

last month that Russia is deploying paramilitary contractors, extracting minerals, and attempting to buy influence in the Central African Republic. This includes the notorious Wagner Group mercenaries responsible for horrible atrocities in Libya and Syria. Russian malign activity in Central African Republic is further destabilizing this fragile and war-torn country.

This resolution urges all parties to fully adhere to the terms of the February 2019 peace agreement and cease attacks on civilians. It also calls on the international community to increase engagement to support efforts to implement the peace agreement and combat Russian malign influence. I urge my colleagues to support this bipartisan resolution.

Mr. Speaker, in closing, I again want to thank my colleagues for their hard work to highlight the situation in the Central African Republic.

The U.S. is both the largest donor of humanitarian assistance and largest contributor to U.N. peacekeeping operations in the Central African Republic. Our assistance provides critical food and medicine to vulnerable and remote populations. However, the critical needs remain, and we must urge our partners to do more. Supporting lasting peace and efforts to stabilize the Central African Republic is in the U.S. interest.

Mr. Speaker, I yield back the balance of my time.

Mr. CICILLINE. Mr. Speaker, I yield myself the balance of my time for the purpose of closing.

Mr. Speaker, I once again thank the chairman and ranking member for their support and urge passage of this resolution.

Mr. Speaker, I yield back the balance of my time.

□ 1230

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Rhode Island (Mr. CICILLINE) that the House suspend the rules and agree to the resolution, H. Res. 387, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. CICILLINE. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, further proceedings on this motion will be postponed.

MALALA YOUSAFZAI SCHOLARSHIP ACT

Mr. CICILLINE. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4508) to expand the number of scholarships available to Pakistani women under the Merit and Needs-Based Scholarship Program, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4508

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

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

SEC. 2. FINDINGS.

Congress makes the following findings:

(1) In late 2008, Malala Yousafzai began making the case for access to education for women and girls despite objections from the Pakistani Taliban. On October 9, 2012, Malala was shot in the head by Pakistani Taliban on her way home from school.

(2) In 2013, Malala Yousafzai and her father Ziauddin Yousafzai co-founded the Malala Fund. The Malala Fund works to secure twelve years of free, safe, and quality education for all girls. Completion of a full twelve-year cycle of primary and secondary education ensures a pipeline of girls able to pursue higher education.

(3) On July 12, 2013, Malala delivered a speech before the United Nations General Assembly calling for expanded access to education for women and girls across the globe. She said, “[L]et us wage a glorious struggle against illiteracy, poverty, and terrorism. Let us pick up our books and our pens. They are the most powerful weapons . . . Education is the only solution.”

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

(5) According to the United Nations 2016 Global Education Monitoring Report, more than 130 million girls worldwide are out of school. 15 million girls of primary-school age will never enter a classroom. As of 2016, at least 500 million adult women across the globe are illiterate.

(6) According to the World Bank, “Girls’ education is a strategic development priority. Better educated women tend to be healthier, participate more in the formal labor market, earn higher incomes, . . . marry at a later age, and enable better health care and education for their children, should they choose to become mothers. All these factors combined can help lift households, communities, and nations out of poverty.”

(7) In 2015, all United Nations Member States, including the United States, adopted quality education, including access to higher education, and gender equality as sustainable development goals to be attained by 2030. One of the education goal targets is to “ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”.

(8) In January 2010, Secretary of State Hillary Rodham Clinton stated, “We will open the doors of education to all citizens, but especially to girls and women . . . We are doing all of these things because we have seen that when women and girls have the tools to stay healthy and the opportunity to contribute to their families’ well-being, they flourish and so do the people around them.”

(9) In February 2019, the White House launched the Women’s Global Development and Prosperity Initiative to advance women’s economic empowerment across the globe and reach more than 100,000 women.

(10) The World Economic Forum ranks Pakistan the second lowest among all countries in the world evaluated for gender equality. On educational attainment for women, Pakistan is ranked the tenth lowest.

(11) In Pakistan, the rate of higher education enrollment beyond high school for girls and women is just 9 percent as reported by the World Bank. The global rate is 40 percent. Less than 6 percent of women 25 and older in Pakistan attain a bachelor’s degree or equivalent as of 2016.

(12) Factors such as poverty, early marriage, disability, ethnicity, and religion can contribute to the lack of educational opportunities for women in marginalized communities.

(13) According to the World Bank, “Higher education benefits both individuals and society. Economic returns for college graduates are the highest in the entire educational system—an average 17 percent increase in earnings per year of schooling as compared with 10 percent for primary school.”

(14) The United States provides critical foreign assistance to Pakistan’s education sector to improve access to and the quality of basic and higher education. Since 2010, the United States Agency for International Development (referred to in this Act as “USAID”) has awarded more than 6,000 scholarships for young women to receive higher education in Pakistan.

(15) The Merit and Needs-Based Scholarship Program administered by USAID awards scholarships to academically talented, financially needy Pakistani students from all regions, including female students from rural areas of the country, to pursue bachelor’s or master’s degrees at participating Pakistani universities.

SEC. 3. SENSE OF CONGRESS.

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

(1) every individual should have the opportunity to pursue a full cycle of primary, secondary, and higher education;

(2) every individual, regardless of gender, socio-economic status, ethnicity, or religion should have the opportunity to pursue an education without fear of discrimination;

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

(4) recipients of scholarships referred to in section 4 should commit to improving their local communities.

(b) CONTINUED SUPPORT FOR EDUCATIONAL INITIATIVES IN PAKISTAN.—Congress encourages the Department of State and USAID to continue their support for initiatives led by the Government of Pakistan and civil society that promote education in Pakistan, especially education for women, in accordance with USAID’s 2018 Education Policy.

SEC. 4. MERIT AND NEEDS-BASED SCHOLARSHIP PROGRAM.

(a) IN GENERAL.—The USAID Administrator shall award at least 50 percent of the number of scholarships under the Merit and Needs-Based Scholarship Program (referred to in this Act as the “Program”) to women for each of the calendar years 2020 through 2022.

(b) LIMITATIONS.—

(1) CRITERIA.—The scholarships available under subsection (a) may only be awarded in accordance with other scholarship eligibility criteria already established by USAID.

(2) ACADEMIC DISCIPLINES.—Scholarships authorized under subsection (a) shall be awarded for a range of disciplines to improve the employability of graduates and to meet the needs of the scholarship recipients.

(3) OTHER SCHOLARSHIPS.—The USAID Administrator shall make every effort to award 50 percent of the scholarships available under the Program to Pakistani women.

(c) LEVERAGING INVESTMENT.—The USAID Administrator shall, to the greatest extent practicable, consult with and leverage investments by the Pakistani private sector

and Pakistani diaspora communities in the United States as part of USAID's greater effort to improve the quality of, expand access to, and ensure sustainability of education programs in Pakistan.

SEC. 5. ANNUAL CONGRESSIONAL BRIEFING.

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

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

(1) the total number of scholarships that were awarded through the Program, including a breakdown by gender;

(2) the disciplines of study chosen by the scholarship recipients;

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

(4) the percentage of scholarship recipients who voluntarily dropped out of school or were involuntarily pushed out of the program for failure to meet program requirements; and

(5) the percentage of scholarship recipients who dropped out of school due to retaliation for seeking an education, to the extent that such information is available.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Rhode Island (Mr. CICILLINE) and the gentleman from Utah (Mr. CURTIS) each will control 20 minutes.

The Chair recognizes the gentleman from Rhode Island.

GENERAL LEAVE

Mr. CICILLINE. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 4508.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Rhode Island?

There was no objection.

Mr. CICILLINE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, when we break down the barriers holding women back, they lift up entire communities. Top economists back this up. The World Bank says that financing girls' education has the highest return on investment in the developing world. We know that the impact isn't just economic. When girls have access to education, they can inspire millions, empower their communities, and change the world.

Look at Malala Yousafzai. Malala bravely put her education to use by blogging about the brutality of Taliban rule in her hometown and advocating for girls' rights to education.

The Pakistani Taliban tried to silence her with a violent attack on her life. She survived, and she didn't back down. Malala's continued commitment to advancing women's rights and expanding access to education has resonated with millions of people and spurred action around the world.

When we look at Malala, we see an inspiring source of strength, of dedication, and of bravery. We also see what

women are capable of when they have the opportunity to go to school and use their voices. So, I am pleased that we are moving forward this bill named in Malala's honor that will strengthen the United States' investments in educational opportunities for Pakistani girls.

The Malala Yousafzai Scholarship Act will require that at least 50 percent of USAID's Merit and Needs-Based Scholarships in Pakistan are awarded to women.

I want to thank my colleague and friend from New York (Mr. JEFFRIES) for introducing this excellent measure. I am proud to support it, and I urge all my colleagues to join me in doing so.

Mr. Speaker, I reserve the balance of my time.

Mr. CURTIS. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of this bill which reauthorizes a USAID Merit and Needs-Based Scholarship program named after Malala Yousafzai.

Malala is a Pakistani activist who began making the case for access to education for women and girls in 2008 despite objections from the Pakistani Taliban.

In October 2012, she was shot in the head by the Taliban in an assassination attempt in retaliation for her activism. Malala, just 15 years old at the time, miraculously survived and continues to fight for access to education for every child.

I want to thank my colleagues, Congressman JEFFRIES and Congresswoman WAGNER, for introducing this bill and for their work on this issue.

Specifically, this bill authorizes for 3 years a USAID Merit and Needs-Based Scholarship program to academically talented, financially needy Pakistani students to pursue a bachelor's or master's degree at participating Pakistani universities. At least half of the number of scholarships shall go to women, and the administrator shall make every effort to award at least half of the scholarships under the program to go to Pakistani women.

Mr. Speaker, I urge my colleagues to support this bipartisan bill, and I reserve the balance of my time.

Mr. CICILLINE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I just want to, again, really speak to the importance of this resolution, because we have examples all over the world of where, when women are empowered, it lifts up an entire community; and that when women have a voice, they not only contribute to their own empowerment, their own development, and their own success, but have an enormous, positive impact on their local communities in the regions in which they live.

It has often been said that one of the best investments we can make is in education, and I think Malala's story is an example of the transformative power of education, not only in terms of economic security, but in terms of building democracy and civil society.

So this legislation will ensure that we intentionally and purposefully invest in young women and girls because of not only the impact it will have on their own lives but what it will mean to the communities they are a part of.

I want to really applaud the chief sponsor of this, my friend and colleague, HAKEEM JEFFRIES, the chair of the Democratic Caucus, who has really made this a priority in his work.

During discussions in the Foreign Affairs Committee there was bipartisan recognition of the significant investment in women and girls; that that had to be a priority, and that it would be a tool to advancing economic success, to advancing educational success, and to really help build a civil society. These are very often regions which, for a very long time, women and girls were excluded from those opportunities.

So this resolution will be really transformative and will really help to ensure that Pakistan can serve as a model for what happens when you actually invest in women and girls and the difference it can make in the societies in that country that will be an example, I think, to the rest of the world.

Mr. Speaker, I reserve the balance of my time.

Mr. CURTIS. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I applaud the words of my colleague. I would add to that just a few thoughts. My mother grew up on a farm in Dingle, Idaho. Her high school class had eight people in it, and she traveled to New York City to get a master's degree from New York University.

I am so pleased for the women in my life and in our community who have led the way, but acknowledge, Mr. Speaker, that so many people around the world don't have that same opportunity. For that, I applaud my colleagues for the work on this bill and for promoting this very important issue.

Mr. Speaker, I reserve the balance of my time.

Mr. CICILLINE. Mr. Speaker, I yield 5 minutes to the very distinguished gentleman from New York (Mr. JEFFRIES), who is the author of this very important piece of legislation, the Democratic Caucus chair, and my friend.

Mr. JEFFRIES. Mr. Speaker, I thank my friend, the distinguished gentleman from Rhode Island, for yielding and for his leadership.

Mr. Speaker, I rise in support of H.R. 4508, a bill to expand the pipeline of women and girls in Pakistan entering higher education.

At home and abroad, women and girls face barriers to obtaining education, hindering their ability to fill their potential. Barriers include the cost of education, inadequate infrastructure, violence, cultural norms, and gender discrimination. As a result, today at least 500 million women and girls across the globe struggle with literacy.

In Pakistan, the hurdles that women and girls face when seeking education

are especially pronounced. In late 2008, Malala, whose name this bill is in honor of, began making the case for education for women and girls in Pakistan. Despite objections from the Taliban, she continued to advocate this cause at great personal risk.

On October 9, 2012, Malala was on the way home when the Taliban ambushed her bus and shot her in the head. Remarkably, she survived. Instead of stopping her efforts, she continued to speak out, to stand up, and to step out, becoming a world-renowned figure in the fight for education.

As she said before the United Nations General Assembly: “So, let us wage a glorious struggle against illiteracy, poverty, and terrorism, let us pick up our books and our pens, they are the most powerful weapons. . . . Education is the only solution.”

In October 2014, Malala became a co-recipient of the Nobel Peace Prize for her struggle against the suppression of children and young people and for the right of all children to education.

To this day Malala continues her work in this area.

Still, despite all the progress that has been made, only 32 percent of primary school-age girls are in school in Pakistan. After primary and secondary school, the rate of higher education enrollment for girls drops down to just 9 percent. Less than 6 percent of women 25 and older attain a bachelor's degree or equivalent in Pakistan.

The U.S. Agency For International Development's Merit and Needs-Based Scholarship program currently funds full tuition and stipends for financially strained Pakistani youth to complete a bachelor's or master's degree at partner universities across Pakistan. This legislation would ensure that at least half of those scholarship recipients go to Pakistani women. Empowering girls with access to education is not just the right thing to do, it is the smart thing to do for Pakistan and for the global community.

I want to thank Chairman ENGEL and Ranking Member MCCAUL of the Foreign Affairs Committee for their leadership. I also want to thank Congresswoman ANN WAGNER for her tremendous leadership and for her partnership on this legislation to support every girl's right to an education.

Mr. Speaker, I urge my colleagues to support this bill.

Mr. CURTIS. Mr. Speaker, in closing, I again want to thank my colleagues for their hard work to expand the number of scholarships available to Pakistani women under USAID's Merit and Needs-Based Scholarship Program.

Mr. Speaker, I urge my colleagues to support this bill, and I yield back the balance of my time.

Mr. CICILLINE. Mr. Speaker, I yield myself the balance of my time for the purpose of closing.

Mr. Speaker, again, I want to acknowledge the extraordinary work of USAID and their focus on education and how critical that is to the develop-

ment of communities all across the world and, importantly, that we fully fund USAID's efforts, and also to recognize that this focus on education is a focus that continues to pay dividends.

I particularly want to acknowledge the leadership of Chairman JEFFRIES in recognizing the particular responsibility that we have to invest in women and girls and what a transformative difference that makes in countries. Pakistan will be able to show the world the difference that it makes when you give women and girls an opportunity to realize their full potential. This act will ensure that at least half of those scholarships go to girls. It is a very important piece of legislation.

Mr. Speaker, I urge my colleagues to support it, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Rhode Island (Mr. CICILLINE) that the House suspend the rules and pass the bill, H.R. 4508, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. CICILLINE. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, further proceedings on this motion will be postponed.

TAIWAN ALLIES INTERNATIONAL PROTECTION AND ENHANCEMENT INITIATIVE (TAIPEI) ACT OF 2019

Mr. CICILLINE. Mr. Speaker, I move to suspend the rules and pass the bill (S. 1678) to express United States support for Taiwan's diplomatic alliances around the world, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

S. 1678

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Taiwan Allies International Protection and Enhancement Initiative (TAIPEI) Act of 2019”.

SEC. 2. DIPLOMATIC RELATIONS WITH TAIWAN.

(a) FINDINGS.—Congress makes the following findings:

(1) The Taiwan Relations Act of 1979 (Public Law 96-8) states that it is the policy of the United States “to preserve and promote extensive, close, and friendly commercial, cultural, and other relations between the people of the United States and the people on Taiwan”.

(2) The Taiwan Relations Act of 1979 states that it is the policy of the United States “to maintain the capacity of the United States to resist any resort to force or other forms of coercion that would jeopardize the security, or the social or economic system, of the people on Taiwan”.

(3) Taiwan is a free, democratic, and prosperous nation of 23,000,000 people and an important contributor to peace and stability around the world.

(4) Since the election of President Tsai Ing-wen as President of Taiwan in 2016, the Government of the People's Republic of China has intensified its efforts to pressure Taiwan.

(5) Since 2016, the Gambia, Sao Tome and Principe, Panama, the Dominican Republic, Burkina Faso, El Salvador, the Solomon Islands, and Kiribati have severed diplomatic relations with Taiwan in favor of diplomatic relations with China.

(6) Taiwan currently maintains full diplomatic relations with 15 nations around the world.

(7) Taiwan's unique relationship with the United States, Australia, India, Japan, and other countries are of significant benefit in strengthening Taiwan's economy and preserving its international space.

(8) According to President Tsai Ing-wen, the severance of diplomatic ties with Taiwan in favor of diplomatic relations with China is “part of a series of diplomatic and military acts of coercion” by China.

(9) The Asia Reassurance Initiative Act of 2018 (Public Law 115-409) states that—

(A) it is United States policy “to support the close economic, political, and security relationship between Taiwan and the United States”; and

(B) the President should—

(i) “conduct regular transfers of defense articles to Taiwan that are tailored to meet the existing and likely future threats from the People's Republic of China, including supporting the efforts of Taiwan to develop and integrate asymmetric capabilities, as appropriate, including mobile, survivable, and cost-effective capabilities, into its military forces”; and

(ii) “encourage the travel of high-level United States officials to Taiwan, in accordance with the Taiwan Travel Act”.

SEC. 3. SENSE OF CONGRESS ON TRADE AND ECONOMIC RELATIONS WITH TAIWAN.

It is the sense of Congress that—

(1) the United States and Taiwan have built a strong economic partnership, with the United States now Taiwan's second largest trading partner and with Taiwan the 11th largest trading partner of the United States and a key destination for United States agricultural exports;

(2) strong United States-Taiwan economic relations have been a positive factor in stimulating economic growth and job creation for the people of both the United States and Taiwan; and

(3) the United States Trade Representative should consult with Congress on opportunities for further strengthening bilateral trade and economic relations between the United States and Taiwan.

SEC. 4. POLICY OF THE UNITED STATES WITH REGARD TO TAIWAN'S PARTICIPATION IN INTERNATIONAL ORGANIZATIONS.

It should be the policy of the United States—

(1) to advocate, as appropriate—

(A) for Taiwan's membership in all international organizations in which statehood is not a requirement and in which the United States is also a participant; and

(B) for Taiwan to be granted observer status in other appropriate international organizations;

(2) to instruct, as appropriate, representatives of the United States Government in all organizations described in paragraph (1) to use the voice, vote, and influence of the United States to advocate for Taiwan's membership or observer status in such organizations; and

(3) for the President or the President's designees to advocate, as appropriate, for Taiwan's membership or observer status in all