

CONSULTATION WITH FEDERAL AGENCIES ON AREAS OF NATIONAL NEED

The Higher Education Opportunity Act (HEOA), P.L. 110-315, was enacted on August 14, 2008 to amend, extend, and establish new programs under the Higher Education Act of 1965 (HEA). Included in the new law are changes to 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). The HEA now requires that the Secretary consult with Federal agency heads in order to receive recommendations regarding areas of national need for expertise in foreign languages and world regions. See HEA, Sec. 601. (20 U.S.C. 1121 (c) (1)). 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 2009.

PRIORITY LANGUAGES

Akhan (Twi-Fante)	Hausa
Albanian	Hebrew, Modern
Amharic	Hindi
Arabic (all dialects)	Igbo
Armenian	Indonesian
Azeri (Azerbaijani)	Japanese
Balochi	Javanese
Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula)	Kannada
Belarusian	Kashmiri
Bengali (Bangla)	Kazakh
Berber (all languages)	Khmer (Cambodian)
Bosnian	Kirghiz
Bulgarian	Korean
Burmese	Kurdish – Kumanji
Cebuano (Visayan)	Kurdish – Sorani
Chechen	Lao
Chinese, Cantonese	Malay (Bahasa Melayu or Malaysian)
Chinese, Gan	Malayalam
Chinese, Mandarin	Marathi
Chinese, Min	Mongolian
Chinese, Wu	Nepali
Croatian	Oromo
Dari	Panjabi
Dinka	Pashto
Georgian	Persian (Farsi)
Gujarati	Polish
	Portuguese

Quechua	Tigrigna
Romanian	Turkish
Russian	Turkmen
Serbian	Ukrainian
Sinhala (Sinhalese)	Urdu
Somali	Uyghur/Uigur
Swahili	Uzbek
Tagalog	Vietnamese
Tajik	Wolof
Tamil	Xhosa
Telugu	Yoruba
Thai	Zulu
Tibetan	

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 foreign language study in general and the heightening of awareness about the world beyond U.S. borders given the sparse numbers of American who can speak a second language.

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. Russian Eurasia
5. Japanese East Asia

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

III. U.S. Department of Defense

The Department 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 American 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, especially tropical medicine, epidemiology and laboratory investigation

B. To establish international education programs that promote interchanges for health researchers and practitioners in:

1. Spanish
2. French
3. Arabic
4. Chinese
5. Russian
6. Bahasa
7. Hindi.

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

The Department has no recommendations to make.

VI. U. S. Department of Interior

The following languages and world regions/countries are recommended (not noted as in rank order):

- | | |
|------------|----------------------------------|
| 1. Arabic | North Africa and the Middle East |
| 2. Chinese | China |
| 3. Hindi | India and Pakistan |
| 4. Urdu | India and Pakistan |
| 5. Russian | Russia (Eurasia) |
| 6. Spanish | Central and South America |
| 7. French | Sub-Saharan Africa |

VII. U.S. Department of Labor

The following languages with these languages are recommended in rank order of importance:

1. Arabic
2. Urdu
3. Farsi
4. Hindi
5. Chinese
6. Japanese

World Regions (or countries) in rank order of importance:

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

VIII. U.S. Department of State

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

Super critical needs languages:

1. Arabic (Modern Standard, Egyptian and Iraqi)
2. Chinese (Mandarin)
3. Dari
4. Farsi
5. Hindi
6. Urdu

Critical needs languages

- | | |
|------------------------------------------------------------------|-------------|
| 1. Arabic (forms other than Modern Standard, Egyptian and Iraqi) | 5. Korean |
| 2. Azerbaijani | 6. Kyrgyz |
| 3. Bengali | 7. Nepali |
| 4. Chinese (Cantonese) | 8. Pashto |
| | 9. Punjabi |
| | 10. Kurdish |

11. Russian
12. Tajik
13. Turkish
14. Turkmen
15. Uzbek

IX. U.S. Department of the Treasury

The following languages and world regions/countries are recommended (not in rank order):

- | | |
|------------|----------------------------------|
| 1. Arabic | North Africa and the Middle East |
| 2. Chinese | East Asia |
| 3. Spanish | Central America/South America |

The Department of Treasury also noted the importance in making foreign language and international education training programs available “from numerous locations and at any time of day and night – such as web-based programs.”

X. U.S. Department of Veterans Affairs

Veterans Affairs offers no recommendations at this time.