



(Original Signature of Member)

116TH CONGRESS  
1ST SESSION

**H. R.** \_\_\_\_\_

To support empowerment, economic security, and educational opportunities  
for adolescent girls around the world, and for other purposes.

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IN THE HOUSE OF REPRESENTATIVES

Ms. FRANKEL (for herself, Mrs. BROOKS of Indiana, Mrs. LOWEY, and Mr.  
FITZPATRICK) introduced the following bill; which was referred to the  
Committee on \_\_\_\_\_

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## A BILL

To support empowerment, economic security, and educational  
opportunities for adolescent girls around the world, 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,*

3 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

4 (a) **SHORT TITLE.**—This Act may be cited as the  
5 “Keeping Girls in School Act”.

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. Appropriate congressional committees defined.
- Sec. 3. Findings.
- Sec. 4. Sense of Congress.
- Sec. 5. Secondary education for adolescent girls.
- Sec. 6. Global strategy requirement.
- Sec. 7. Transparency and reporting to Congress.

1 **SEC. 2. APPROPRIATE CONGRESSIONAL COMMITTEES DE-**  
2 **FINED.**

3 In this Act, the term “appropriate congressional com-  
4 mittees” means—

5 (1) the Committee on Foreign Affairs and the  
6 Committee on Appropriations of the House of Rep-  
7 resentatives; and

8 (2) the Committee on Foreign Relations and  
9 the Committee on Appropriations of the Senate.

10 **SEC. 3. FINDINGS.**

11 Congress finds the following:

12 (1) Adolescence is a critical period in a girl’s  
13 life, when significant physical, emotional, and social  
14 changes shape her future.

15 (2) Adolescent girls are particularly vulnerable  
16 to HIV/AIDS, child, early and forced marriage, and  
17 other forms of violence which are detrimental to  
18 their futures, as evidenced by the following statistics:

19 (A) Each year, 380,000 adolescent girls  
20 and young women become newly infected with  
21 HIV, more than 1,000 every day, and comprise

1 the fastest-growing demographic for new infec-  
2 tions in sub-Saharan Africa.

3 (B) Each year, 12,000,000 adolescent girls  
4 around the world are married before their 18th  
5 birthday, and more than 650,000,000 women  
6 alive today were married as children.

7 (C) Child marriages often interrupt school-  
8 ing, limit opportunities, and impact the phys-  
9 ical, psychological and social well-being of such  
10 girls. If there is no reduction in child marriage,  
11 the global number of women married as chil-  
12 dren is projected to increase by 150,000,000 by  
13 2030.

14 (D) One-quarter to one-half of girls in de-  
15 veloping countries become mothers before the  
16 age of 18, and girls under 15 are five times  
17 more likely to die during childbirth than women  
18 in their 20s.

19 (3) Approximately 130,000,000 girls around the  
20 world are not in school, and millions more are failing  
21 to acquire basic reading, writing, and numeracy  
22 skills.

23 (4) Girls between the ages of 10 and 19 are  
24 three times more likely than boys to be kept out of  
25 school, particularly in countries affected by conflict.

1           (5) Due to discriminatory gender norms and ex-  
2           pectations, disparities in access to safe and quality  
3           education manifest early in a girl's life and continue  
4           to become more pronounced throughout adolescence.

5           (6) Girls living with disabilities are less likely to  
6           start school and transition to secondary school than  
7           boys living with disabilities and other children, and  
8           just 1 percent of women with disabilities are literate  
9           globally.

10          (7) While two-thirds of all countries have  
11          achieved gender parity in primary education, only 40  
12          percent have achieved gender parity in secondary  
13          education.

14          (8) Adolescent girls who remain in school are  
15          more likely to live longer, marry later, have healthier  
16          children, and, as adults, earn an income to support  
17          their families, thereby contributing to the economic  
18          advancement of communities and nations.

19          (9) Since July 2015, more than 100 public-pri-  
20          vate partnerships have been formed between the  
21          United States Government and external partners to  
22          support innovative and community-led solutions in  
23          targeted countries, including Malawi and Tanzania,  
24          to ensure adolescent girls receive a quality edu-  
25          cation.

1           (10) The United States Global Strategy to Em-  
2 power Adolescent Girls, published in March 2016,  
3 has brought together the Department of State, the  
4 United States Agency for International Develop-  
5 ment, the Peace Corps, and the Millennium Chal-  
6 lenge Corporation, as well as other agencies and pro-  
7 grams such as the President's Emergency Fund for  
8 AIDS Relief (PEPFAR), to address the range of  
9 challenges preventing adolescent girls from attaining  
10 an inclusive and equitable quality education leading  
11 to relevant learning outcomes.

12           (11) According to the United States Global  
13 Strategy to Empower Adolescent Girls, which is the  
14 first foreign policy document in the world solely  
15 dedicated to the rights and empowerment of girls  
16 globally, “[w]hile the Millennium Development Goals  
17 improved outcomes for girls in primary education,  
18 they also highlighted the need for a targeted focus  
19 on adolescents and young adults, particularly re-  
20 garding the transition to and completion of sec-  
21 ondary school”.

22           (12) PEPFAR, through its DREAMS (Deter-  
23 mined, Resilient, Empowered, AIDS-free, Mentored,  
24 and Safe) Initiative, has worked to address a num-

1       ber of the specific barriers to education that adoles-  
2       cent girls face.

3   **SEC. 4. SENSE OF CONGRESS.**

4       It is the sense of Congress that—

5           (1) every child, regardless of place of birth, de-  
6       serves an equal opportunity to access quality edu-  
7       cation;

8           (2) the United States has been a global leader  
9       in efforts to expand and improve educational oppor-  
10      tunities for those who have been traditionally  
11      disenfranchised, particularly women and girls;

12          (3) gains with respect to girls' secondary edu-  
13      cation and empowerment have been proven to cor-  
14      relate strongly with progress in gender equality and  
15      women's rights, as well as economic and social  
16      progress, and achieving gender equality should be a  
17      priority goal of United States foreign policy;

18          (4) achieving gender parity in both access to  
19      and quality of educational opportunity contributes  
20      significantly to economic growth and development,  
21      thereby lowering the risk for violence and instability;  
22      and

23          (5) education is a lifesaving humanitarian inter-  
24      vention that protects the lives, futures, and well-  
25      being of girls.

1 **SEC. 5. SECONDARY EDUCATION FOR ADOLESCENT GIRLS.**

2 (a) **AUTHORITY.**—The Administrator of the United  
3 States Agency for International Development may enter  
4 into acquisition, assistance, or results-based financing  
5 agreements, including agreements combining more than  
6 one such feature, for activities addressing the barriers de-  
7 scribed in subsection (b) that adolescent girls face in ac-  
8 cessing a quality secondary education. Such activities  
9 shall—

10 (1) set outcome-based targets to demonstrate  
11 qualitative gains;

12 (2) use existing United States Government  
13 strategies and frameworks relevant to international  
14 basic education and gender equality, including evi-  
15 dence-based interventions, to—

16 (A) integrate new technologies and ap-  
17 proaches, including to establish or continue  
18 public-private partnerships or to pilot the use of  
19 development impact bonds (the results of which  
20 are verified by an independent evaluation);

21 (B) to the greatest extent possible, apply  
22 quasi-experimental and scientific, research-  
23 based approaches;

24 (C) promote inclusive, equitable and sus-  
25 tainable educational achievement; and

1 (D) support a responsible transition to  
2 education systems that are sustainably financed  
3 by domestic governments; and

4 (3) ensure that schools provide safe and quality  
5 educational opportunities and create empowering en-  
6 vironments, so that girls can enroll in and regularly  
7 attend school, successfully transition from primary  
8 to secondary school, and eventually graduate having  
9 achieved learning outcomes and positioned to make  
10 healthy transitions into adulthood.

11 (b) SPECIFIC BARRIERS.—The barriers described in  
12 this subsection include—

13 (1) harmful societal and cultural norms;

14 (2) lack of safety at school or traveling to  
15 school, including harassment and other forms of  
16 physical, sexual, or psychological violence;

17 (3) child, early, and forced marriage;

18 (4) female genital mutilation;

19 (5) distance from a secondary school;

20 (6) cost of secondary schooling, including fees,  
21 clothing, and supplies;

22 (7) inadequate sanitation facilities and products  
23 available at secondary schools;

24 (8) prioritization of boys' secondary education;

25 (9) poor nutrition;



- 1 (10) early pregnancy and motherhood;
- 2 (11) HIV infection;
- 3 (12) disability;
- 4 (13) discrimination based on religious or ethnic
- 5 identity; and
- 6 (14) heavy workload due to household tasks.

7 (c) COORDINATION AND OVERSIGHT.—

8 (1) IN GENERAL.—The United States Agency  
9 for International Development Senior Coordinator  
10 for International Basic Education Assistance, in co-  
11 ordination with the United States Agency for Inter-  
12 national Development Senior Coordinator for Gender  
13 Equality and Women’s Empowerment and the Am-  
14 bassador-at-Large for Global Women’s Issues at the  
15 Department of State, shall be responsible for the  
16 oversight and coordination of all activities of the  
17 United States Government carried out under this  
18 section.

19 (2) DEVELOPMENT OF AGREEMENTS.—In the  
20 development of results-based financing agreements  
21 described in subsection (a), the Senior Coordinators  
22 shall consult with the United States Agency for  
23 International Development Innovation, Technology,  
24 and Research Hub or any successor center that is

1 responsible for developing innovative tools and ap-  
2 proaches to accelerate development impact.

3 (3) COORDINATION WITH OTHER STRATE-  
4 GIES.—Activities carried out under this section shall  
5 also be carried out in coordination with—

6 (A) the United States Global Strategy to  
7 Empower Adolescent Girls described in section  
8 6; and

9 (B) the United States Government Strat-  
10 egy on International Basic Education, including  
11 its objective to expand access to quality basic  
12 education for all, particularly marginalized and  
13 vulnerable populations.

14 (d) ACCEPTANCE OF SOLICITATIONS FOR AWARDS.—  
15 The Administrator of the United States Agency for Inter-  
16 national Development shall seek to accept solicitations for  
17 one or more awards, pursuant to the authority in sub-  
18 section (a), to conduct activities under this section begin-  
19 ning not later than 180 days after the date of the enact-  
20 ment of this Act.

21 (e) MONITORING AND EVALUATION.—The Adminis-  
22 trator of the United States Agency for International De-  
23 velopment shall seek to ensure that activities carried out  
24 under this section—

1 (1) employ rigorous monitoring and evaluation  
2 methodologies, including ex-post evaluation, to en-  
3 sure that such activities demonstrably close the gap  
4 in gender parity for secondary education and im-  
5 prove the quality of education offered to adolescent  
6 girls;

7 (2) disaggregate all data collected and reported  
8 by age, gender, marital and motherhood status, dis-  
9 ability, and urbanity, to the extent practicable and  
10 appropriate;

11 (3) adhere to the Policy Guidance on Promoting  
12 Gender Equality of the Department of State and the  
13 Gender Equality and Female Empowerment Policy  
14 of the United States Agency for International Devel-  
15 opment; and

16 (4) use, to the extent possible, indicators and  
17 methodologies identified by the Interagency Working  
18 Group for the Strategy on International Basic Edu-  
19 cation.

20 **SEC. 6. GLOBAL STRATEGY REQUIREMENT.**

21 (a) **IN GENERAL.**—Not later than 180 days after the  
22 date of the enactment of this Act, and every 5 years there-  
23 after, the Ambassador-at-Large for Global Women’s  
24 Issues at the Department of State, in consultation with  
25 the Senior Coordinator for Gender Equality and Women’s

1 Empowerment and the Senior Coordinator for Inter-  
2 national Basic Education Assistance at the United States  
3 Agency for International Development, shall—

4 (1) review and update a United States global  
5 strategy to empower adolescent girls;

6 (2) provide a meaningful opportunity for public  
7 review and consultation on the strategy; and

8 (3) submit the strategy to the appropriate con-  
9 gressional committees.

10 (b) INITIAL STRATEGY.—For the purposes of this  
11 section, the “United States Global Strategy to Empower  
12 Adolescent Girls”, published in March 2016, shall be  
13 deemed to fulfill the initial requirement under subsection  
14 (a).

15 (c) CONSULTATION REQUIRED.—In reviewing and  
16 updating the strategy under subsection (a), the Amba-  
17 sador-at-Large for Global Women’s Issues, the Senior Co-  
18 ordinator for Gender Equality and Women’s Empower-  
19 ment, and the Senior Coordinator for International Basic  
20 Education Assistance shall consult with—

21 (1) the heads of relevant Federal departments  
22 and agencies their designees, as well as experts on  
23 adolescent girls, gender equality, and empowerment  
24 issues throughout the Federal Government;

25 (2) the appropriate congressional committees;

1           (3) representatives of United States civil society  
2           and multilateral organizations with demonstrated ex-  
3           perience and expertise in empowering adolescent  
4           girls or promoting gender equality, including local  
5           civil society organizations and beneficiaries where  
6           possible; and

7           (4) local organizations and beneficiaries in  
8           countries receiving assistance pursuant to the strat-  
9           egy, including youth and adolescent girls' organiza-  
10          tions.

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

12          (a) **IN GENERAL.**—Not later than one year after the  
13          date of the enactment of this Act, and every 180 days  
14          thereafter until each activity initiated pursuant to the au-  
15          thorities under this Act has concluded, the Administrator  
16          of the United States Agency for International Develop-  
17          ment, in coordination with the Secretary of State, shall  
18          submit to the appropriate congressional committees a re-  
19          port describing—

20                (1) the activities initiated under the authorities  
21                provided in this Act; and

22                (2) the manner and extent to which such activi-  
23                ties are monitored and evaluated, in accordance with  
24                section 5(e).

1       (b) AVAILABILITY.—The report required by sub-  
2 section (a) shall be made available on a text-based, search-  
3 able, and publicly available website of the United States  
4 Agency for International Development.