

## 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)

- 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, Mexico, Caribbean, Central/South America)

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## **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

Tajik  
Turkish  
Turkmen  
Uzbek

VII. U.S. Department of Transportation

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

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