crisis; and

16                   “(B) such assistance can produce a sub-  
17                   stantial, measurable impact on children and  
18                   educational systems.

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

20                   “(A) BASIC EDUCATION.—The term ‘basic  
21                   education’ includes—

22                           “(i) all program and policy efforts  
23                           aimed at improving early childhood,  
24                           preprimary education, primary education,  
25                           and secondary education, which can be de-

1           livered in formal and nonformal education  
2           settings, and in programs promoting learn-  
3           ing for out-of-school youth and adults;

4           “(ii) capacity building for teachers,  
5           administrators, counselors, and youth  
6           workers;

7           “(iii) literacy, numeracy, and other  
8           basic skills development that prepare an  
9           individual to be an active, productive mem-  
10          ber of society and the workforce; and

11          “(iv) workforce development, voca-  
12          tional training, and digital literacy that is  
13          informed by real market needs and oppor-  
14          tunities.

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

22          “(C) RELEVANT EXECUTIVE BRANCH  
23          AGENCIES AND OFFICIALS.—The term ‘relevant  
24          Executive branch agencies and officials’  
25          means—

1           “(i) the Department of State, the  
2           United States Agency for International  
3           Development, the Department of the  
4           Treasury, the Department of Labor, the  
5           Department of Education, the Department  
6           of Health and Human Services, the De-  
7           partment of Agriculture, and the Depart-  
8           ment of Defense;

9           “(ii) the Chief Executive Officer of  
10          the Millennium Challenge Corporation, the  
11          Coordinator of United States Government  
12          Activities to Combat HIV/AIDS Globally,  
13          the National Security Advisor, the Director  
14          of the Peace Corps, and the National Eco-  
15          nomic Advisor; and

16          “(iii) any other department, agency,  
17          or official of the United States Govern-  
18          ment that participates in activities to pro-  
19          mote quality basic education pursuant to  
20          the authorities of such department, agency,  
21          or official or pursuant to this Act.

22          “(D) NATIONAL EDUCATION PLAN.—The  
23          term ‘national education plan’ means a com-  
24          prehensive national education plan developed by  
25          partner country governments in consultation

1 with other stakeholders as a means for wide-  
2 scale improvement of the country’s education  
3 system, including explicit, credible strategies in-  
4 formed by effective practices and standards to  
5 achieve quality universal basic education.

6 “(E) HIV/AIDS.—The term ‘HIV/AIDS’  
7 has the meaning given that term in section  
8 104A(h).

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

20 “(G) GENDER PARITY IN BASIC EDU-  
21 CATION.—The term ‘gender parity in basic edu-  
22 cation’ means that girls and boys have equal ac-  
23 cess to quality basic education.

24 “(H) NONFORMAL EDUCATION.—The term  
25 ‘nonformal education’—

1           “(i) means organized educational ac-  
2           tivities outside the established formal sys-  
3           tem, whether operating separately or as an  
4           important feature of a broader activity,  
5           that are intended to serve identifiable  
6           learning clienteles and learning objectives;  
7           and

8           “(ii) includes youth programs and  
9           community training offered by community  
10          groups and organizations.

11          “(I) SUSTAINABILITY.—The term ‘sustain-  
12          ability’ means, with respect to any basic edu-  
13          cation program that receives funding pursuant  
14          to this section, the ability of a service delivery  
15          system, community, partner, or beneficiary to  
16          maintain, over time, such basic education pro-  
17          gram.”.

18 **SEC. 4. COMPREHENSIVE INTEGRATED UNITED STATES**  
19 **STRATEGY TO PROMOTE BASIC EDUCATION.**

20          (a) STRATEGY REQUIRED.—Not later than October  
21          1, 2016, October 1, 2021, and October 1, 2026, the Presi-  
22          dent shall submit to the appropriate congressional com-  
23          mittees a comprehensive United States strategy to pro-  
24          mote quality basic education in partner countries by—

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

4           (2) measurably improving the quality of basic  
5           education and learning outcomes.

6           (b) REQUIREMENT TO CONSULT.—In developing the  
7           strategy required by subsection (a), the President shall  
8           consult with—

9           (1) the appropriate congressional committees;

10           (2) relevant Executive branch agencies and offi-  
11           cials;

12           (3) partner country governments; and

13           (4) local and international nongovernmental or-  
14           ganizations, including faith-based organizations and  
15           organizations representing students, teachers, and  
16           parents, and other development partners engaged in  
17           basic education assistance programs in developing  
18           countries.

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

22           (d) INITIAL STRATEGY.—For the purposes of this  
23           section, the strategy entitled “USAID education strat-  
24           egy”, as in effect on the day before the date of the enact-

1 ment of this Act, shall be deemed to fulfill the initial re-  
2 quirements of subsection (a) for 2016.

3 (e) ELEMENTS.—The strategy required by subsection  
4 (a) shall be developed and implemented consistent with the  
5 principles set forth in subsection (c) of section 105 of the  
6 Foreign Assistance Act of 1961 (as amended by section  
7 3 of this Act) and shall seek to—

8 (1) build the capacity of relevant actors in part-  
9 ner countries, including in government and in civil  
10 society, to develop and implement national education  
11 plans that are aligned with and advance country de-  
12 velopment strategies;

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

16 (3) project general levels of resources needed to  
17 achieve stated program objectives;

18 (4) leverage United States capabilities, includ-  
19 ing through technical assistance, training and re-  
20 search; and

21 (5) improve coordination and reduce duplication  
22 among relevant Executive branch agencies and offi-  
23 cials, other donors, multilateral institutions, non-  
24 governmental organizations, and governments in  
25 partner countries.

1 (f) ACTIVITIES SUPPORTED.—Assistance provided  
2 under section 105 of the Foreign Assistance Act of 1961  
3 (as amended by section 3 of this Act) should advance the  
4 strategy required by subsection (a), including through ef-  
5 forts to—

6 (1) ensure an adequate supply and continued  
7 support for trained, effective teachers;

8 (2) design and deliver relevant curricula, uphold  
9 quality standards, and supply appropriate teaching  
10 and learning materials;

11 (3) build the capacity of basic education sys-  
12 tems in partner countries by improving management  
13 practices and supporting their ability to collect rel-  
14 evant data and monitor, evaluate, and report on the  
15 status and quality of education services, financing,  
16 and student-learning outcomes;

17 (4) help mobilize domestic resources to elimi-  
18 nate fees for public educational services, including  
19 fees for tuition, uniforms, and materials;

20 (5) support education on human rights and  
21 conflict-resolution while ensuring that schools are  
22 not incubators for violent extremism;

23 (6) work with communities to help girls over-  
24 come relevant barriers to their receiving a safe, qual-  
25 ity basic education, including by improving girls'

1 safety in education settings, helping girls to obtain  
2 the skills needed to find safe and legal employment  
3 upon conclusion of their education, and countering  
4 harmful practices such as child, early, and forced  
5 marriage and gender-based violence;

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

12 (8) make schools safe and secure learning envi-  
13 ronments without threat of physical, psychological,  
14 and sexual violence, including by supporting safe  
15 passage to and from schools and constructing sepa-  
16 rate latrines for boys and girls; and

17 (9) support a communities-of-learning approach  
18 that utilizes schools as centers of learning and devel-  
19 opment for an entire community, to leverage and  
20 maximize the impact of other development efforts,  
21 and reduce duplication and waste.

22 (g) ADDITIONAL ACTIVITIES SUPPORTED FOR COUN-  
23 TRIES AFFECTED BY CONFLICT AND CRISES.—In addi-  
24 tion to the activities supported under subsection (f), as-  
25 sistance provided under section 105 of the Foreign Assist-

1 ance Act of 1961 (as amended by section 3 of this Act)  
2 to foreign countries or those parts of the territories of for-  
3 eign countries that are affected by or emerging from  
4 armed conflict, humanitarian crises, or other emergency  
5 situations may be used to support efforts to—

6 (1) ensure a continuity of basic education for  
7 all children through appropriate formal and non-  
8 formal education programs and services;

9 (2) ensure that basic education assistance of  
10 the United States to countries in emergency settings  
11 shall be informed by the Minimum Standards of the  
12 Inter-Agency Network for Education in Emergencies  
13 (“INEE Minimum Standards”);

14 (3) coordinate basic education programs with  
15 complementary services to protect children from  
16 physical harm, psychological and social distress, re-  
17 cruitment into armed groups, family separation, and  
18 abuses related to their displacement;

19 (4) support, train, and provide professional de-  
20 velopment for educators working in emergency set-  
21 tings;

22 (5) help build national capacity to coordinate  
23 and manage basic education during emergency re-  
24 sponse and through recovery;

1           (6) promote the reintegration of teachers and  
2 students affected by conflict, whether refugees or in-  
3 ternally displaced, into educational systems; and

4           (7) ensure the safety of children in school, in-  
5 cluding through support for—

6           (A) the provision of safe learning environ-  
7 ments with appropriate facilities, especially for  
8 girls;

9           (B) safe passage to and from school, in-  
10 cluding landmine awareness, the designation of  
11 schools as conflict-free zones, the adoption and  
12 support of community-owned protective meas-  
13 ures to reduce the incidence of attacks on edu-  
14 cational facilities and personnel by local actors,  
15 armed groups, and armed forces;

16           (C) out-of-school and flexible-hour edu-  
17 cation programs in areas where security condi-  
18 tions are prohibitive;

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

21           (E) appropriate infrastructure, including  
22 emergency communication systems and access  
23 to mobile telecommunications with local police  
24 and security personnel.

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

2 (a) SENIOR COORDINATOR OF UNITED STATES  
3 INTERNATIONAL BASIC EDUCATION ASSISTANCE.—There  
4 is established within the United States Agency for Inter-  
5 national Development a Senior Coordinator of United  
6 States International Basic Education Assistance (referred  
7 to in this Act as the “Senior Coordinator”), who shall be  
8 appointed by the President.

9 (b) DUTIES.—

10 (1) IN GENERAL.—The Senior Coordinator  
11 shall have primary responsibility for the oversight  
12 and coordination of all resources and activities of the  
13 United States Government relating to the promotion  
14 of international basic education programs and activi-  
15 ties.

16 (2) SPECIFIC DUTIES.—The Senior Coordinator  
17 shall—

18 (A) facilitate program and policy coordina-  
19 tion of international basic education programs  
20 and activities among relevant Executive branch  
21 agencies and officials, partner governments,  
22 multilateral institutions, the private sector, and  
23 nongovernmental and civil society organizations;

24 (B) develop and revise the strategy re-  
25 quired under section 4;

1 (C) monitor, evaluate, and report on activi-  
2 ties undertaken pursuant to the strategy re-  
3 quired under section 4; and

4 (D) establish due diligence criteria for all  
5 recipients of funds provided by the United  
6 States to carry out activities under this Act and  
7 the amendments made by this Act.

8 (c) OFFSET.—To offset any costs incurred by the  
9 United States Agency for International Development to  
10 carry out the establishment and appointment of a Senior  
11 Coordinator of United States International Basic Edu-  
12 cation Assistance in accordance with subsection (a), the  
13 President shall eliminate such positions within the United  
14 States Agency for International Development, unless oth-  
15 erwise authorized or required by law, as the President de-  
16 termines to be necessary to fully offset such costs.

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

18 The President shall seek to ensure that programs car-  
19 ried out under the strategy required under section 4  
20 shall—

21 (1) apply rigorous monitoring and evaluation  
22 methodologies to focus on learning and account-  
23 ability;

24 (2) include methodological guidance in the im-  
25 plementation plan and support systemic data collec-

1       tion using internationally comparable indicators,  
2       norms, and methodologies, to the extent practicable  
3       and appropriate;

4           (3) disaggregate all data collected and reported  
5       by age, gender, marital status, disability, and loca-  
6       tion, to the extent practicable and appropriate;

7           (4) be planned and budgeted to include funding  
8       for both short- and long-term monitoring and eval-  
9       uation to enable assessment of the sustainability and  
10      scalability of assistance programs; and

11          (5) support the increased use and public avail-  
12      ability of education data for improved decision mak-  
13      ing, program effectiveness, and monitoring of global  
14      progress.

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

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

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

24          (1) a description of the efforts made by relevant  
25      Executive branch agencies and officials to implement

1 the strategy developed pursuant to section 4 with a  
2 particular focus on the activities carried out;

3 (2) a description of the extent to which each  
4 partner country selected to receive assistance for  
5 basic education meets the priority criteria specified  
6 in subsection (d) of section 105 of the Foreign As-  
7 sistance Act (as added by section 3 of this Act); and

8 (3) a description of the progress achieved over  
9 the reporting period toward meeting the goals, objec-  
10 tives, benchmarks, and timeframes specified in the  
11 strategy developed pursuant to section 4 at the pro-  
12 gram level, as developed pursuant to monitoring and  
13 evaluation specified in section 6.

14 **SEC. 8. DEFINITIONS.**

15 (a) APPROPRIATE CONGRESSIONAL COMMITTEES.—  
16 In this Act, the term “appropriate congressional commit-  
17 tees” means—

18 (1) the Committee on Appropriations and the  
19 Committee on Foreign Relations of the Senate; and

20 (2) the Committee on Appropriations and the  
21 Committee on Foreign Affairs of the House of Rep-  
22 resentatives.

23 (b) OTHER DEFINITIONS.—In this Act, the terms  
24 “basic education”, “partner country”, “relevant Executive  
25 branch agencies and officials”, “national education plan”,

1 “marginalized children and vulnerable groups”, and “gen-  
2 der parity in basic education” have the meanings given  
3 such terms in subsection (e) of section 105 of the Foreign  
4 Assistance Act of 1961 (as added by section 3 of this Act).

