IFLE’S PROGRAMS
WHAT DO WE DO?

International & Foreign Language Education (IFLE) supports foreign language and area studies opportunities for U.S. students, teachers, faculty, and school administrators through:

- **Title VI Programs**
  - Grants for **U.S. institutions of higher education**
  - Support building capacity in global studies and world languages
  - Centers serve as national resources for expertise on world regions (i.e.; South Asia, Russia and Eastern Europe) and languages, subjects (i.e.; Open Educational Resources for language learning, international business)

- **Fulbright-Hays Programs**
  - Grants for **individuals and small groups** to participate in cultural exchanges abroad
  - Projects focused on curriculum development and research abroad
# TITLE VI PROGRAMS

**BUILDING CAPACITY IN GLOBAL STUDIES & WORLD LANGUAGES**

<table>
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<tr>
<th>PROGRAM</th>
<th>PURPOSE</th>
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| National Resource Centers (NRCs)                                        | • Support teaching and research in world area studies (i.e.; East Asia, Africa, Middle East, Latin America)  

• Teach Less Commonly Taught Languages (LCTLs)                           |
| Foreign Language and Area Studies Fellowships (FLAS)                     | • Develop experts in area studies and world languages.                                                                                                                                                 |
| Centers for International Business Education & Research (CIBEs)         | • Teach a business curriculum from a global perspective  

• Work with businesses and chambers of commerce to build a globally competent workforce  

• Promote local businesses abroad                                         |
# TITLE VI PROGRAMS

## BUILDING CAPACITY IN GLOBAL STUDIES & WORLD LANGUAGES

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| **Language Resource Centers (LRC)**               | • Develop language learning materials  
• Provide professional development opportunities for teachers  
• Conduct research to strengthen foreign language teaching and learning |
| **Undergraduate International Studies and Foreign Language Program (UISFL)** | • Seed money for institutions to internationalize their undergraduate curricula |
| **American Overseas Research Centers (AORC)**     | • Promote and assist in postgraduate research, exchanges, and area studies overseas.  
• Locations include: Mongolia, Sri Lanka, Bangladesh, Pakistan, the South Caucasus, Cyprus, Indonesia, and Senegal |
# FULBRIGHT-HAYS PROGRAMS

**SUPPORTING MUTUAL EDUCATION & CULTURAL EXCHANGE**

<table>
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<tr>
<th>Program</th>
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<tr>
<td>Doctoral Dissertation Research Abroad (DDRA)</td>
<td>• Provide opportunities for postgraduate-level U.S. scholars to conduct dissertation research abroad</td>
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<tr>
<td>Group Projects Abroad (GPA)</td>
<td>• Support overseas training, research, and curriculum development projects in modern foreign languages and area studies for U.S. teachers, students, and faculty</td>
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<tr>
<td>Seminars Abroad (SA)</td>
<td>• Short-term seminars abroad for U.S. educators in the social sciences and humanities</td>
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<td>• Designed to improve understanding and knowledge of the peoples and cultures of other countries</td>
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THE BALANCE

Training Experts

Broadening Access
COMPETITIVE PRIORITIES
ADDITIONAL POINTS FOR APPLICANTS TO EXPAND ACCESS

IFLE uses specific “competitive preference priorities” in all of its grant competitions to encourage the participation of traditionally underserved institutions and students in international education. These priorities focus on:

- Community Colleges
- Minority-Serving Institutions (i.e.; Hispanic-Serving Institutions, Historically Black Colleges and Universities)
- Teacher Education Programs
- Taking into account students’ financial need when awarding FLAS fellowships
RESOURCES AVAILABLE FOR USE THROUGH TITLE VI CENTERS
IFLE’S OPERATIONAL PLAN (ROADMAP)

Operations

Communication

Innovative Advancements
Positioning LCTLs with Paradigm Shifts in US Education
We get why LCTLs are important — but why is enrollment lower than we’d like?
Since the financial crisis, students are parents are more critical of their time and money spent on education.

What’s the ROI?
Are we too busy talking about the LCTLs?

Arabic  Portuguese
Farsi  Quechua
Tagalog  Dari  Zulu
Swahili  Pashtu  Amharic
Hindi
Or are we talking about them as part of the solution to global issues?

What message would a student need to hear?
I want to share a lesson I learned...

“... 2 billion people...”
“...through Georgetown...”
Framing is important as well as articulating impact.
Let’s talk numbers…

There are 7 billion people in the world. 75% don’t speak English. This means that 5.25 billion people in this world don’t speak English!

There are 320 million people in the United States. 90% of Americans don’t speak a second language. What advantage would a second language give a student?

There are an estimated 400 million English language learners in China. This is more than the entire population of the United States!
Languages are critical skills for solving global issues.
A GLOBAL PERSPECTIVE
THE WORLD WE LIVE IN...

When a global pandemic breaks out... The solution isn’t just immunology...
A disease outbreak in West Africa, Asia, or Latin America can become a global pandemic within days. Think Ebola, SARS, Zika Virus, etc.

- What happens when doctors don’t understand what a patient is saying?

- What happens when experts and officials from different countries need to communicate with each other?

- And what is the benefit of an analyst having the skills to understand the languages and cultural contexts of these places?
A GLOBAL PERSPECTIVE
THE WORLD WE LIVE IN...

And what about climate change?
A GLOBAL PERSPECTIVE
THE WORLD WE LIVE IN...

... It's not just science and economics...
A GLOBAL PERSPECTIVE
THE WORLD WE LIVE IN...

1 in 5 American jobs are tied to international trade.

95% of the world’s customers are outside the U.S.

- What does this mean for American businesses?
- Is a finance degree enough for a banker going to Mumbai?
- Is an engineering degree enough for an engineer going to Beijing?
What skills are required to work here?

What skills are required to advance here?
Every issue requires an understanding of the global/local context & connections.

...and the ability to communicate effectively.
And even here at home...
Our neighborhoods are more diverse than ever. In 2006, minority student enrollment in public schools rose to \textbf{43 percent} of the total student population—up from 35 percent a decade earlier.

- What does this mean for our teachers and teacher training?
- What does this mean for how students learn?
A GLOBAL PERSPECTIVE

THE WORLD WE LIVE IN...

Healthcare practitioners here at home:

- Patients from all over the world
- Cultural & religious norms
- Language needs
- Global movement of ailments
A GLOBAL PERSPECTIVE
THE WORLD WE LIVE IN...

And if you want to start a business here at home:

- Product sourcing & global logistics
- Competition
- Trade & regulatory
- Global currency & financial markets
- A more diverse workforce & consumer base
Project-based learning?

Are there opportunities to engage local partners for more integrative student experiences – tackling real issues w/languages?
A GLOBAL PERSPECTIVE... ON STEM...

This little dorm-room startup...
This little dorm-room startup...

- 1.59 billion monthly active users
- 83.6% are outside the US and Canada
- 14 domestic offices - 36 international offices

*If Facebook was a country – it would be the largest in the world.*
WHAT KEEPS MARK UP AT NIGHT?

- Users languages
- Censorship Issues
- Holidays
- How to pay his employees in other countries
- Refugees & crisis issues
- Compliance w local laws
- Emerging Market Strategy
- Mobile phone penetration
So let's talk about opportunity... access... and equity...
A GLOBAL PERSPECTIVE

THE WORLD WE LIVE IN...

When the most challenged school districts cut funding for languages and global programs... what does that mean for equity?
Will our students enter the workforce with global readiness & language fluency?
What implications does this have on national security?

Economic competitiveness?

Our neighborhoods?
WHY DO LANGUAGES MATTER?

Because an education without languages is like a car without wheels…

You can build a really great car, but if you don’t add the wheels, you may be limited in where you can go!
ENGAGE WITH IFLE
WE WANT TO HEAR FROM YOU!

- Visit our website
- Sign up for IFLE’s quarterly e-newsletter
- Find us on Twitter @GoGlobalED
- Join us on YouTube
- Or email us at ifle@ed.gov