

COALITION FOR INTERNATIONAL EDUCATION

Promoting U.S. Global Competence

–AMERICA’S FOUNDATIONAL PROGRAMS FOR INTERNATIONAL EDUCATION– OVERVIEW HEA-TITLE VI & FULBRIGHT-HAYS

Most Comprehensive and Multifaceted Federal Programs for International Education and Foreign Language Studies

- ♦ **Develop and maintain** a steady supply of graduates with deep expertise and high-quality research, as well as graduates with basic understanding of foreign languages and cultures, international markets, world regions and global issues.
- ♦ **Prepare our next generation** of global business managers, support our export initiatives and stimulate U.S. jobs and economic growth.
- ♦ **Sustain** instruction, curricula and research on over 200 languages and all world regions of U.S. strategic interest. Most of the less-commonly taught languages and cultures would not be taught in U.S. higher education if not for Title VI. Because what languages and world areas are deemed critical changes in unpredictable ways, the nation benefits from this large pool of language and area expertise housed in universities.
- ♦ **Support** our diplomatic, defense, commercial and educational interests, among an expanding range of other sectors such as cyber security, health (including global pandemics), food safety, environment, law, engineering and more.

Broad Access to International and Foreign Language Education

- ♦ **Regularly conduct outreach** activities to K-16 educational institutions, business, government, the media, and underrepresented institutions and populations.
- ♦ **Enhance public understanding** of international events that affect U.S. national interests with diverse perspectives and a wide range of views.

Cooperation with Other Federal Agency Programs

- ♦ **Other federal agencies** have complementary programs that do not duplicate, but depend on TVI/FH infrastructure and resources for their targeted strategic priorities.
- ♦ **Examples:** the U.S. Army’s Foreign Area Officer Program (FAO), DOD Language Flagship Programs, the U.S. National Guard, and the Department of Commerce Export Initiative.

21st Century Educational Challenges

As national security and global competitiveness expand to include numerous global threats and issue areas, support is needed to address well-documented growing demands for U.S. graduates with international knowledge and skills across employment sectors, including government. The interdisciplinary infrastructure Title VI and Fulbright-Hays supports should be strengthened and built upon to incentivize innovative educational strategies to address these challenges. Graduates entering the 21st century global workforce must have professional and technical skills, as well as cultural competence, foreign language ability and international experience. We cannot engage and compete successfully in the world unless we understand it.

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U.S. DEPARTMENT OF EDUCATION INTERNATIONAL AND FOREIGN LANGUAGE PROGRAMS EFFECTIVELY ADDRESS NATIONAL INTERESTS

Produce Deep Expertise – Title VI and Fulbright-Hays strengthen and ensure our nation’s educational capacity and deep knowledge about all world regions. Studies have shown that Title VI National Resource Centers (NRCs) account for 59% of undergraduate and 81% of graduate enrollments in the least commonly taught languages of strategic interest. NRC institutions annually produce an estimated average of 1,600 PhDs with language and area expertise and 5,000 graduate or professional master’s degrees.

Fill high-skill positions – 90% of Fulbright-Hays DDRA recipients and more than 71% of FLAS recipients work in careers that directly utilize their foreign language and area studies expertise. Many graduates, such as former Secretary of Defense Robert Gates, go on to careers in the government including at the Department of Defense, the Department of Homeland Security, the Department of State, NASA, NSA, and Commerce, among others.

Promote broad global competencies – All Title VI center grantees regularly conduct outreach activities to educational institutions, business, government, the media, and underrepresented populations. For example, opportunities are provided to strengthen teaching of world languages, cultures and international markets at the K-16 levels. An estimated 5,400 teachers annually attend professional development opportunities sponsored by the Language Resource Centers (LRCs) alone. Title VI supported the development of more than half the textbooks used to teach “less commonly taught” languages.

Stimulate economic growth and job creation – Title VI spearheads nationwide internationalization of business education to train students and business managers for success in the global marketplace. From 1989 - 2024, more than 12,800 international business courses were created by CIBERs and over 560,000 students graduated from a CIBER university with significant training in international business. Overall, an estimated 33 million students have benefitted from training activities to increase their global competitiveness skills. CIBERs also assist small and medium sized firms in internationalizing their business, with emphasis on innovation and entrepreneurship. During this time, nearly 408,000 executives have been trained by CIBERs, and over 11,000 business conferences and workshops have been held for over 900,000 business participants.

Replenish international expertise on a continuing basis. Without these programs, the steady supply of experts in over 200 languages, all world areas, and international business will not be replenished on a regular basis if dependent on state funding, university endowments, foundation grants or institutional support alone. **Moreover, if the multifaceted capacity and infrastructure that these programs create and maintain were to be dismantled, they will be impossible to replace.** It would deal a severe blow to the pipeline of globally competent professionals, undercutting workforce demands and the ability of American institutions to compete on the world stage, a result not in the national interest. **Now more than ever, global challenges demand globally prepared citizens—an outcome only achievable through federal leadership and support.**