

**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, consistent with Article 26 of the Universal
5 Declaration of Human Rights—

6 “(A) align with and respond to the needs,
7 capacities, and commitment of developing coun-
8 tries to strengthen educational systems, expand
9 access to safe learning environments, ensure
10 continuity of education, measurably improve
11 teacher skills and learning outcomes, and sup-
12 port the engagement of parents in the edu-
13 cation of their children, so that all children, in-
14 cluding marginalized children and other vulner-
15 able groups, may have access to and benefit
16 from quality basic education; and

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

23 “(i) early childhood development;

24 “(ii) life skills and workforce develop-
25 ment;

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

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

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

22 “(B) COUNTRY OWNERSHIP.—To the
23 greatest extent practicable, assistance provided
24 under this section to support programs and ac-
25 tivities under this subsection should be aligned

1 with and support the national education plans
2 and country development strategies of partner
3 countries, including activities that are appro-
4 priate for and meet the needs of local and in-
5 digenous cultures.

6 “(C) COORDINATION.—

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

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

1 Partnership for Education, that dem-
2 onstrate commitment to efficiency, effec-
3 tiveness, transparency, and accountability.

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

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

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

1 clude impact evaluations, the results of which
2 shall be made publically available in a fully
3 searchable, electronic format.

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

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

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

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

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

23 “(i) all program and policy efforts
24 aimed at improving early childhood,
25 preprimary education, primary education,

1 and secondary education, which can be de-
2 livered in formal and nonformal education
3 settings, and in programs promoting learn-
4 ing for out-of-school youth and adults;

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

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

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

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

23 “(C) RELEVANT EXECUTIVE BRANCH
24 AGENCIES AND OFFICIALS.—The term ‘relevant

1 Executive branch agencies and officials’
2 means—

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

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

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

24 “(D) NATIONAL EDUCATION PLAN.—The
25 term ‘national education plan’ means a com-

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

8 “(E) HIV/AIDS.—The term ‘HIV/AIDS’
9 has the meaning given that term in section
10 104A(h).

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

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

1 “(H) NONFORMAL EDUCATION.—The term
2 ‘nonformal education’—

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

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

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

20 **SEC. 4. COMPREHENSIVE INTEGRATED UNITED STATES**
21 **STRATEGY TO PROMOTE BASIC EDUCATION.**

22 (a) STRATEGY REQUIRED.—Not later than October
23 1, 2016, October 1, 2021, and October 1, 2026, the Presi-
24 dent shall submit to the appropriate congressional com-

1 mittees a comprehensive United States strategy to pro-
2 mote quality basic education in partner countries by—

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

6 (2) measurably improving the quality of basic
7 education and learning outcomes.

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

11 (1) the appropriate congressional committees;

12 (2) relevant Executive branch agencies and offi-
13 cials;

14 (3) partner country governments; and

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

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

24 (d) INITIAL STRATEGY.—For the purposes of this
25 section, the strategy entitled “USAID education strat-

1 egypt”, as in effect on the day before the date of the enact-
2 ment of this Act, shall be deemed to fulfill the initial re-
3 quirements of subsection (a) for 2016.

4 (e) ELEMENTS.—The strategy required by subsection
5 (a) shall be developed and implemented consistent with the
6 principles set forth in subsection (c) of section 105 of the
7 Foreign Assistance Act of 1961 (as amended by section
8 3 of this Act) and shall seek to—

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

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

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

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

22 (5) improve coordination and reduce duplication
23 among relevant Executive branch agencies and offi-
24 cials, other donors, multilateral institutions, non-

1 governmental organizations, and governments in
2 partner countries.

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

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

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

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

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

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

1 (6) work with communities to help girls over-
2 come relevant barriers to their receiving a safe, qual-
3 ity basic education, including by improving girls'
4 safety in education settings, helping girls to obtain
5 the skills needed to find safe and legal employment
6 upon conclusion of their education, and countering
7 harmful practices such as child, early, and forced
8 marriage and gender-based violence;

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

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

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

1 (g) ADDITIONAL ACTIVITIES SUPPORTED FOR COUN-
2 TRIES AFFECTED BY CONFLICT AND CRISES.—In addi-
3 tion to the activities supported under subsection (f), as-
4 sistance provided under section 105 of the Foreign Assist-
5 ance Act of 1961 (as amended by section 3 of this Act)
6 to foreign countries or those parts of the territories of for-
7 eign countries that are affected by or emerging from
8 armed conflict, humanitarian crises, or other emergency
9 situations may be used to support efforts to—

10 (1) ensure a continuity of basic education for
11 all children through appropriate formal and non-
12 formal education programs and services;

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

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

23 (4) support, train, and provide professional de-
24 velopment for educators working in emergency set-
25 tings;

1 (5) help build national capacity to coordinate
2 and manage basic education during emergency re-
3 sponse and through recovery;

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

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

9 (A) the provision of safe learning environ-
10 ments with appropriate facilities, especially for
11 girls;

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

19 (C) out-of-school and flexible-hour edu-
20 cation programs in areas where security condi-
21 tions are prohibitive;

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

24 (E) appropriate infrastructure, including
25 emergency communication systems and access

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

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

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

11 (b) DUTIES.—

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

18 (2) SPECIFIC DUTIES.—The Senior Coordinator
19 shall—

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

1 (B) develop and revise the strategy re-
2 quired under section 4;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16 **SEC. 8. DEFINITIONS.**

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

18 In this Act, the term “appropriate congressional commit-
19 tees” means—

20 (1) the Committee on Appropriations and the
21 Committee on Foreign Relations of the Senate; and

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

1 (b) OTHER DEFINITIONS.—In this Act, the terms
2 “basic education”, “partner country”, “relevant Executive
3 branch agencies and officials”, “national education plan”,
4 “marginalized children and vulnerable groups”, and “gen-
5 der parity in basic education” have the meanings given
6 such terms in subsection (e) of section 105 of the Foreign
7 Assistance Act of 1961 (as added by section 3 of this Act).

