

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 2011.

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 (USDA) highlights the following languages as most vital to our country's future:

1. Chinese, Mandarin
2. Indonesian
3. Arabic (all dialects)
4. Japanese
5. Korean
6. Russian

USDA ranks the following world regions as most vital to the future of U.S. agriculture:

1. Western Hemisphere (Canada, Caribbean, Central/South America)
2. East Asia
3. Southeast Asia and the Pacific Islands
4. Middle East

The Department also notes that though Spanish is commonly taught abroad understanding of Spanish and Western Hemispheric cultures are critical to the success of U.S. agriculture. Spanish-speaking countries are key agricultural trading partners as well as a vital segment of the U.S. agricultural labor force. Therefore, the need to support the study of foreign languages and cultures of other countries to further expand trade beyond U.S. borders is strongly encouraged by the Department.

II. U.S. Department of Commerce

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

- | | |
|---------------|----------------------------------|
| 1. Mandarin | East Asia |
| 2. Spanish | Central and South America |
| 3. Portuguese | Western Hemisphere |
| 4. Arabic | North Africa and the Middle East |
| 5. Japanese | East Asia |

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

The Department also notes that Commerce is home to the U.S. and Foreign Commercial Service, with 125 offices in 77 countries. As the U.S. Government's frontline trade promotion agency overseas, the Department seeks to align their resources with the need of U.S. exporters. As a response to President Obama's recent announcement of the National Export Initiative, which calls for increased resources to expand international trade, the Commercial Service plans to increase its efforts to move U.S. companies into new and emerging markets.

III. U.S. Department of Defense

The Department notes they actively seek personnel with regional experience and language skills, especially those not yet commonly taught in the United States. They also strongly recommend that U.S. schools increase instruction in Arabic, Chinese, Dari, Farsi, Hausa, Hindi-Urdu, Igbo, Pashto, Russian, Swahili, Somali, and Yoruba as well as develop more regional study programs for Africa, Central Asia, and India.

The Department's strategic guidance documents support expanding the number of Americans mastering critical-need languages as well as increasing the number of foreign language teachers and their resources. It was also noted that studies indicate that language acquisition at a young age yields improved linguistic capabilities.

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 critical needs languages are recommended in rank order of importance:

1. Arabic
2. Farsi
3. Pashto
4. Dari

5. Chinese
6. French
7. Spanish

Secondary Languages

1. Urdu
2. Japanese
3. Russian
4. Hindi

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. Department of the Interior

The Department of the Interior recommendations are the same as the ones submitted by the Department of State (list above.)

IX. U.S. Department of Transportation

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

X. U.S. Department of the Treasury

The areas where Treasury foresees ongoing language training needs are in Arabic, Chinese and Spanish, as well as further developing expertise in the regions where these languages are spoken. It was noted that, while there are numerous programs available providing such training, Treasury would find it helpful if programs could be more easily available from numerous locations and at any time of day and night, such as Web-based programs.

The Treasury Department also noted that their mission is to serve the American people and strengthen national security by managing the U.S. Government's finances effectively, promoting economic growth and stability, and ensuring the safety, soundness, and security of the United States and international financial systems. To advance their mission, Treasury works to understand economic and financial developments around the world in order to develop appropriate policies to promote growth, stability and opportunity, while also counteracting potential threats.

XI. Department of Energy

The Department of Energy proposes the study of the following languages and regions for which expertise would be helpful to advance the Department's energy objectives.

World Regions and Languages

1. Russia	Russian
2. Former Soviet Union (non Europe) & others	Turkish
3. Africa	French, Arabic, Spanish, and Portuguese
4. Middle East	Arabic, French
5. Western Europe	German, French, Italian, and Spanish
6. Eastern Europe	Polish, Bulgarian
7. East Asia	Chinese, Japanese, Korean
8. South Asia	Hindi, Urdu
9. SEA/Pacific Islands	Indonesia (Bahasa), Malay, Thai, Tagalog, Vietnamese
10. North America	French, Spanish
11. Central America	Spanish
12. South America	Spanish, Portuguese
13. Caribbean	Spanish

XII. Department of Homeland Security

The Department of Homeland Security highlights the following foreign languages and their associated cultures as representing the current priorities of the Department. They are clustered by geographic regions:

South America

Spanish
Portuguese
Creole (Haiti)

Middle East

Arabic (Standard)
Hebrew (Modern)
Persian (Farsi)
Pashto
Urdu
Hindi
Dari

Asia

Chinese (Mandarin)
Japanese
Vietnamese
Korean
Khmer (Cambodia)
Malay
Thai

Europe

French
Italian
Spanish
German
Portuguese
Polish
Russian
Hungarian (Magyar)
Serb-Croatian
Greek

Africa

Swahili
Somali
Xhosa
Zulu

The Department notes it has an expanding and important role in defending our country, here and abroad. Since 2002, the Department has established a significant overseas presence with over 2000 Department personnel currently serving in over 60 countries. The personnel assigned overseas come from its operational components: Customs and Border Protection (CBP), Immigration and Customs Enforcement (ICE), the Transportation Security Agency (TSA), and the United States Coast Guard.

The Department also noted that in order to accomplish their statutory responsibilities, most DHS employees assigned overseas require fluency in the host nation's language in order to understand and be able to work effectively and efficiently with their foreign counterparts. In addition, these individuals need to understand the cultures and laws of the countries to which they are assigned, and must also clearly and convincingly articulate the laws and policies of their respective agencies as they interact with their foreign counterparts.

XIII. U.S. Department of Justice/Federal Bureau of Investigation

The Directorate of Intelligence, Language Services Section, is the FBI's repository for foreign language and cultural expertise. Based on that section's recommendations, the following World Regions and foreign languages are deemed to fall within the areas of national need:

World Regions:

Africa
Asia to include:
Central/Inner, East, South, Southeast
Pacific Islands
Russian/East Europe
Western Hemisphere

Foreign Languages:

Albanian	Kazakh
Amharic	Khmer (Cambodian)
Arabic (all dialects)	Kirghiz
Armenian	Korean
Azeri (Azerbaijani)	Kurdish (Kumanji and Sorani)
Baluchi	Lao
Belarussian	Malay (Bahasa Melayu)
Bengali (Bangla)	Panjabi/Punjabi
Berber	Pasto
Bosnian	Polish
Bulgarian	Portuguese
Burmese	Romanian
Chechen	Russian
Chinese (Cantonese, Gan, Mandarin, Min, and Vu)	Serbian
Croatian	Somali
Dari	Swahili
Dinka	Tagalog
Farsi (Persian)	Tajik
Georgian	Thai
Gujurati	Tigrinya
Hausa	Turkish
Hebrew (modern)	Turkmen
Hindi	Ukrainian
Igbo	Urdu
Indonesian	Uyghur/Uigur
Japanese	Uzbek
Kashmiri	Vietnamese
	Yoruba