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)). Listed below are the areas of national need most recently identified by the Secretary, consisting of seventy-eight priority languages that are less commonly taught followed by 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 2014.

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 – Kurmanji
- Kurdish – Sorani
- Lao
- Malay (Bahasa Melayu or Malaysian)
- Malayalam
- Marathi
- Mongolian
- Nepali
- Oromo
- Panjabi
- Pashto
- Persian (Farsi)
SUMMARY OF RESPONSES FROM FEDERAL AGENCIES for FY 2014

I. U.S. Department of Agriculture

The U.S. Department of Agriculture (USDA) designates the following languages as most vital to our country’s future in order of importance:

- Chinese, Mandarin
- Indonesian
- Arabic (all dialects)
- Japanese
- Korean
- Russian

USDA ranks the following world regions as most vital to the future of U.S. agriculture, in order of importance:
Western Hemisphere (Canada, Caribbean, Central/South America)
East Asia
Southeast Asia and the Pacific Islands
Middle East

The Department also notes that “though Spanish is commonly taught, broad 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 Defense

The Department of Defense “strongly supports the national effort to create a cadre of U.S. citizens with advanced, professional-level skills in languages and cultures that are critical to our national security” and lists the following languages as those for which the Department wishes to develop more capability:

Arabic
Azerbaijani
Amharic
Baluchi
Chinese Mandarin
Dari
Farsi
French
Hausa
Hindi
Indonesian,
Japanese
Korean
Malay
Portuguese
Russian
Swahili
Somali
Tagalog
Thai
Turkish
Urdu
Vietnamese

Additionally, the Department of Defense recommends the development of more language and regional study programs for Africa, Asia and the Pacific, Central Asia, and the Middle East.
III. U.S. Department of Health and Human Services

The U.S. Department of Health and Human Services is pleased to suggest the following languages for priority consideration:

Languages

Chinese, Mandarin
Hindi
Brazilian Portuguese
Indonesian
Arabic (all-dialects)
Japanese
Korean
Farsi
Russian
Turkish
French
Spanish
Yupik (Alaskan Native)
Klingit (Alaskan Native)
Navajo
Marshallese
Tongan
Bhutanese
Hmong

IV. U.S. Department of Justice

In consultation with the Directorate of Intelligence, Language Services Section, Translation and Deployment Units, the Language Quality and Standards Unit, and the Language Acquisition and Professional Development Unit, the FBI recommends a national need for expertise in the foreign languages and world regions as follows:

Arabic
Armenian
Chinese
Dari
Farsi
French
Hebrew
Korean
Pashto (Pakistani)
Portuguese
Russian
Somali
Spanish
Turkish
Ukrainian
Uzbek

World Regions:
Africa, East
Africa, North (Maghreb)
Africa, West
Arabian Peninsula
Caucasus Region
Levant Region

V. U.S. Department of Labor

In addition to English, the Department of Labor expects to have a continuing need for language proficiency in these areas:

Spanish
Chinese
Korean
Vietnamese
Thai
American Sign Language

VI. U.S. Department of State

The Department of State identifies the following languages as having critical need:

Arabic (all forms)
Chinese (Mandarin and Cantonese)
Dari
Farsi
Hindi
Urdu
Pashto
Azerbaijani
Bengali
Kazakh
Korean
Kyrgyz
Nepali
Punjabi
Kurdish
Russian
The following are the regions/countries/language that we believe will further the U.S. international transportation interest:

South America/Brazil/Portuguese
Asia/China/Chinese Mandarin
Middle East/Iraq/Afghanistan/UAE/Kuwait/Arabic/Kurdish/Oman/Pashto/Dari

[05/14/2014]