

113TH CONGRESS
2D SESSION

H. R. 3583

AN ACT

To expand the number of scholarships available to Pakistani women under the Merit and Needs-Based Scholarship Program.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Malala Yousafzai
3 Scholarship Act”.

4 **SEC. 2. FINDINGS.**

5 (a) FINDINGS.—Congress makes the following find-
6 ings:

7 (1) On October 9, 2012, Malala Yousafzai was
8 shot in the head by Pakistani Taliban on her way
9 home from school.

10 (2) In late 2008, Malala began writing a blog
11 for BBC Urdu under a pseudonym pressing the case
12 for access to education for women and girls despite
13 objections from the Pakistani Taliban.

14 (3) Malala’s advocacy for the education of
15 women and girls made her a target of the Taliban.

16 (4) The Taliban called Malala’s efforts to high-
17 light the need for education for women and girls an
18 “obscenity”.

19 (5) On July 12, 2013, Malala celebrated her
20 16th birthday by delivering a speech before the
21 United Nations General Assembly in which she said,
22 “So let us wage a glorious struggle against illiteracy,
23 poverty, and terrorism. Let us pick up our books
24 and our pens. They are the most powerful weapons.
25 One child, one teacher, one book, and one pen can
26 change the world. Education is the only solution.”.

1 (6) According to the United Nation’s 2012
2 Education for All Global Monitoring Report, “Paki-
3 stan has the second largest number of children out
4 of school [in the world]” and “nearly half of rural
5 females have never been to school.”.

6 (7) According to the World Bank, “The benefits
7 of women’s education go beyond higher productivity
8 for 50 percent of the population. More educated
9 women also tend to be healthier, participate more in
10 the formal labor market, earn more income, have
11 fewer children, and provide better health care and
12 education to their children, all of which eventually
13 improve the well-being of all individuals and lift
14 households out of poverty. These benefits also trans-
15 mit across generations, as well as to their commu-
16 nities at large.”.

17 (8) According to United Nation’s 2012 Edu-
18 cation For All Global Monitoring Report, “education
19 can make a big difference to women’s earnings. In
20 Pakistan, women with a high level of literacy earned
21 95 percent more than women with no literacy
22 skills.”.

23 (9) In January 2010, Secretary of State Hillary
24 Rodham Clinton stated, “We will open the doors of
25 education to all citizens, but especially to girls and

1 women * * * We are doing all of these things be-
2 cause we have seen that when women and girls have
3 the tools to stay healthy and the opportunity to con-
4 tribute to their families’ well-being, they flourish
5 and so do the people around them.

6 (10) The United States provides critical foreign
7 assistance to Pakistan’s education sector to improve
8 access to and the quality of basic and higher edu-
9 cation.

10 (11) The Merit and Needs-Based Scholarship
11 Program administered by the United States Agency
12 for International Development (USAID) awards
13 scholarships to academically talented, financially
14 needy Pakistani students from all regions, including
15 remote areas of the country, to pursue bachelor’s or
16 master’s degrees at participating Pakistani univer-
17 sities.

18 (12) Fifty percent of the 974 Merit and Needs-
19 Based Scholarships awarded during fiscal year 2013
20 were awarded to Pakistani women. Historically, only
21 25 percent of such scholarships have been awarded
22 to women. Starting in the fall of 2013, USAID has
23 committed to provide 50 percent of all scholarships
24 to women.

1 (13) The United Nations declared July 12,
2 2013, as “Malala Day”—a global day of support for
3 and recognition of Malala’s bravery and courage in
4 promoting women’s education.

5 (14) On October 10, 2014, Malala Yousafzai
6 became the co-recipient of the Nobel Peace Prize for
7 her “struggle against the suppression of children
8 and young people and for the right of all children to
9 education”.

10 (15) On December 10, 2012, the United Na-
11 tions and the Government of Pakistan launched the
12 “Malala Fund for Girls’ Education” to improve
13 girls’ access to education worldwide, with Pakistan
14 donating the first \$10,000,000 to the Fund.

15 (16) More than 1,000,000 people around the
16 world have signed the United Nations Special Envoy
17 for Global Education petition calling on the Govern-
18 ment of Pakistan to enroll every boy and girl in pri-
19 mary school.

20 (17) Pakistani civil society organizations col-
21 lected almost 2,000,000 signatures from Pakistanis
22 on a petition dedicated to Malala’s cause of edu-
23 cation for all.

24 (18) Engagement with Pakistani diaspora com-
25 munities in the United States, who have unique per-

1 spectives, access, and opportunities to contribute to
2 stability and economic growth in Pakistan, will be a
3 critical element of a successful United States pro-
4 gram to promote greater access to education for
5 women and girls.

6 **SEC. 3. SENSE OF CONGRESS.**

7 (a) IN GENERAL.—It is the sense of Congress that—

8 (1) every individual should have the opportunity
9 to pursue an education;

10 (2) every individual, regardless of gender,
11 should have the opportunity to pursue an education
12 without fear of discrimination;

13 (3) educational exchanges promote institutional
14 linkages between the United States and Pakistan;
15 and

16 (4) recipients of scholarships referred to in sec-
17 tion 4 should commit to improving their local com-
18 munities.

19 (b) CONTINUED SUPPORT FOR EDUCATIONAL INITIA-
20 TIVES IN PAKISTAN.—Congress encourages the Depart-
21 ment of State and the United States Agency for Inter-
22 national Development to continue their support for initia-
23 tives led by the Government of Pakistan and Pakistani
24 civil society that promote education in Pakistan, especially
25 education for women.

1 **SEC. 4. MERIT AND NEEDS-BASED SCHOLARSHIP PRO-**
2 **GRAM.**

3 (a) IN GENERAL.—The Administrator of the United
4 States Agency for International Development (referred to
5 in this Act as the “USAID Administrator”) shall award
6 at least 50 percent of the number of scholarships under
7 the Merit and Needs-Based Scholarship Program (re-
8 ferred to in this Act as the “Program”) to women for each
9 of the calendar years 2014 through 2016.

10 (b) LIMITATIONS.—

11 (1) CRITERIA.—The scholarships available
12 under subsection (a) may only be awarded in accord-
13 ance with other scholarship eligibility criteria already
14 established by USAID.

15 (2) ACADEMIC DISCIPLINES.—Scholarships au-
16 thorized under subsection (a) shall be awarded for a
17 range of disciplines to improve the employability of
18 graduates and to meet the needs of the scholarship
19 recipients.

20 (3) OTHER SCHOLARSHIPS.—The USAID Ad-
21 ministrator shall make every effort to award 50 per-
22 cent of the scholarships available under the Program
23 to Pakistani women.

24 (c) LEVERAGING INVESTMENT.—The USAID Ad-
25 ministrator shall, to the greatest extent practicable, con-
26 sult with and leverage investments by the Pakistani pri-

1 vate sector and Pakistani diaspora communities in the
2 United States as part of USAID's greater effort to im-
3 prove the quality of, expand access to, and ensure sustain-
4 ability of education programs in Pakistan.

5 **SEC. 5. ANNUAL CONGRESSIONAL BRIEFING.**

6 (a) IN GENERAL.—The USAID Administrator shall
7 designate appropriate USAID officials to brief the appro-
8 priate congressional committees, not later than 1 year
9 after the date of enactment of this Act, and annually
10 thereafter for the next 3 years, on the implementation of
11 section 4.

12 (b) CONTENTS.—The briefing described in subsection
13 (a) shall include, among other relevant information, for
14 the most recently concluded fiscal year—

15 (1) the total number of scholarships that were
16 awarded through the Program, including a break-
17 down by gender;

18 (2) the disciplines of study chosen by the schol-
19 arship recipients;

20 (3) the percentage of the scholarships that were
21 awarded to students seeking a bachelor's degree or
22 a master's degree, respectively;

23 (4) the percentage of scholarship recipients who
24 voluntarily dropped out of school or were involun-

1 tarily pushed out of the program for failure to meet
2 program requirements; and
3 (5) the percentage of scholarship recipients who
4 dropped out of school due to retaliation for seeking
5 an education, to the extent that such information is
6 available.

Passed the House of Representatives November 19,
2014.

Attest:

Clerk.

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