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CONSULTATION WITH FEDERAL AGENCIES ON AREAS OF NATIONAL NEED

Section 601(c)(1) of the Higher Education Act of 1965 (HEA) requires that the Secretary of Education consult with Federal agency heads in order to receive recommendations regarding areas of national need for expertise in foreign languages and world regions. The Secretary may take those recommendations into account when identifying areas of national need for the International Education Programs authorized by Title VI of the HEA and administered by the U.S. Department of Education's Office of Postsecondary Education (OPE). . See HEA, Sec. 601(c) (20 U.S.C. 1121 (c)). What follows are the areas of national need identified by the Secretary, consisting of the seventy-eight priority languages that are less commonly taught and the world regions. Also included below is a summary of responses from those Federal agencies that responded to the Secretary's request for recommendations for Title VI competitions in FY 2010.

PRIORITY LANGUAGES

Akhan (Twi-Fante)
Albanian
Amharic
Arabic (all dialects)
Armenian
Azeri (Azerbaijani)
Balochi
Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula)
Belarusian
Bengali (Bangla)
Berber (all languages)
Bosnian
Bulgarian
Burmese
Cebuano (Visayan)
Chechen
Chinese, Cantonese
Chinese, Gan
Chinese, Mandarin
Chinese, Min
Chinese, Wu
Croatian
Dari
Dinka
Georgian
Gujarati
Hausa
Hebrew, Modern
Hindi

Igbo
Indonesian
Japanese
Javanese
Kannada
Kashmiri
Kazakh
Khmer (Cambodian)
Kirghiz
Korean
Kurdish – Kumanji
Kurdish – Sorani
Lao
Malay (Bahasa Melayu or Malaysian)
Malayalam
Marathi
Mongolian
Nepali
Oromo
Panjabi
Pashto
Persian (Farsi)
Polish
Portuguese
Quechua
Romanian
Russian
Serbian
Sinhala (Sinhalese)
Somali
Swahili
Tagalog
Tajik
Tamil
Telugu
Thai
Tibetan
Tigrigna
Turkish
Turkmen
Ukrainian
Urdu
Uyghur/Uigur
Uzbek
Vietnamese
Wolof

Xhosa
Yoruba
Zulu

WORLD REGIONS

Africa
Central Asia/Inner Asia
East Asia
Middle East
South Asia
Southeast Asia and the Pacific Islands
Russia/East Europe
Western Hemisphere (Canada, Caribbean, Central/South America)

SUMMARY OF RESPONSES FROM FEDERAL AGENCIES

I. U.S. Department of Agriculture

The U.S. Department of Agriculture highlights the following languages, and their associated cultures as most vital to our country's future:

1. Chinese
2. Arabic
3. Farsi
4. Hindi
5. Urdu
6. Russian
7. Japanese
8. Korean

The Department also notes the importance of giving more U.S. students the opportunity to speak other languages and understand other cultures to meet national security needs as well as to meet the needs in regions of the world, such as Sub-Saharan Africa and Latin America, where there are food shortages and other economic hardships. Meeting these needs is critical in order for U.S. agriculture to compete in a global economy.

II. U.S. Department of Commerce

The following languages and world regions associated with these languages are recommended in rank order of importance:

- | | |
|---------------|----------------------------------|
| 1. Arabic | North Africa and the Middle East |
| 2. Mandarin | East Asia |
| 3. Spanish | Central and South America |
| 4. Portuguese | Western Hemisphere |

5. Japanese East Asia

A national need also exists for expertise in the following languages: Korean, German, French, Vietnamese, Russian, Farsi, Turkish, Italian, and Polish.

III. U.S. Department of Defense

The Department strongly recommends that U.S. schools increase instruction in Arabic, Chinese, Dari, Farsi, Hausa, Hindi-Urdu, Igbo, Pashto, Russian, Swahili, Somali, and Yoruba and that U.S. schools develop more regional study programs for Africa, Central Asia, and India.

The Department also supports the goals of the National Security Language Initiative: to expand the number of Americans mastering crucial-need languages by starting at younger ages; to increase the number of advanced-level speakers of these languages; and to increase the number of foreign language teachers and their resources.

IV. U.S. Department of Health and Human Services

The U.S. Department of Health and Human Services submitted two recommendations:

A. To establish international education programs in the areas of public health and medicine (including tropical medicine, non-communicable and chronic diseases, such as diabetes and cardiovascular illness, and tobacco surveillance), epidemiology, and laboratory investigation.

B. To establish international education programs that promote interchanges for health researchers, epidemiologists, and practitioners in the dissemination and coordination of public health and research in:

1. Arabic
2. Bahasa
3. Chinese
4. Farsi (crucial in Iran, Afghanistan, and Tajikistan)
5. French
6. German
7. Hausa
8. Hindi
9. Korean
10. Portuguese
11. Russian
12. Spanish
13. Swahili
14. Tagalog
15. Thai
16. Urdu
17. Vietnamese

V. U.S. Department of Housing and Urban Development

The Department underscores the importance of international exchange programs in carrying out efforts to share experiences and expertise in the housing arena.

The Department identifies the following as the most critical languages for national needs (the languages are not listed in priority order):

1. Chinese
2. Vietnamese
3. Korean
4. Japanese
5. Spanish
6. Russian

VI. U.S. Department of Labor

The following languages are recommended in rank order of importance:

1. Arabic
2. Urdu
3. Farsi
4. Chinese
5. Spanish
6. French

World Regions/Countries:

1. China
2. South Asia
3. Southeast Asia
4. Middle East/North Africa
5. Sub-Saharan Africa
6. Latin America

VII. U.S. Department of State

The following languages are identified as “critical needs languages” (not noted as in rank order):

1. Arabic (all forms)
2. Chinese (Mandarin and Cantonese)
3. Dari
4. Farsi
5. Hindi
6. Urdu
7. Pashto
8. Azerbaijani
9. Bengali
10. Kazakh
11. Korean
12. Kyrgyz
13. Nepali
14. Punjabi

15. Kurdish
16. Russian
17. Tajik
18. Turkish
19. Turkmen
20. Uzbek

VIII. U.S. Department of Transportation

The U.S. Department of Transportation has no recommendations at this time.

IX. U.S. Department of the Treasury

From the perspective of the Department, there is a national need for expertise in the following languages:

1. Arabic
2. Bulgarian
3. Chinese, Cantonese
4. Chinese, Mandarin
5. Czech
6. Danish
7. Dari
8. Dutch
9. Estonian
10. Farsi
11. Finnish
12. French
13. German
14. Greek
15. Hindi
16. Hungarian
17. Italian
18. Japanese
19. Korean
20. Latvian
21. Lithuanian
22. Maltese
23. Pashto
24. Polish
25. Portuguese
26. Romanian
27. Russian
28. Slovak
29. Slovene
30. Somali
31. Spanish
32. Swedish

33. Urdu

34. Vietnamese

The world regions of interest to the Department are as follows:

1. Africa
2. Central Asia/Inner Asia
3. East Asia
4. Middle East
5. South Asia
6. Southeast Asia and the Pacific Islands
7. Russia/East Europe
8. Western Hemisphere (Canada, Caribbean, Central/South America)