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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)

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## 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)