

## Substitute Amendment

AMENDMENT NO. \_\_\_\_\_ Calendar No. \_\_\_\_\_

Purpose: In the nature of a substitute.

**IN THE SENATE OF THE UNITED STATES—117th Cong., 2d Sess.**

**S. 552**

To direct the Administrator of the United States Agency for International Development to submit to Congress a report on the impact of the COVID–19 pandemic on global basic education programs.

Referred to the Committee on \_\_\_\_\_ and  
ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENT IN THE NATURE OF A SUBSTITUTE intended  
to be proposed by Mr. CARDIN

Viz:

1       Strike all after the enacting clause and insert the fol-  
2       lowing:

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “Global Learning Loss  
5       Assessment Act of 2022”.

6       **SEC. 2. STATEMENT OF POLICY.**

7       It is the policy of the United States that United  
8       States-funded basic education programs operating in low-  
9       and middle-income countries should seek to—

10               (1) provide safe, inclusive learning opportunities  
11       for students and teachers, especially for the most

1       marginalized, including girls, minority populations,  
2       displaced children, children with disabilities, and  
3       previously out of school children;

4             (2) build local capacity and help countries  
5       strengthen the resilience of their education systems,  
6       including opportunities for early childhood develop-  
7       ment;

8             (3) improve the availability, delivery, quality,  
9       and equity of education services from early childhood  
10      through secondary education, including in remote,  
11      home, and school-based learning contexts; and

12            (4) support the safe return of children to school  
13      and work to enroll previously out-of-school children  
14      and youth, particularly the most marginalized.

15 **SEC. 3. REPORT.**

16       (a) IN GENERAL.—Not later than 180 days after the  
17      date of the enactment of this Act, the Administrator of  
18      the United States Agency for International Development  
19      shall submit to the appropriate congressional committees  
20      a report on the impact of the COVID–19 pandemic on  
21      United States Agency for International Development basic  
22      education programs.

23       (b) MATTERS TO BE INCLUDED.—The report re-  
24      quired under subsection (a) shall include, at a minimum,  
25      the following elements:

1 (1) An assessment of—

2 (A) the impact of the COVID–19 pandemic  
3 on such basic education programs, including ex-  
4 isting data on the magnitude of learning loss  
5 that has resulted from protracted school clo-  
6 sures, disaggregated by gender;

7 (B) the specific effects of school and learn-  
8 ing space closures on marginalized children and  
9 youth served by USAID basic education pro-  
10 grams, such as girls, minority populations, dis-  
11 placed children, and those with disabilities;

12 (C) the capacity constraints faced by part-  
13 ner countries and affected communities in en-  
14 suring safe and healthy in-person learning envi-  
15 ronments and delivering effective remote learn-  
16 ing alternatives, disaggregated by urban versus  
17 rural communities and historically underserved  
18 or marginalized communities;

19 (D) the impact on children’s education be-  
20 yond school closures, particularly for girls who  
21 lost access to education due to increased house-  
22 hold and childcare duties during the COVID–19  
23 pandemic; and

1 (E) available data on the percentage of  
2 students who are returning to school upon re-  
3 opening, disaggregated by gender.

4 (2) An overview of—

5 (A) how USAID, independently and in co-  
6 ordination with partners, has adapted basic  
7 education programming during the COVID–19  
8 pandemic to support continued learning;

9 (B) barriers that USAID has experienced  
10 or observed to reaching students with effective  
11 and equitable distance learning opportunities  
12 while schools have been closed as a public  
13 health precaution during the COVID–19 pan-  
14 demic, including with respect to marginalized  
15 populations such as girls, minority populations,  
16 displaced children, and those with disabilities;  
17 and

18 (C) education interventions, best practices,  
19 and innovations deployed in middle- and lower-  
20 income countries that are enabling the contin-  
21 ued delivery of high quality and equitable basic  
22 education despite challenges caused by the  
23 COVID–19 pandemic.

24 (3) A description of—

1 (A) USAID’s plans to support, as safe and  
2 practicable, high-quality distance learning inter-  
3 ventions, re-enrollment initiatives for out-of-  
4 school children and youth, school reopening, as-  
5 sessments of student learning levels, remedial  
6 and accelerated learning, and education system  
7 strengthening and resilience-building efforts;

8 (B) USAID’s approach to addressing the  
9 social and health risks stemming from school  
10 closures necessitated by the COVID–19 pan-  
11 demic, particularly with respect to marginalized  
12 children and youth such as girls, minority popu-  
13 lations, displaced children, and children with  
14 disabilities;

15 (C) opportunities for USAID to partner  
16 with other international development actors and  
17 organizations, including other donors, the  
18 United States International Development Fi-  
19 nance Corporation, multilateral banks, faith-  
20 based institutions, local and international orga-  
21 nizations, and the private sector, to enable con-  
22 tinued access to quality basic education in pub-  
23 lic health emergencies, including through efforts  
24 to support expanded access to digital infrastruc-  
25 ture, internet connectivity, and learning re-

1 sources in areas that lack access to such infra-  
2 structure and resources; and

3 (D) any additional authorities and re-  
4 sources required by USAID to execute the ac-  
5 tivities described in subparagraphs (A), (B),  
6 and (C).

7 (c) PUBLIC AVAILABILITY.—The report required by  
8 subsection (a) shall be made available to the public.

9 (d) APPROPRIATE CONGRESSIONAL COMMITTEES  
10 DEFINED.—In this section, the term “appropriate con-  
11 gressional committees” means—

12 (1) the Committee on Foreign Relations and  
13 the Committee on Appropriations of the Senate; and

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