

CSR and Society

With most of the world facing difficult economic conditions, we have renewed our commitment to strengthening the mechanisms that drive prosperity and promote well-being. For Cisco, that means making social investments that complement and reinforce our business investments. Contributing to stronger communities around the globe furthers our social responsibility objectives and helps nurture new and existing markets, while also making our business more sustainable.

Cisco takes an entrepreneurial or venture-capital approach to social investing. We address important social issues through multiyear initiatives that can have a near-term impact, but that also can scale in size and scope, be replicated in other environments, and support a mechanism for achieving sustainability over time. These initiatives generally take the form of public-private partnerships that respond to a broad range of stakeholder perspectives and make the most of Cisco's core competencies, including our technologies, expertise, and collaborative approach.

We apply a four-stage "Cycle of Innovation" model to each of our social investments, remaining engaged through some or all of these cycles:

1. Identify innovative opportunities that address issues in our areas of focus.
2. Develop a framework for action, then test or pilot a solution and assess the results.
3. Scale the successful implementation and replicate it to fit similar situations.
4. Operate and maintain the initiative to the point where it can sustain itself, then adjust our engagement and look for another promising opportunity.

We believe that in the long run, education provides the strongest foundation for lasting social and economic progress. By applying effective 21st century educational techniques in schools and other institutions, communities worldwide can prepare students to enter the local talent pool and provide the skills needed to bolster economic growth. Cisco's education initiatives, including what may be the largest e-learning program in the world, help fill our own talent pipeline and those of our business partners, while also helping to close the technical skills gap that exists in many areas of the world.

But beyond that, Cisco's many education-oriented engagements create trusted relationships and seed the workforces of many types of organizations with knowledgeable people who are capable of building and maintaining the infrastructures upon which societies everywhere depend. In this way, we are contributing to a sustainable economic environment that will reward our corporate stakeholders and our fellow citizens alike.

Collaboration Technology Enhances Distance Learning

To reinforce its leadership role in educational innovation while providing top-tier technical instruction to students across its two Madison and four Regional Wisconsin campuses, Madison Area Technical College (MATC) is enhancing its popular distance-learning program with premier technology services from Cisco.

The college is deploying Cisco Unified Communications and Cisco TelePresence, giving MATC access to capabilities that rival those offered by any other technical college in the country.

"Accessibility to instruction was once enough of an offset that the technology didn't have to be perfect," says Roger Price, vice president of infrastructure at MATC. "That's no longer the case. Technology matters immensely in how we deliver education to our students and communicate our value to prospective students."

By reaching out to serve larger groups, MATC can provide an advanced technical education and improve job prospects for more Madison area residents facing economic uncertainty. Moreover, these are green technologies that cut down on travel and associated carbon emissions.

Education: Catalyst for Prosperity

Cisco's commitment to education goes back more than a decade, to our involvement with local schools near our original headquarters in East Palo Alto, California. Since then, we have expanded and enhanced these efforts through a variety of [education-focused initiatives](#) in regions around the world. What all of these engagements have in common is an entrepreneurial approach, a concentration on our core competencies in information and communications technology (ICT), and an adherence to the principles of 21st century education.

The term "Education 3.0" refers to the next generation of educational thinking, a vision of global education transformation that empowers learners to thrive in the 21st century. As the education paradigm shifts, instructional environments must change to better prepare students for life and work in the present century. Technology integration and networking, both digital and social, will accelerate this educational innovation.

To accomplish the transition to Education 3.0:

- Curricula must be created that give students the skills required for jobs in a globally networked, increasingly information-driven economy.
- Enabling technology must be integrated more fully and consistently into the classroom, and teachers must be trained to make the best use of this technology.
- Today's "connected" students must be engaged using interactive techniques that reflect the ways they interrelate and communicate outside the classroom.
- Education systems must become less compartmentalized and insular by seeking partnerships both outside and inside the education community.

Education is the catalyst that produces the entrepreneurs, technologists, thinkers, knowledge workers, teachers, and leaders who collectively make it possible for economies and individuals to prosper. Cisco's global education initiatives aim to spark that catalytic process worldwide, especially in developing regions and underserved communities where it is needed most.

“Eleven years ago, when our biomedical technology program started, the students only took electronics and biomedical equipment courses. But now, almost all the equipment is connected to a network. If you think of networking as core technology, healthcare and other industries are moving closer to the core skill sets that Cisco Networking Academy courses provide. No matter where they work in healthcare, Networking Academy students can make a real difference.”

— Ernest Friend, Director of Academic Systems, Florida Community College at Jacksonville

Cisco Networking Academy

Beginning in 1997 as a small-scale effort to help local schools get the best use from their networking equipment, Cisco [Networking Academy](#)® has evolved into a significant force for transforming traditional education into a more effective preparation for life in the 21st century. The program harnesses two great equalizers, education and the Internet, to teach ICT skills to students in more than 165 countries.

Cisco Networking Academy represents a public-private education “ecosystem” that not only prepares students for Cisco technical certifications, but also delivers a range of technical and business skills that can support students in the future as they further their educations, prepare for work outside the ICT industry, or start their own businesses. We have partnered with schools, governments, businesses, and community organizations to open the doors of opportunity for these students. Propagating networking skills worldwide helps sustain Cisco as a business, and also gives students the practical knowledge they need to contribute to their local economies and communities.

Networking Academy is Cisco’s largest corporate social responsibility (CSR) education program, and may be the largest e-learning program in the world. In FY09, Networking Academy offered 14 courses to more than 800,000 students. Cisco has invested more than \$350 million in the program to date.

In the Networking Academy program, students encounter a comprehensive and consistent learning experience based on and delivered through 21st century technologies, while also acquiring the fundamental skills required for designing, building, and managing networks. The curricula include instructor-led, web-based course content, sophisticated online skills assessments, hands-on labs, and cutting-edge simulations. The Cisco CCNA® Discovery, CCNA Exploration, and IT Essentials: PC Hardware and Software courses have been translated from English into one or more of 16 other languages.

Education and Workforce Development

Today, ICT plays a vital role in virtually every type of industry and organization. No country or region can fully participate in the global economy without a well-educated ICT workforce. ICT skills are needed to implement a multitude of new social initiatives ranging from “green” energy programs and life-saving healthcare innovations to more-efficient government services and Web 2.0 social networking.

In the United States, community colleges are making an important contribution to workforce development efforts aimed at economic recovery. To help build the skilled workforce of the future, community colleges need to align their curricula, degrees, and certificates with new ICT jobs. Whether they want to go directly into the workforce or plan to enter a four-year institution, community college students can benefit from a proven digital technology curriculum that teaches

real-world skills using the latest pedagogical techniques and interactive tools. Networking Academy offers exactly what many of these students are seeking. To date, 50 percent of all U.S. community colleges have implemented Networking Academy courses.

In July 2009, the Obama Administration proposed a \$12 billion plan to support U.S. community colleges by funding job training and retraining programs. Referred to as the American Graduation Initiative, the plan is designed to increase by 5 million the number of community college graduates over the next 10 years. In announcing the initiative, President Barack Obama said, "It will reform and strengthen community colleges . . . from coast to coast so they get the resources that students and schools need — and the results workers and businesses demand."

Partnering with educational institutions, certification associations, and others, Cisco has launched a pilot program in Michigan called the [Workforce Retraining Initiative](#) that will be available at all 21 community college and university locations where the Networking Academy curricula are offered in the state. Broadband infrastructure and healthcare modernization are key components of Michigan's strategy for reinvigorating the state's economy and creating jobs for former autoworkers. By equipping the displaced workers with broadband and healthcare ICT skills, the initiative will help prepare Michigan's workforce for the future by addressing the need for 21st century technical skills. Cisco plans to invest several million dollars in this initiative over the next few years.

In addition, Networking Academy helps students find employment with resources such as [NetAcad Advantage](#). This career website for Networking Academy students and graduates in Africa, Europe, Russia, Latin America, and the Middle East offers job seekers valuable resources such as résumé writing tools and interview advice, job profiles, success stories about fellow Networking Academy graduates, and interviews with industry experts, ICT professionals, and human resources and recruitment specialists. When they are ready to enter the workforce, NetAcad Advantage users can search over 30,000 jobs updated daily through collaboration with recruiters, sales channel partners, and Cisco.

Student and Community Profiles

Networking Academy students come from a variety of backgrounds and have a range of goals. Many are studying to take examinations for Cisco certifications that are recognized by employers as proof of ICT mastery. Others are earning credits as part of a secondary-school diploma or college-level degree program. Still others are retraining for a new career, or learning basic skills that will enable them to network a small business or home office. The table below gives a profile of Networking Academy students, with the data organized according to Cisco's major market regions, or "theaters": Asia Pacific, Emerging Markets, European Markets, Japan, and United States and Canada. Subregions are also included for the Asia Pacific and Emerging Markets theaters.

Networking Academy Student Profile¹

	Countries ²	Students ^{3,4}			Cumulative Students Since Inception ⁴		Cisco Certification-Ready Completions Since Inception ⁴		Instructors ⁵		Academies ⁵
	Total	Total	% Increase from Prior Year	% Female	Total	% Female	Total	% Female	Total	% Female	Total
Global	168	810,000	15%	20%	3,106,000	18%	639,000	15%	19,840	17%	9,640
Asia Pacific	26	202,000	19%	28%	679,000	25%	149,000	21%	3,320	19%	1,390
Emerging and Less Developed	20	154,000	24%	31%	448,000	30%	110,000	24%	2,370	22%	1,010
Mature	6	48,000	7%	16%	231,000	17%	39,000	13%	950	12%	370
Emerging Markets	115	322,000	20%	23%	880,000	22%	184,000	19%	7,740	18%	3,400
Africa	40	43,000	23%	28%	98,000	28%	27,000	30%	770	17%	340
Central and Eastern Europe	19	53,000	6%	14%	176,000	13%	39,000	9%	1,730	13%	710
Latin America and the Caribbean	26	152,000	16%	23%	463,000	23%	88,000	20%	3,010	17%	1,050
Middle East	19	58,000	47%	32%	112,000	30%	20,000	23%	1,650	24%	990
Russia and Commonwealth of Independent States	11	13,000	48%	16%	30,000	16%	7,000	13%	560	17%	290
European Market	22	162,000	8%	9%	582,000	10%	108,000	9%	4,610	11%	2,390
Japan	1	8,000	-8%	18%	40,000	18%	7,000	12%	300	6%	140
United States and Canada	4	114,000	7%	14%	925,000	14%	190,000	11%	3,880	20%	2,310

¹ Data as of July 31, 2009.

² Countries with at least one Networking Academy. For administrative purposes, we have defined some geographical areas as countries that are not autonomous states or are not recognized as countries by international bodies such as the United Nations. Examples of these include American Samoa, Hong Kong, and Puerto Rico.

³ Data refers to the total number of active students in the region or subregion. Student counts represent unique students. However, students may be counted multiple times if they have been active at two academies located in different subregions, accounting for discrepancies between subregion totals and the overall region total.

⁴ All the data for Students, Cumulative Students Since Inception, and Cisco Certification-Ready Completions Since Inception has been rounded to the nearest 1000.

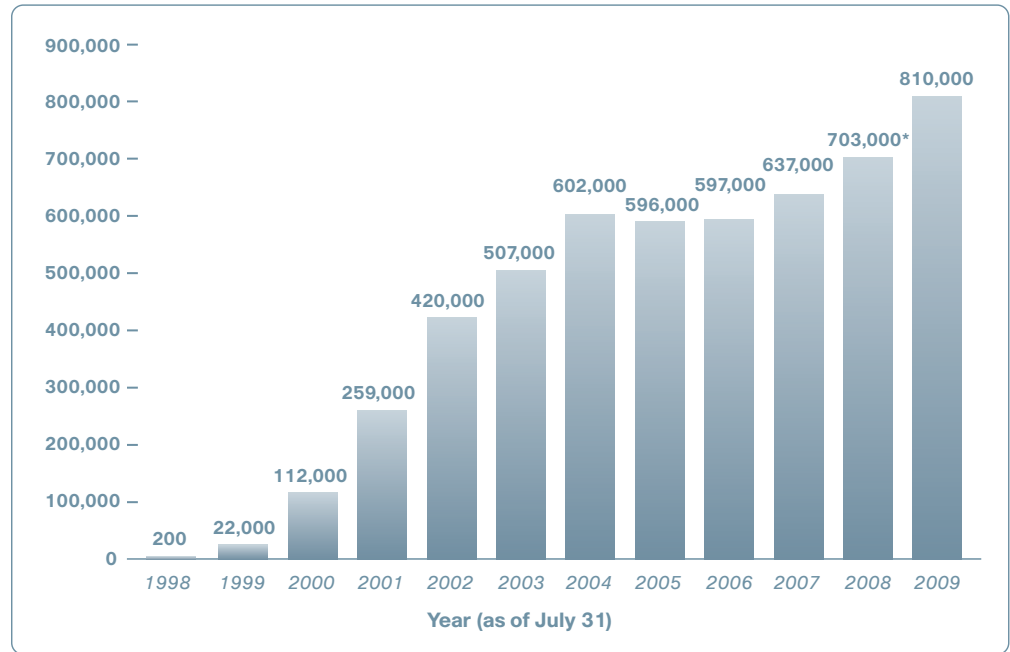
⁵ The region and subregion data for Instructors and Academies has been rounded to the nearest 10.

“As an alumnus and Networking Academy instructor, I get the most up-to-date training and information about ICT from Academy Connection. I can share this with my students from different parts of my country using the many tools that the academy provides, and I can discuss and solve problems by collaborating with people from all corners of the world. I feel very lucky to be a part of the Networking Academy family that provides me with these wonderful tools and opportunities.”

— Suat Can, volunteer instructor in Turkey

The graph below shows the program's growth since its inception.

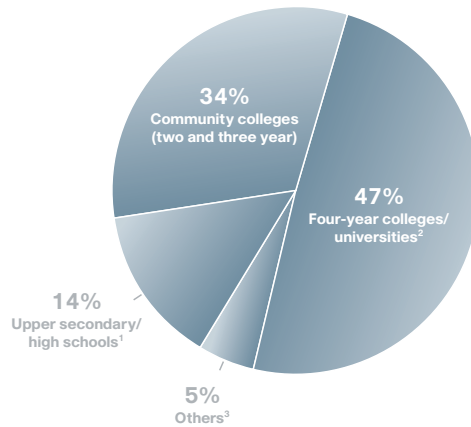
Number of Active Students in Cisco Networking Academy Courses, Year by Year



* This number has been adjusted downward from the 716,000 figure given in last year's report to exclude students who were enrolled in courses on July 31, 2008, but subsequently did not participate.

Academies are located in high schools, community colleges and technical schools, four-year colleges and universities, and some community-based organizations. The chart below gives a breakdown.

Active Students by Education Level



¹ Includes grades 6 through 12.

² Includes postgraduate.

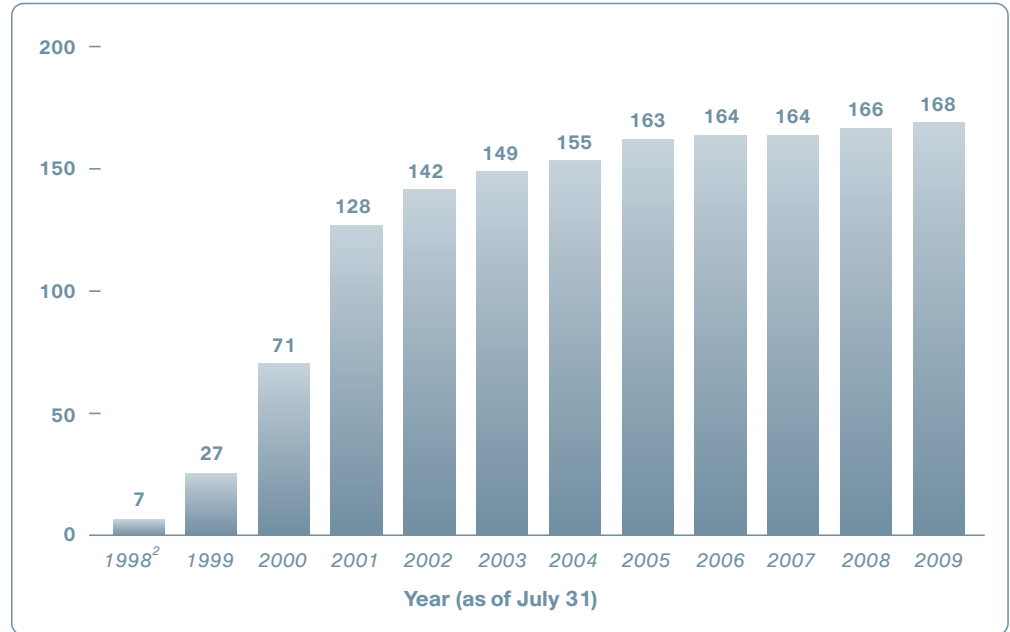
³ Includes community and nonacademic sites; also includes postgraduate outside four-year institutions.

“In a global economy, where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity — it is a prerequisite.”

— President Barack Obama, February 24, 2009

The Networking Academy program is now active in more than 165 countries worldwide. The table below shows how the number of countries has grown over time.

Number of Countries¹ with Active Networking Academy Sites, by Year



¹ For administrative purposes, we have defined some geographical areas as countries that are not autonomous states or are not recognized as countries by international bodies such as the United Nations. Examples of these include American Samoa, Hong Kong, and Puerto Rico. The numbers from FY05 through FY08 have been adjusted downward by 1 in this year’s report because French Polynesia is no longer counted as a separate country.

² Data as of July 31 of each year.

Networking Academy has developed a student-centric approach that puts the greatest emphasis on student outcomes, based on data and feedback received from thousands of individual classrooms. The program uses the same collaborative process model, Cisco Product Development Methodology or CPDM, to develop the course curricula that Cisco uses to create revenue-generating software and hardware products. This model helps ensure that the program delivers new curricula, assessments, and software in a consistent, high-quality, and timely manner.

A long-term goal of the program is to develop metrics for student outcomes beyond the classroom, including the students’ success in pursuing higher education and employment opportunities.

Transforming Education Through Technology

Technology is rapidly transforming educational practices, and Cisco Networking Academy has been quick to adapt cutting-edge technology to the teaching of ICT skills. This technology-enriched approach is particularly apparent in the areas of assessments, instructor training, and student involvement outside the classroom.

Measuring Success Online

Educational assessment is the process of measuring and documenting learning progress and performance, and providing appropriate feedback. In a traditional classroom, students are usually tested at the end of instructional units or at the conclusion of the course. Often these tests are used only to rate or grade the student, not to provide continuous feedback about the student's strengths and weaknesses, and not to help improve the course itself. Assessment is a key component of the comprehensive education package that Networking Academy offers to our partner educational institutions, empowering both teachers and students by providing the business metrics crucial to sustaining the program.

Networking Academy takes a pragmatic, business-oriented approach to measuring classroom success by collecting data from academies worldwide, applying sophisticated statistical models, and employing backend business automation technology to analyze the results. Much of this work is accomplished online, which facilitates data collection and enables the program to develop and take advantage of innovative computer-based tools. Networking Academy has recruited experts to refine the program's assessment techniques and implement tools that were once used only by the largest testing programs like the SAT or the Programme for International Student Assessment (PISA).

Based on this research, Networking Academy has integrated innovative assessment techniques and technologies into its curricula. An advanced online system that delivers approximately 900,000 student assessments per month supports both formative (ongoing) and summative (periodic) classroom assessments using complex scoring approaches. This globally available, multilingual system provides immediate, rich feedback to support the evaluation of the students' knowledge and skills, enabling the students to monitor their own progress. Advanced psychometric models and factor analyses help validate how well test items measure actual performance. Results are used to make the curricula more effective. Consistent online assessments also allow instructors to compare their students' progress with similar Networking Academy classes around the world.

In addition to providing comprehensive, standardized assessments, Networking Academy also offers tools that enable instructors to add value in their classrooms by creating their own complex simulation-based assessments.

Collaborative Skills-Building for Instructors

Networking Academy takes care to make sure instructors are well-versed in the curricula they will be teaching and the instructional tools available to them. To reach out to instructors who may find it difficult or cost-prohibitive to travel to regional training centers, the program is using Cisco collaboration technologies to provide distance training, primarily through the Cisco WebEx® suite of online meeting, web conferencing, and video conferencing applications. In FY09, over 7000 participants (more than 90 percent of them instructors) attended 158 virtual live WebEx training sessions that focused on program and technology updates. In addition, during the last two quarters of FY09, there were more than 14,000 views of archived WebEx sessions that had been recorded previously.

Collaborative training can take many forms, including competitions. In April 2009, the iCompetition 2009 provided Cisco CCNA Exploration instructors in Europe with an opportunity to test their knowledge and teaching skills. WebEx connections enabled participants to interact with other instructors from academies across the continent, and to compete and work on teams to share their successes with others. More than 200 instructors registered on the competition portal for online qualification quizzes that included theoretical tests and practical skills activities.

Learning Beyond the Classroom

Conventional education supports extracurricular activities, but there is often little attempt to engage and motivate students with curricular activities that occur outside the classroom. Networking Academy offers a number of opportunities for students to interact and learn based on collaborative and Internet technology.

As one example, [Academy NetSpace](#) is a website created for students, alumni, and instructors that serves as a community where students can showcase their talents and connect with others involved in the academy worldwide. Networking Academy students and alumni can sharpen their networking skills while competing for prizes, and instructors can use Academy NetSpace as an additional tool for reinforcing the curricula through online virtual skills competitions and games that engage students on a global scale. Between October and December 2008, more than 3282 students and alumni in 148 countries participated.

Skills competitions complement Networking Academy curricula by providing real-world, problem-based exercises in a competitive environment. Competitions are particularly effective in developing skills that can be applied directly to a future ICT career. For some participants the benefit comes from personal recognition, while for others the experience serves as a spur to greater competence. Networking Academy also sponsors local, regional, and national competitions that are conducted onsite as well as online to provide a physical hands-on element.

Boosting Competence with Competitions

NetRiders is a demanding competition that allows Networking Academy students to match their skills against each other, first within their own country and then against representatives from other countries within a particular Cisco theater of operations. The students answer technical questions and provide solutions to network problems that are evaluated by a panel of judges.

NetRiders competitions are increasingly being conducted online using collaboration and simulation technology, which reduces travel and helps cut down on carbon emissions. For example, the Asia Pacific NetRiders 2008 regional competition used Cisco TelePresence and WebEx technologies to bring participants together, and employed the Packet Tracer simulation tool to test their network design and configuration abilities. The event featured 45 students representing 15 countries, challenging each other for the top prize of an all-expense-paid trip to the United States.

In the Latin America NetRiders competition, more than 10,000 students from 24 countries competed in the preliminary rounds, and 50 went on to vie for one of five regional championships. Cisco WebEx technology helped synchronize the competition across all of Latin America. The overall Latin American champion will be determined in FY10.

"You find out how good you really are under pressure," says Susana Contreras, who was the first woman to win the NetRiders competition in Venezuela. Contreras believes that the knowledge and abilities she gained through her Networking Academy training and competitive activities have enabled her to advance her career much more rapidly than she could have if she had not participated in the program.

Networking Academy is also reaching out to students using Web 2.0 social media. The Cisco Networking Academy fan page on Facebook allows students to extend their networking community to

students on other continents. Launched in June 2009, the community grew at a steady rate to nearly 8000 members by the end of FY09 (July 31). Students use this space to make personal connections, ask curricula questions, share best practices, and have their voices heard by Cisco. In addition, a pilot video competition was conducted on YouTube in May 2009, in which U.S. students at the high school and college levels, as well as academy alumni, were asked to create their own videos on the topic “Why I’m Excited about IT.” The videos submitted received more than 3000 hits on YouTube.

Curricula: Fine-Tuning the Learning Experience

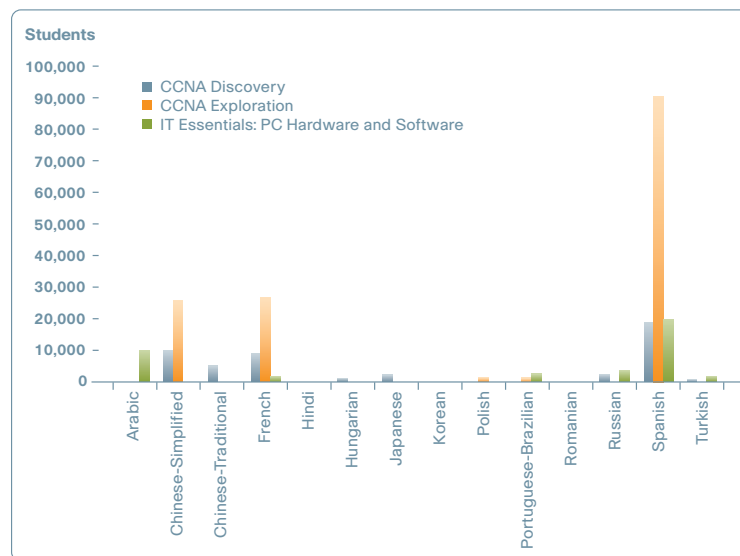
The Cisco Networking Academy curriculum comprises 14 courses that give students the opportunity to acquire practical knowledge and apply it in hands-on laboratory activities and realistic simulations. Courses progress from basic computer and networking skills to more advanced networking and specialist categories. The courses are designed to prepare students for industry-recognized certifications and career opportunities in ICT, as well as to fit into broader technical degree programs and to give students the skills they need to network small businesses and home offices.

The CCNA Discovery and CCNA Exploration curricula were introduced in July 2007 and have been widely adopted in academies globally. For a multimedia overview of the these popular course offerings, see the [CCNA Curricula Guide](#).

Expanding Geographic Reach

To maximize the potential impact of Cisco Networking Academy curricula on helping students achieve their goals, the courses have been translated from English into a number of other languages. Differing by course, these translations generally include the five United Nations languages besides English (Arabic, French, Russian, Simplified Chinese, and Spanish) as well as 11 additional languages. Translations are accomplished economically using processes and tools provided to the Cisco field and our partner, Cisco Learning Institute, which works closely with the academy instructor community. A total of 85 translated courses have been released globally in the past 24 months, covering more than 27.2 million translated words.

Students Enrolled in Courses Taught in Languages Other than English*



* Data is from August 1, 2008 to July 31, 2009.

“The Cisco Networking Academy program demonstrates a collaborative approach and commitment by local communities to address the digital divide and how collectively we can uphold the peace-building processes in Mindanao.”

— Jacqui Badcock,
Resident Representative,
UN Development
Programme

New Course in Network Security

Safeguarding sensitive data is absolutely essential in many industries, and it is mandated by strict regulations in industries such as healthcare and finance. As a result, security and risk management are among the most highly sought-after ICT skills, and demand continues to grow. Knowledge of security technologies is now part of many ICT job descriptions, and larger organizations often have network security specialists on staff.

Cisco CCNA Security, a new course made available in July 2009, provides an additional skill set for students who want to enhance their basic networking expertise to qualify for entry-level networking security jobs. The hands-on e-learning curriculum offers an introduction to core security concepts and teaches students how to develop security policies and mitigate cyber-risks. Students who complete the CCNA Security course develop valuable assets that help distinguish them in the job market and advance their careers.

Packet Tracer Upgrade

Launched in conjunction with the new CCNA Security curriculum, Cisco Packet Tracer version 5.2 offers a number of new features and provides simulation support for the security course. Developed especially for Networking Academy courses, Packet Tracer exemplifies the sort of “e-doing” (interaction and activities conducted through virtualization and simulation) approach essential to effective 21st century education. It provides a versatile practice and visualization environment for network design, configuration, and troubleshooting. The software supplements physical laboratory equipment, helping to keep costs down and giving students more opportunity to practice.

The Packet Tracer online assessment capability gives students and instructors real-time evaluation and feedback. Instructors can have Packet Tracer collect data about what a student does during a simulation and then send the student an individual assessment. Packet Tracer also enables instructors to create customized guided activities, and it facilitates ancillary learning activities ranging from homework assignments to student competitions. The upgrade also includes new security protocols to support CCNA Security, enhanced functionality and support for CCNA-level protocols, user interface enhancements, Activity Wizard improvements, and support for the integration of external applications.

Also in FY09, a [Packet Tracer trivia game](#) was launched on the web with the aim of engaging students and others in a fun, collaborative setting, while providing a way to communicate the benefits of simulation-enabled learning to a wider audience. The site asks participants questions about network functions and uses Packet Tracer animations to illustrate the correct answers.

Education Partnerships for Local Impact

Because Cisco takes an entrepreneurial approach to educational transformation, we acknowledge and value the collective power that partnerships bring to our global activities. Each Networking Academy classroom is essentially a local public-private partnership because it is part of a local educational or other institution and makes use of local teaching talent. In addition, we depend on international and nongovernmental organizations to help us focus our efforts on the local communities where we can have the greatest impact.

UN Volunteer Shoulders a Full Workload

Persistence and resourcefulness are traits that the typical UN volunteer has in abundance. Emmanuel Odemba works closely with schools and government agencies in Kenya to support Networking Academy activities.

In just one three-month period in 2008, he helped establish workforce committees at two academies, designed a website that will connect Networking Academy students at Jomo Kenyatta University of Agriculture and Technology with potential employers, organized instructor and soft-skills training, helped solve curriculum adoption difficulties, and worked to publicize the Networking Academy program in several communities.

Odemba also organized an event that helped women identify the best markets for their farm produce by taking advantage of free Internet connections at a local academy.

Least-Developed Countries Initiative

The Least-Developed Countries (LDC) Initiative is a public-private, multistakeholder partnership that includes Cisco Networking Academy as well as the United States Agency for International Development, the United Nations Development Program, the International Telecommunication Union, the United Nations Volunteers, and the United Nations Development Fund for Women. This initiative, which the Networking Academy has supported since it began in July 2000, brings Networking Academy courses to underserved populations by combining the partners' development expertise, field presence, and contacts.

The LDC Initiative has reached more than 40 least-developed countries, building technical skills that help empower communities and accelerate progress. Though it is now drawing to a close, the initiative has succeeded in establishing a presence at the local level that ensures that educational progress will continue.

For example, with an initial equipment donation from Cisco and a supportive institutional administration, the University of Jos (Unijos) Regional Academy in Kaduna State started in 2001 as the second Networking Academy in Nigeria by offering only the IT Essentials course. Unijos is now a regional academy that supports 25 local academies, with 24 instructors and more than 1100 students. Having added the CCNA Discovery and CCNA Exploration curricula to its offerings, Unijos Regional Academy continues to play an active role in advancing ICT knowledge, skills, and benefits throughout the state. Through one of its local academies, Legacy Computer Institute Cisco Networking, and in partnership with the Kaduna State government, Unijos increased its female participation rate by over 45 percent following a large-scale ICT training program accompanied by gender and career seminars. More than 500 state civil servants participated.

Academies initiated through the program and originally supported with equipment donations and grants are now thriving and diversifying their offerings. Moreover, partnerships established through the LDC Initiative are engaged in activities that take them beyond the scope of the original program to touch upon larger societal issues. One example is the partnership that Networking Academy has built in Mindanao, Philippines, with Mindanao State University–Iligan Institute of Technology, the Iligan Computer Institute, the Rotary Club of Iligan Bay, and United Nations Volunteers. The partnership promotes digital opportunities, encourages female inclusion in ICT education and industry, and contributes to the economic development of Mindanao, where endemic civil conflict is in part fueled by poverty and lack of opportunity.

"Enhanced IT skills for students from less privileged families living in conflict-affected areas will open new opportunities to improve their future life situation," says United Nations Volunteer Roy Pamitalan. "Over time, employment opportunities in industries improve locally and internationally, and students from Mindanao become advocates of peace as an option to conflict."

One of the most significant and lasting impacts of the LDC Initiative is the active inclusion of girls and women in the program. Academies participating in the initiative have been required to maintain a female enrollment of at least 30 percent. After nine years, and frequently without direct support from Cisco, the LDC academies have attained a female enrollment nearly double that of many academies located in more developed regions. To illustrate the difference, the percentages of active female students attending academy courses in the United States and Europe are 14 percent and 9 percent, respectively. By contrast, in the Emerging Asia Pacific region that figure is 31 percent, and in Africa it is 28 percent.

Cisco's evolving relationship with the International Telecommunication Union (ITU) is another example of how an educational partnership has evolved beyond the LDC Initiative, extending ICT

Malta's New SmartCity Will Build on ICT Skills

SmartCity@Malta will be the largest ICT private-sector project, as well as the largest source of knowledge-based jobs, ever undertaken by the Mediterranean island nation of Malta. The project also represents the first overseas expansion of the successful Dubai SmartCity concept, transforming a disused industrial area into a knowledge-worker's dream city with all the amenities.

SmartCity@Malta is expected to generate at least 5600 ICT jobs and to spur development across many sectors of Malta's economy. The Maltese government and Cisco have entered into a partnership to provide the technology training that will help put the "smart" in the SmartCity workforce. Workers can take Networking Academy courses in the Cisco CCNP® curriculum, or they can "upskill" by taking the more advanced Cisco CCIE® courses.

learning opportunities across geographic regions and institutional barriers while still retaining a local emphasis. As the leading United Nations agency for ICT issues, ITU is a global focal point for governments and the private sector in developing networks and services that foster universal information access. The ITU founded the [ITU Academy](#) to train people in developing economies to adapt to a rapidly evolving telecommunications and ICT environment. Rather than directing where the ITU Academies are placed, the ITU takes a demand-driven approach by accepting applications from around the world.

Through face-to-face or e-learning courses, the ITU Academy offers specialized technical certificate-based programs for young people and specialized training for government policy makers and regulators. As a partner in the ITU Academy program, Cisco has encouraged educational institutions in the developing world to apply directly for Networking Academy status. This demand-driven approach, which has resulted in the founding of several new academies, helps empower communities and increases the likelihood for educational success at the local level.

In November 2008, Cisco and [SENADA](#) launched the Indonesian Attachment Program (IAP) to increase the competitiveness of small and medium-sized businesses (SMBs) by encouraging the adoption and use of ICT. SMBs are major engines of growth in Indonesia's economy and their success significantly contributes to local employment opportunities. Over the last year, more than 100 Networking Academy students from six Indonesian universities were involved in the IAP internship program.

The IAP interns completed 77 days of internship at 85 companies, where they provided day-to-day technical ICT assistance and helped the firms plan investments in their Internet technology future. Sixty-one of the students successfully completed the rigorous program by submitting a detailed business plan, or "IT roadmap," to their SMBs. The United States Agency for International Development (USAID) has invested \$25,000 in each of four Indonesian universities to help ensure that the program is institutionalized locally and available to students in the future.

Partnerships and ICT for Government Workers

In the Middle East and Africa, Networking Academy courses help bring 21st century communications to the region by providing ICT skills to thousands of government employees and civil servants. Some examples:

- Networking Academy and the Qatar Ministry of Interior are partnering to educate employees in the public safety and defense sectors.
- The Public Security Directorate of Jordan, in conjunction with the United Nations Development Fund for Women (UNIFEM), agreed to offer academy courses to its female employees.
- In Kenya, Networking Academy partnered with the Ministry of Higher Education to open academies in an initiative sponsored in part by the African Development Bank.
- The Mexican Secretary of Labor and Mexico's National Association of ICT Distributors have joined with Networking Academy to initiate workforce development projects.
- Networking Academy is collaborating with Cisco and the Mangaung Local Municipality in South Africa to create a Business Process Outsourcing and Off-shoring hub, for which ICT skills will be a key component.

Nepalese Women Gain Entry to the Information Age

In Nepal, not many women have the opportunity or resources to further their education or find work in the technology industry. Cisco hopes to change that by providing scholarships for women who want to enroll in Networking Academy courses.

"A lot of us don't have the money to study these courses," says Kajal Shiwakoti, one of the scholarship recipients. "But after I enrolled, I started to develop a keen interest in networking."

Shiwakoti firmly believes that these skills can accelerate technological progress in Nepal. "It would be ideal for everyone, especially women, to enroll in the Cisco Networking Academy so we can develop ourselves and have the potential to significantly impact our country's economy," she says.

United Nations Volunteers

Originally organized as part of the LDC Initiative, the United Nations Volunteers (UNV) program contributes to peace and development through volunteerism. The program now extends beyond the original LDC countries to parts of Eastern Europe, Asia, and Latin America. UNV and its partners directly mobilize more than 7500 volunteers every year on both national and international levels. More than 75 percent of volunteers come from developing countries, and more than 30 percent volunteer within their own countries. Because this program takes a demand-driven, local approach, many of the volunteers have grown up in the communities where they operate and can use their knowledge of the local culture and personal contacts to advance their work.

Cisco continues to partner with the UNV program to provide ICT education opportunities for underserved populations. The goal is to help drive sustainable development by preparing people for local jobs in the global economy, based on regional needs and demands. Cisco sponsors volunteers who are active in expanding the Networking Academy in their countries and strengthening existing academies by recruiting, advocating, organizing, and problem solving. Particular attention is directed to designing targeted programs for reaching underserved youths, marginalized populations, and women. In FY09, Cisco supported 15 volunteers in as many different countries.

Gender Equality in Technical Education

Networking Academy continues to support technical education for women with a number of initiatives worldwide. However, engaging women in ICT as a career continues to present problems, as described in a European Schoolnet white paper entitled "[Women and ICT: Why Are Girls Still Not Attracted to ICT Studies and Careers?](#)" To address the gender challenge, Networking Academy tailors programs specifically to advance women's involvement in ICT. For example, the F-email program is having a significant impact on women in Central and Eastern Europe. With the help of a Cisco investment of \$52,000 and another \$70,000 from local sources, F-email pursues three objectives: identify ways of attracting women to join the ICT industry, set up an international community of female ICT students, and enhance the self-organization of women's networks in the different countries.

Launched in March 2007 as a pilot program, F-email now enjoys the support of 10 organizations, including prestigious academies located at the Pécs Regional Training Center in Hungary, the University of Belgrade in Serbia, and Istanbul Technical University in Turkey. In addition to the ICT components, the soft-skills elements of the course focus on self-evaluation, assertiveness and personal presentation, job-seeking strategies, and person-to-person communication skills. Mentoring by Cisco staff and other ICT professionals is also a vital part of the effort. Results have been impressive. For example, as it moves into its second phase, the F-email project in Serbia has resulted in a 100 percent employment rate among graduates.

Emerging countries too have seen an increasing focus on gender equality. In Saudi Arabia, leading conglomerate Dallah al Barrak has sponsored female Cisco CCNA students in an initiative that is the first of its kind in that country. And in Senegal, female students competed in a skills competition sponsored by the Cisco office in Dakar.

Open office days for girls and job shadow days, during which girls learn about a job by accompanying a mentor at work, have also proved popular. All five Cisco offices in Germany opened their doors to more than 130 girls in the third quarter of FY09, and shadow days in France and the U.K. were caught on video and uploaded to [YouTube](#).

Global Education Engagements

In addition to the diverse efforts of Cisco Networking Academy, Cisco is engaged in a number of other education initiatives around the globe. Though they differ greatly in their specific goals and methods of execution, all of these engagements share an entrepreneurial approach to social action and a commitment to the principles of 21st century education.

21st Century Schools Program

Supported by an \$80 million investment in technology, training programs, and Cisco Leadership Fellows expertise, Cisco's [21st Century Schools Program](#) in Louisiana and Mississippi began in October 2005 in the wake of the destruction caused by the hurricanes that hit the Gulf Coast earlier that year. The goal of the program was to raise student performance and increase educational efficiency in targeted Gulf Coast communities by deploying data, voice, and video technology in schools, by training thousands of teachers in new educational methods, and by linking the schools more closely with parents and educational resources. Cisco and other program supporters believe that improved student outcomes will also translate into more successful communities and a more vibrant Gulf Coast economy.

Over the past four years, Cisco has expanded the 21st Century Schools concept to make it an integral part of our vision for education transformation. A 21st Century School is a rich learning environment where students are fully engaged in a targeted curriculum brought to life through the creative use of technology.

Goals

In brief, the goals for the 21st Century Schools Program include:

- Complete installation of classroom technology and fully integrated voice, data, and video at all 21st Century Schools Program districts
- Complete a comprehensive, external evaluation of the program by the Education Development Center's [Center for Children and Technology](#) (CCT) that we hope will show improvements in student test scores and leading indicators such as engagement, attendance, participation, and behavior
- Provide intensive teacher and administrator professional development programs and expand technology integration support

Progress

- By the end of 2009, Jefferson Parish Public School System in Louisiana ([JPPSS](#)) will have extended the 21st Century Schools framework beyond the initial 16 schools funded by Cisco grants to all 87 schools in the district.
- The 21st Century Schools Program partnered with New Orleans area museums (the [Ogden Museum of Southern Art](#), the [Louisiana State Museum](#), the [National World War II Museum](#), and the [National Park Service](#)) to create innovative student projects, including podcasts that are highlighted on the organizations' websites and onsite during audio tours.

“Building the future workforce will require a commitment from the private sector to partner with public institutions. Reforming assessment is essential to enabling any systemic change in education. And change on a global scale is required to equip students of today with the skills they need to succeed in the workforce of tomorrow.”

— Barry McGaw, Director of the Melbourne Education Research Institute

- All the school districts expanded the use of video conferencing to enable collaboration between classrooms around the world as well as allowing virtual field trips, professional development, district meetings, and distance learning.
- JPPSS expanded its professional development offerings to include: hands-on workshops focused on Web 2.0 technology for instructional and central office staff; video conferencing workshops; workshops with [ePals](#) (a global virtual community of collaborative learners, teachers, and academic experts) and [Discovery Education](#) (a division of Discovery Communications, LLC that provides digital resources to make educators more effective, increase student achievement, and connect classrooms and families); [Schlechty Center](#) School Design Team workshops; and a classroom program called [21S in Action](#) in which students use Web 2.0 technology to pursue innovative projects. The district conducted a two-day instructional technology institute for the entire instructional staff, about 5000 teachers, in August 2009. In a survey taken after the event, more than 73 percent of the 3340 teachers who responded rated it a positive or very positive experience.
- One of the first Cisco TelePresence implementations for education was installed in five school sites in Lamar, Mississippi, to support teacher professional development and collaboration across this geographically dispersed school district.
- Districts in the 21st Century Schools Program are now sharing their best practices and knowledge nationally.

Next Steps

The 21st Century Schools Program concluded at the end of FY09. Cisco has fostered partnerships with the districts in Mississippi and Louisiana, and we will continue to celebrate their achievements and learn from the districts as they lead system transformation. More than 3500 teachers and administrators have been trained in leading education practices and integrating technology into learning. Over 60,000 students have benefited from the program. The initiative now serves as a model for similar engagements in New York City, China, and Mexico.

Developing New Assessment Methods

Student testing and other assessment techniques are critical to classroom success. In January 2009, Cisco joined with Intel and Microsoft to announce [Assessment and Teaching of 21st Century Skills](#) (ATC21S), a research initiative aimed at making global education more effective by clearly defining the skills needed by today's students and developing strategies for measuring students' progress with the aid of information technologies. Barry McGaw, the director of the Melbourne Education Research Institute at the University of Melbourne, was appointed executive director of the project. McGaw is overseeing an executive committee, project lead team, and working groups made up of leading experts in the field.

Goals

The project's goals are to:

- Mobilize international educational, political, and business communities to make the transformation of educational assessment and instructional practice a global priority
- Specify in measurable terms high-priority understanding and skills needed by productive and creative workers and citizens in the 21st century
- Identify methodological and technological barriers to ICT-based assessment
- Develop and pilot new assessment methodologies
- Examine and recommend innovative ICT-enabled, classroom-based learning environments and formative assessments that support the development of 21st century skills

Progress

- Five working groups have been formed, comprising more than 60 leading scholars working on how to define, measure, and teach the skills needed to compete in today’s global knowledge economy.
- Australia, Finland, Portugal, Singapore, and the United Kingdom have agreed to host pilot projects.
- The project has received the support of major international assessment organizations. Specifically, the Organization for Economic Co-operation and Development (OECD) and the International Association for the Evaluation of Educational Achievement (IEA) have both expressed interest in applying the evidence-based and verifiable output of 21st century skills assessment to the next versions of Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), their respective benchmark tests. Seamus Hegarty from IEA and Andreas Schleicher from OECD’s PISA program serve on the advisory panel.

Next Steps

To accelerate the project in time to influence the next versions of PISA and TIMSS, the project will review successful classroom practices for the teaching and testing of 21st century skills and draw implications for large-scale assessments.

Global Education Transformation Website

Cisco sponsors GETIdeas.org, a website launched in November 2008 to serve as a central point of connection for education system leaders and academics to exchange ideas about 21st century learning opportunities and the many challenges associated with educational transformation. The site enables users to take advantage of the best of Web 2.0 collaboration and social media tools to engage in dialogue with peers around the globe.

The site now provides an enhanced set of features designed to:

- Foster greater collaboration and community
- Provide discussion forums and document collaboration
- Inform users about the Education 3.0 framework
- Enable users to research, review, and post content in the form of videos, documents, and white papers
- Provide information on current education events and thought leaders of the day

Education Transformation Web Page



“Cisco is helping the New York City Department of Education school leadership in developing their vision and transferring that vision into action to enable school-based transformation in teaching and learning. With our first year behind us with the NYC iSchool, we have taken the lessons learned and best practices and are building a community to share, replicate, and scale a model for 21st century schools, and leveraging technology to be the catalyst for change.”

— Gene Longo,
Engagement Manager
for Cisco Global
Education

Next Steps

In FY10, the GETideas.org site will be enhanced in these ways:

- Expand the video series “Conversations on Global Education” to include experts in the fields of assessment, teacher preparation, and leadership development
- Add content on innovations leading to Education 3.0
- Enlarge the roster of Featured Thought Leader bloggers and commentators
- Engage with international organizations to create subcommunities
- Launch a portal for the Global Education Leaders’ Program (August 2009)
- Expand participation to a broader range of regions, including Africa, Asia, and the Middle East

New York City iSchool

Launched in May 2008, the [New York City iSchool](#) initiative is helping to bring 21st century education techniques to the largest school district in the United States. The objective is to set up model four-year high schools that blend innovative technology with a project-based curriculum. Each school is organized around a specific theme, such as green careers, cinematic history, or engineering and technology. The typical school enrolls a high percentage of students from low-income families, and also draws a substantial number of students with special needs. Cisco has contributed approximately \$2 million to the program.

iSchool students work on an array of interdisciplinary projects during the school year that emphasize real-world problems, which can range from analyzing the political strife in Zimbabwe to figuring out the best places to locate a chain of pizza restaurants using advanced geometry. The iSchool students also have access to diverse course offerings, including 37 advanced placement and other college credit courses available online. They meet with an advisor to plan their course of study and then go on to learn at their own pace.

Goals

- Incubate innovative educational models
- Work with the schools to pilot 21st century teaching and learning concepts
- Support innovative new ideas to help personalize and individualize learning
- Establish one model site in FY09 and build momentum and commitment to expand to more schools in the 2009–2010 school year

Progress

- Eight 21st Century Schools had opened in New York as of July 31, 2009.
- NYC iSchool students are showing strong results on the state-mandated Global Regents Exams, and students are completing state requirements far in advance of the required date. Twenty-three percent of students passed the Global Studies Regents exam after only five months of instruction. Most students take the test at the end of the 10th grade after two years of study. The iSchool students’ pass rate was 93 percent at the end of the year, compared to 50 percent for all New York City schools.
- Attendance is at 94 percent, 10 percent above the citywide average.
- Demand for entry for the next school year is 15 times greater than can be accommodated, approximately 1500 applicants for 100 positions.
- Ninety-nine percent of students passed a mock Living Environments Regents Exam in January 2009.

“Serving in schools gave me the opportunity to give the future’s most important resource — children — a voice, whether through helping them read a book, discuss social justice issues, or develop a school newspaper.”

— Nisah Abraham, City Year corps member

- A cross-collaboration effort with the Cisco WebEx business unit was conducted to demonstrate the use of collaborative tools to enable distance learning.

Next Steps

- Owing to the model iSchool’s success, the New York City Department of Education is preparing to roll out as many as 40 additional schools within the next one to three years, all based on iSchool structures.
- The program participants plan to codify what they have learned and share best practices with other educators.
- The program plans to turn some of the education tools that are developed into products for the education market.

City Year

[City Year](#) is a service organization with headquarters in Boston, 19 locations across the United States, and a location in South Africa. It brings together college-age young people from varied backgrounds for a year of full-time service, equipping them with skills and giving them opportunities to benefit children, schools, and communities by serving as tutors, mentors, and role models.

Cisco expertise, products, and cash grants supported the development of City Year’s school-based service, Whole School, Whole Child, devoted to making schools more conducive to student success by creating a positive learning environment and engaging parents and community members. Cisco has been a City Year supporter since 1993, when [City Year San Jose/Silicon Valley](#) was founded, and we were recognized as a National Leadership sponsor in 2007. Cisco and Cisco’s Chairman Emeritus John Morgridge were honored at City Year San Jose/Silicon Valley’s 15th anniversary gala in May 2009.

Goals

The ongoing goal is to reduce dropout rates by integrating three impact streams: academic support, positive school climate, and after-school activities.

Progress

- The program selected student-level performance metrics based on research by Robert Balfanz from Johns Hopkins University and other leaders in education that identify students at risk of dropping out of school. City Year began testing against these metrics, with promising findings regarding the impact on dropout rates.
- City Year successfully implemented and evaluated a framework of activities in 88 schools across 23 school districts, providing a rich data source to monitor student performance.
- The program developed an approach to scaling its impact in urban communities that will provide a unique resource to urban public schools. For example, 156 students were engaged in the program in New York City’s Public School 75 (P.S. 75), compared to the original target of 75 students. Literacy scores improved by 84 percent from September 2008 to June 2009, compared to the original goal of 80 percent. With the success of the program at P.S. 75, the model will be expanded to all 18 of City Year’s New York elementary schools.
- City Year New York received an \$8.5 million five-year investment from the New York City Department of Education to triple the size of its corps and deepen its impact in five of New York’s

SPARKing ICT Proficiency among Turkey's Youth

Youth for Habitat has more than 40,000 members in Turkey who are active in working with local governments on projects that contribute to their communities and empower the youths themselves.

Launched in August 2006 in partnership with Cisco, the Youth for Habitat Foundation, Istanbul Technical University, the Turkish Informatics Foundation, and the United Nations Development Programme, the Young Movement in Informatics (SPARK) initiative harnesses the energy of young volunteers to develop ICT skills among their peers throughout Turkey.

As part of the initiative, economically disadvantaged young people receive Cisco Networking Academy training, then transfer the skills they learn to others. New graduates come back as volunteer instructors, creating a sustainable cycle that continually expands the program.

There are currently 89 volunteer instructors teaching in 21 cities. About 670 youths have taken the IT Essentials course to date, and the program began offering the academy's CCNA curriculum in mid-2009. Youth for Habitat and SPARK received the European Union's e-Inclusion Award in September 2008.

underserved communities. This investment will allow more than 20,000 students to grow up with City Year corps members in their lives as mentors, tutors, and role models.

Next Steps

On June 8, 2009, Cisco announced an additional \$4.5 million multiyear investment in City Year. The commitment includes up to \$1.5 million in cash from the Cisco Foundation to the Whole School, Whole Child program, and up to \$3 million in products and services to build a collaboration and communications platform that will enable City Year to expand its model to schools around the United States.

Next year, City Year will have a presence in every school in Washington, D.C., that has been identified as requiring City Year intervention, those in which half the students exhibit traits that lead to failure: poor attendance, behavioral problems, and course failures in English or mathematics.

See videos and read case studies about City Year [here](#).

Youth for Habitat

Youth for Habitat is an international youth network working in partnership with the United Nations. It was established during the 1995 Copenhagen Social Development Summit with the participation of 300 youth organizations from diverse religious, racial, cultural, and national backgrounds.

Youth for Habitat, along with Teachers Without Borders and a \$128,000 cash grant from Cisco, created the social network T-GAG: Strengthening Networks in Turkey: Young Human Network Project. The object of T-GAG is to bring youth councils online where young people in Turkey can share their experiences on how to localize UN Millennium Development Goals. TGAG earned the World Summit Youth Award as an exemplar for promoting those goals. It was named one of the best five projects in the "Create Your Culture" category among 612 submissions from 101 countries.

Progress

The site has enrolled 1220 members, and approximately 15 new members enroll each day. The site links to 121 working groups and 58 local youth councils. Young people have shared more than 3000 items on the site, and have uploaded 83 learning documents.

Additional Cisco Education Initiatives

The table below gives a brief overview and updates for ongoing education programs described in more detail in previous Cisco CSR Reports.

Education Initiative	Description and Purpose	Activities in FY09
<p>Digital Cities Cisco's engagement began: January 2008</p>	<ul style="list-style-type: none"> • Help bridge the digital divide in Israel by providing Internet access in two Galilean cities: Jewish Upper Nazareth (Nazareth Illit) and Arab Nazareth. • Boost the local economy by promoting tourism. • Offer activities and programs to enrich the community, develop leadership skills, and develop the workforce. • Improve relationships between Arabs and Jews in the two cities through joint projects that encourage economic development. 	<ul style="list-style-type: none"> • 14 Arab women and 13 Jewish women graduated from the Women Empowerment Program (WEP) and are now employed in the ICT field. • 44 youths from the two cities participated in MYTecC (see below). • A tourism portal was launched in January 2008, attracting more than 37,900 visitors as of July 31, 2009. The portal broadcast a mass conducted by Pope Benedict XVI in Nazareth on May 14, 2009. • Three tourist Information kiosks have been erected; an e-government interactive kiosk provides instant access to public facilities and services. • Two community centers were established in Nazareth and Nazareth Illit. • English as a second language was taught in seven Nazareth elementary schools (500+ students). • 35 interactive whiteboards were installed in 12 public schools. • In cooperation with the Peres Center for Peace, an after-school basketball program involves young Arab and Jewish boys and girls.
<p>Egypt Education Initiative Cisco's engagement began: May 2006 Program website: http://www.eei.gov.eg/</p>	<ul style="list-style-type: none"> • This is a partnership with the World Economic Forum as part of the Global Education Initiative. • Improve education delivery through the use of ICT and advanced technologies. • Serve as a model for educational reform in other developing countries. • Focus on four areas: pre-university education, higher education, lifelong learning, and developing the e-learning industry in Egypt. 	<ul style="list-style-type: none"> • This initiative includes eight corporations, three global NGOs, and approximately 30 local companies. • To date, EEI has completed about 70% of its infrastructure objectives, including delivering more than 39,000 PCs to schools, connecting 1120 schools to broadband, installing learning laboratories in 18 universities, and training more than 109,000 teachers and administrators in IT fundamentals.

Education Initiative	Description and Purpose	Activities in FY09
<p>Guanghua Cisco Leadership Institute</p> <p>Cisco's engagement began: April 2008</p> <p>Program website: http://leadership.veplatform.com</p>	<ul style="list-style-type: none"> The Guanghua Leadership Institute is a collaboration between Cisco and Peking University in Beijing that addresses the role of ICT, Web 2.0, and collaborative technologies in enabling competitiveness. Cisco is investing \$20 million over three to five years to help Chinese state officials and business leaders build leadership skills, with the objective of promoting economic growth. 	<ul style="list-style-type: none"> As part of the Government Leader Training Program, 15 government officials from central Beijing ministries and 5 officials from Guangdong province received training at Cisco headquarters, then completed the training in New York City. On a scale of 1 to 5, participants rated the program 4.9 for overall experience and 4.7 for content. Participants formed a Leaders Club and continue to meet in person and over the web. An Enterprise Executive Leader Program aimed at executives from state-owned enterprises will be conducted in 2010. Research was conducted by the Economist Intelligence Unit to facilitate China's progression from a manufacturing-based economy to an innovation-based economy. The focus of the research was on innovation, collaboration, and personalization. Some key findings: (1) innovative companies tend to outperform their peers; (2) Chinese executives value collaboration, but China is behind the world in collaboration; (3) 64% of Chinese companies expect personalization to spur growth within the next five years.
<p>Mediterranean Youth Technology Club (MYTecC)</p> <p>Cisco's engagement began: early 2007</p> <p>Program website: http://www.mytecc.com</p>	<ul style="list-style-type: none"> This is a partnership among Cisco; ICT for Development in the Arab Region (ICTAR), an organization affiliated with the UN Development Programme; and Teachers Without Borders. It is aimed at providing 9th and 10th grade (ages 15 to 18) students with the skills they need to become self-supporting members of their communities, and eventually take their places as future business and government leaders. The first cycle of the program started in 2008 in Cyprus, Egypt, Israel, Jordan, Morocco, Palestine, Portugal, Turkey, and Yemen. A total of 21 classes were created and over 400 students were graduated by June 2009. 	<ul style="list-style-type: none"> Three websites have been developed. MyTecc.com contains information about the program and its achievements, and is accessible to the general public. MyTecc.ning.com is a social networking site for youths and instructors. Mywaves.org is devoted to learning English and includes an offline curriculum distributed to all students.

Education Initiative	Description and Purpose	Activities in FY09
<p>MIND Research Institute Cisco's engagement began: November 2007 Organization website: http://www.mindinst.org/</p>	<ul style="list-style-type: none"> • Transform brain and learning research into applied education programs for elementary and secondary school students. • Use a spatial/temporal approach to teaching mathematics concepts and building problem-solving skills that has proven effective in building a solid mathematics foundation for students at all levels of academic achievement. 	<ul style="list-style-type: none"> • The kindergarten through 12th grade (K–12) math education program is currently converting to a web-deliverable platform. The new system will launch in early 2010, with a full launch for all school partners occurring during the 2010–2011 school year. • The number of staff people needed to implement programs was reduced from one person for every 40 schools to one for every 50 schools using web-based instruction and collaborative technologies. • 550 schools have been enrolled to date, an increase of 100% over 2007 and well ahead of expectations. MIND expects to have over 1000 schools enrolled by 2011. • 11,000 students have been reached to date, also ahead of expectations. The goal is 190,000 students by the end of the 2009–2010 school year. • The average student progress through the software curriculum increased by 7% from 2008 to 2009, made possible by system and curriculum upgrades. • Client retention has increased to 90%.
<p>National Center for Learning Disabilities Cisco's engagement began: December 2007 Organization website: http://www.ncld.org/</p>	<ul style="list-style-type: none"> • Assist NCLD in building a Response To Intervention Action Network aimed at facilitating and supporting the development and sustainability of the response to intervention (RTI) model, a framework for implementing regular screening, data-driven decision making, and interventions (where needed) to improve educational outcomes for all students. • The network takes advantage of cross-disciplinary partnerships with leading national organizations and stakeholders that include principals, classroom teachers, special education teachers, school psychologists, speech therapists, and reading specialists. • Through its website and strategic partnerships, the RTI Action Network provides frontline educators and families with information, tools, and access to experts on RTI and related subjects to ensure consistency of information and high-quality programs. 	<ul style="list-style-type: none"> • Where RTI has been implemented successfully, as many as 67% fewer students were held back from advancement to the next grade, approximately 35% fewer students were placed in special education programs, and there was up to a 30% increase in reading scores and up to a 35% increase in mathematics scores. • More than 20 national organizations jointly planned RTI activities such as conferences, training sessions, and online events for 2009. • The program has reached out to more than 1.8 million educators and parents through partner organizations. • There were 252,000 unique visitors from 165 countries to the organization's website, and 1.7 million page views. • On average, 95% of the site visitors use it for one or more purposes, including sharing the information and resources with others. • There were 451,600 participants in online events and training. • The RTI Action Network's e-newsletter has 5700 subscribers • The organization generated more than 700 fans and more than 6000 page views on Facebook after just six months. • More than 12,500 people viewed RTI videos on YouTube.

“I believe there is nothing better than lightening a young spirit’s path to the future and helping to raise a free-thinking citizen who can make the world a better place. They say it takes a village to raise a child. Well, our village is called MYTecC.”

— Rami Naser Eddin,
MYTecC instructor,
Palestinian Territories

Education Initiative	Description and Purpose	Activities in FY09
<p>Rajasthan Education Initiative Cisco’s engagement began: October 2005 Program website: www.rei.org.in</p>	<ul style="list-style-type: none"> • This is part of the Global Education Initiative, an effort to reduce the gap between developed and developing countries in partnership with the World Economic Forum and business leaders. • Improve social and economic conditions in Rajasthan, India’s largest state. • Provide universal access to primary education by 2010 and to secondary education by 2020. • Boost school retention levels, increasing access for girls and enhancing the quality of learning in core subjects such as mathematics, science, and English. • Expand the curriculum to provide students with the ICT skills they need to participate in the global knowledge-based economy. 	<ul style="list-style-type: none"> • Cisco has trained more than 53 teachers and 900 students on the IT Essentials curriculum. • Cisco Networking Academy provided high-end ICT training to faculty and students in 10 District Computer Education Centers. Approximately 900 students enrolled, of whom about 300 (one third) were female. About 560 students have graduated, and 338 are currently enrolled. • The LifeLines project in Rajasthan and West Bengal has extended telephone-based information service to teachers, with advice on curriculum, pedagogy, policy, and administration. The project reaches 5262 schools and is used by approximately 14,000 teachers. The FAQ database is used by more than 12,000 teachers. There is anecdotal evidence of improved learning environments in classrooms and more knowledge sharing among teachers. • Cisco completed the commitment to the Lifelines project in March 2009. The Lifelines Steering Committee is evaluating prospects for sustainability funding.
<p>Transition Training Academy Cisco’s engagement began: 2006 Program website: http://tta.woundedwarriorproject.org</p>	<ul style="list-style-type: none"> • Help men and women who have sustained serious combat-related injuries to explore ICT as a potential career field and to develop new career skills with real-world applications that may help secure future employment. • Principal partners include Cisco, Wounded Warriors, Teachers Without Borders, Naval Medical Center San Diego Career Transition Center, and the U.S. Department of Labor’s Veterans’ Employment and Training Service. • Cisco provides 18 hours of classroom instruction and 18 to 24 hours of web-based instruction in networking, computers, and desktop applications, along with career planning and assistance. 	<ul style="list-style-type: none"> • Cisco turned the project over to Wounded Warriors but retains a program manager to provide liaison and track progress on placements. • This program manager is heading up Phase II, called Military to Medicine, that provides training to military families, including spouses of injured veterans who want to increase household income while their spouses are recuperating. • In FY09, 200 students completed the first phase of prototype training to test the Military to Medicine curriculum. • 580 students have received scholarships and are engaged in training to date. • More than 6000 applicants are on a waiting list, eager to receive the training that will allow them to compete for jobs in places such as military hospitals. • From October 2006 to June 2009, 467 of 537 applicants completed the program and graduated, a retention rate of almost 87%. • In 2009, 424 students applied and 340 graduated, a retention rate of over 80%. • Graduation placement rate: Of the total number of graduates, 22% have located entry-level employment after transitioning out of the program, a 75% placement rate in the first six months after transition.

Global Economic Development: Putting ICT to Work

Cisco's economic development programs build on the company's core competencies in networking and ICT to help communities grow their economies and individuals improve their standard of living. We partner with public-sector organizations and nongovernment organizations (NGOs) as well as other companies to develop programs that are globally scalable, replicable, and sustainable.

About the Sichuan Earthquake

The seismic shock that struck Southwestern China on the afternoon of May 12, 2008, resulted in a heavy loss of life, massive destruction, and widespread social disruption across Sichuan and parts of adjacent provinces. Measuring 8.0 in magnitude, the earthquake left over 87,000 killed or missing, more than 374,000 injured, and millions without shelter.

Cisco, the Cisco Foundation, and Cisco employees responded to the crisis by providing more than \$2.6 million in grants and donations for immediate relief aid, including Cisco technologies used to deliver medical care to remote regions. Following this initial response, Cisco Foundation made an additional \$1 million commitment for quake relief and rebuilding, \$500,000 of which has already been disbursed to Teachers Without Borders, Habitat for Humanity, and the China Federation for Poverty Alleviation.

But despite these significant initial relief efforts, the rebuilding of lives and communities will take years. Connecting Sichuan is contributing to that comprehensive community regeneration effort.

Connecting Sichuan

Connecting Sichuan (formerly known as Cisco China Public-Private Partnership) is a multifaceted initiative whose ultimate goal is to improve economic and living conditions in China's Sichuan Province. The three-year program, now in its second year, is focused primarily on helping the Chinese government to rebuild regional healthcare and education infrastructures that were severely damaged by a massive earthquake in May 2008. By designing and implementing pilot programs that integrate ICT into medical services, schools, and other community institutions, Connecting Sichuan is creating successful prototypes that can be expanded to other rural regions of China, which have generally fallen behind the country's more highly developed and prosperous urban centers.

On July 1, 2008, a memorandum of understanding forged a partnership between Cisco and the Sichuan Provincial Government. Cisco agreed to contribute \$45 million (about RMB 300 million) over three years to aid the Sichuan rebuilding effort. The Cisco team is working closely with government officials, community leaders, global industry advisors, and other organizations to build a program that addresses local community needs, but can also serve as a model for similar endeavors in the rest of China and around the world.

In selecting projects, the partnership pays particular attention to these criteria:

- **Strategically significant:** The locality and organization must have an urgent need for aid and offer a significant opportunity to have an impact.
- **Satisfactory ICT conditions:** The area must have sufficient electricity to power the equipment, and residents should be computer-literate or eager to learn.
- **Local ownership/commitment to sustainability:** Leaders and users must have a willingness to support the technology-enabled solutions, and demonstrate this willingness by investing human and financial capital.
- **Showcase benefits:** Solutions must have visibility and be measurable and transferable, so the benefits can be replicated in other areas and circumstances.

During the past year, Cisco's contribution to the Sichuan rebuilding effort was recognized by two of China's national ministries: Cisco received the 2008 China Philanthropy Award from the Ministry of Civil Affairs, and the Ministry of Commerce Award for 2009.

Personalized Medical Care from a Distance

Ma Yuan Jiang is a Sichuan resident who lost his left hand and suffered other trauma while trapped in earthquake wreckage for 179 hours last April. He is now in the process of learning to use an artificial hand. During the first trial run of a Cisco HealthPresence environment in the Sichuan Provincial People's Hospital in Chengdu, Ma conferred with health experts in Hong Kong using a high-resolution video and audio connection.

The government plans to employ HealthPresence technology to establish the Sichuan-Hong Kong Rehabilitation Center, a site for future teleconsulting in Chengdu. In addition, Connecting Sichuan has outfitted a special emergency vehicle with the technology that will travel to rural communities, where generalists can treat patients while keeping close contact with physicians and specialists back at the hospital.

Sichuan Healthcare Initiatives

In the wake of the earthquake, the challenges to healthcare delivery in Sichuan have been immense. Sichuan's per capita healthcare resources were below China's national average even before the disaster, and the situation has been greatly exacerbated by the large number of casualties and the destruction of medical facilities. Connecting Sichuan has committed to helping restore services, and also to laying the foundation for a 21st century healthcare system. The program's initiatives are compatible with the government's Healthy China 2020 reforms aimed at delivering universal health services throughout the country.

Healthcare accomplishments for Year One:

- Connecting Sichuan has been successful in planning and developing initial pilots for collaborative care, an approach to improving access to medical treatment that involves connecting patients with medical experts located outside the immediate community. The pilots were designed and delivered by several partners, including the Sichuan Department of Health, the Provincial People's Hospital, West China (Huaxi) Hospital, StandTALL, and the Youth Foundation.
- Starting in September 2008, a Cisco Unified Communications solution successfully supported remote diagnoses between Huaxi Hospital in the provincial capital of Chengdu and temporary field hospitals in Qingchuan and Dujiangyan.
- Cisco HealthPresence was installed in the Sichuan-Hong Kong Rehabilitation Center at Sichuan People's Hospital in May 2009. (HealthPresence combines state-of-the-art video, audio, and medical information to create a virtual environment similar to what most people experience when they visit a doctor or clinic in person.)
- As of May 2009, other links to injured victims have been provided by a Mobile HealthPresence Clinic, a custom-made Isuzu vehicle equipped with state-of-the-art technology. A field test was successfully conducted in Wenchuan County.
- Connecting Sichuan supported a comprehensive architecture review and developed a data center performance improvement plan for the New Provincial New Rural Co-op Medical Insurance System (NRCMIS), which was experiencing overload conditions due to the large number of earthquake victims.
- In partnership with the Sichuan Department of Health and SinoSoft, the program launched the Sichuan Province Health Network Planning project in March 2009. The Phase I report provided a detailed analysis of the province's current health ICT requirements.
- Connection Sichuan designed a high-level regional health information consolidation and network plan for Deyang City. Core components of the plan include a regional health network, collaborative care, and electronic health records.
- The Healthy Wenchuan project was launched in concert with ECCOM Network System Co. Ltd., a network infrastructure services and solutions provider; CNA China Company, Ltd., specializing in building management solutions; and Huaxi Hospital. The project includes a countywide network with shared applications and IT services, a health emergency and operation center, a connected hospital solution for the rebuilt Wenchuan County People's Hospital, and a mobile health clinic providing a shared diagnostic imaging capability for rural clinics.

“Everywhere I go, I describe Cisco as a company of passionate people who enable, ennoble, and empower communities worldwide through collaboration and human networks. Connecting Sichuan is doing just that for the people of Sichuan.”

— Fred Mednick, Founder and CEO, Teachers Without Borders

Sichuan Education Initiatives

Connecting Sichuan has designed and tested solutions to help address education priorities that include improving the quality of education in rural areas, enhancing teacher training, adding to the number of teachers, and strengthening vocational education. These solutions are aligned with the Ministry of Education's national priorities and the priorities of the Sichuan Department of Education.

Working closely with the Sichuan Department of Education and local bureaus of education, the program developed models for 21st century classrooms that were operational by September 1, 2008, when schools reopened for the first time after the earthquake. These models were enhanced by a metropolitan area network that will be used during the 2009–2010 school year to deliver streaming video and distance learning to schools and communities that lack qualified teachers. The video connections not only help students learn, but also enable educators and administrators to confer and collaborate.

Education accomplishments for Year One:

- The program developed model schools appropriate for specific community types. Four prototypes were completed: a city school, a town school, and two vocational colleges. The city school model is at Dujiangyan High School, the town school prototype is at ZunDao, and the vocational college implementations are at Aba Teacher's College and Pengzhou Vocational College.
- We are creating an “education cloud” in which high-quality, scalable, virtualized services and resources can be delivered over the network at minimal cost.
- We designed innovative solutions and services for rural schools, including using renewable energy sources in the SongPan village school solution.
- Twenty-five new Cisco Networking Academy sites were established and 103 new instructors have been trained. Student enrollment has increased 18 percent in the past year.
- We donated and installed 210 interactive classroom environments to date, which are equipped with computers, projectors, interactive whiteboards, responders/voting devices, digital content, and secure Internet access.
- We provided 490 computers to teachers and trained 575 teachers on how to use PCs, the Internet, and interactive whiteboards, as well as how to create and teach with digital content.
- We are already seeing encouraging signs of progress. For example, the ZunDao school set a record this spring when it achieved a number 1 ranking in English and science and a number 2 ranking in Chinese literature on the year 6 examination. The school is seeing more of its graduates from year 9 accepted into nationally recognized “key schools” for high-achieving students.

Looking Ahead

Much of the first year of the program was devoted to planning and design, feasibility testing, engaging partners, and implementing pilots. In Year Two, the program will move into an intense execution and implementation phase. Although continuing to focus on innovation, Connecting Sichuan will also speed the pace of implementation and increase the number of people and communities benefiting from the joint efforts.

In the third and final year, the program will largely concentrate on ensuring the sustainability and scalability of the deployed solutions. Much of the initial infrastructure will be established by the 18-month mark, and many of the planned network-enabled services will be implemented by the end of the second year, allowing the program to shift from designing and testing to implementing and scaling.

Download the full Connecting Sichuan Year One Report [here](#).

Partnership for Lebanon

[Partnership for Lebanon](#) was formed by U.S. business leaders in September 2006 to provide critically needed resources for reconstruction efforts in Lebanon, and to help build a better future for the Lebanese people. The initiative is led by five companies: Cisco, GHAFARI, Intel, Microsoft, and Occidental Petroleum. Working through public-private partnerships and with the Lebanese people, Partnership for Lebanon is devoted to expanding the reach of education and workforce training, creating jobs, building technology infrastructure, and using technology to connect communities with the services and resources they require. Cisco's investment was \$20 million over three years.

Goals

Partnership for Lebanon continues to work in five key areas:

- **Connected communities:** Enable full-service online community access points across the country that provide local portals for access to job training, healthcare, education, and other resources.
- **Workforce training and education:** Place qualified Lebanese interns in top businesses in the United States and Lebanon to improve their prospects and plant the seeds of economic growth among Lebanese youth; also, expand the number of Cisco Networking Academy implementations.
- **Job creation/private sector revival:** Create jobs and develop careers to help halt the country's brain drain, particularly in the small and midsize business sector.
- **IT infrastructure:** Help Lebanon modernize its network infrastructure by improving the speed and efficiency of Internet traffic and by providing an economical foundation for better communications and e-commerce.
- **Relief and response:** Contribute funds and work with NGOs to rebuild homes, rehabilitate schools, and expand training programs.

Progress

- **Workforce training/ICT interns:** The partnership is placing qualified ICT interns in Lebanese businesses and government agencies, as well as in top U.S. corporations. Twenty-five interns completed their training in the Lebanese public sector in November 2008. Though most were applying for jobs outside Lebanon, 68 percent have now found jobs within the country. All the interns are currently enrolled in the partnership-sponsored Cisco CCNP technical training. In addition, 20 interns were placed in Cisco offices in the U.S., 17 of whom have found jobs or have returned to college. This group obtained a record number of Cisco certifications for an intern class: 12 Cisco CCNA certifications, 12 Cisco CCNP/CCVP® certifications, 8 Cisco CCIE written certifications, and 2 Cisco CCIE laboratory certifications (the highest Cisco Certification level).

Internship Gives College Graduate a Boost into ICT

During the fall of 2007, Yasmine Nsouli joined the internship program at Partnership for Lebanon. Like most of Lebanon's youths, she was having a difficult time finding employment and had been looking for jobs outside the country. Her experience as an intern gave her an understanding of the essential role that ICT plays in fostering economic growth in Lebanon and the rest of the Middle East, particularly with respect to innovation.

Today, Nsouli is working in Lebanon with Cisco's Brand Protection Team. As part of her job, she collaborates with government leaders, trade bodies, and key thought leaders to ensure that Cisco's intellectual property is protected throughout the region.

She feels that she is living her dream by staying in the region and getting the opportunity to encourage innovation and growth in the ICT sector there. "I'm thankful to the Partnership for Lebanon for not only giving me the chance to work in my beautiful country, but to work for my country as well," she says.

- **Workforce training/business leaders:** U.S. business leaders shared their experience with their counterparts in Lebanon during the year. For example, Michel Kilzi, CEO and founder of the Lebanese ICT firm [ActiveMania](#), was matched with two executives in Cisco's Asia Pacific theater of operations, Karen McFadzen and Jerry Fan. Six months after joining the program, Kilzi is well on his way to achieving his goal of establishing a presence in Asia Pacific markets.
- **Education:** In late 2008, Partnership for Lebanon began working with Lebanon's general director for the Ministry of Education and Higher Education (MEHE) to establish a national education network to provide a reliable infrastructure to meet the long-term needs of Lebanese students, teachers, and administrators. In conjunction with the Hariri Foundation, the partnership donated equipment to connect two model public schools and 50 other schools, as well as funds to cover installation and operational costs. Working with the United Nations Children's Fund (UNICEF) and with the support of MEHE, the partnership launched the School in a Box pilot program. School in a Box uses ICT as a tool to shift education from a traditional teacher-centric teaching style to more learner-centric methods that reflect 21st century education principles. The project is currently funded by \$250,000 in grants from partners and is being piloted in seven schools.
- **Job creation/private sector revival:** Cisco's Rural Enterprise Development for Information Technology program is working with NGO partner Relief International to select and train local microfinance institutions Al Majmoua and Ameen to administer loans and offer access to capital for businesses in the ICT sector. Cisco announced a \$1 million grant to Relief International in January 2008. As of June 2009, 49 loans had been disbursed, totaling \$105,200. In addition, Intel and Cisco have each invested \$500,000 in the Berytech fund, which provides capital to ICT companies in early growth stages that have demonstrated a high potential for success.
- **ICT infrastructure:** More than 5600 individuals and organizations expressed their support by signing the [Broadband Manifesto](#) announced in January 2008. The Lebanese Broadband Stakeholders Group was launched in October 2008 to identify and resolve issues related to connectivity in Lebanon, and to create broad nonpartisan support for broadband access. It will take approximately 10 years and \$400 million to build the broadband core and access networks in Lebanon, but return on investment is projected to be approximately 15 percent per year.

Next Steps

The partnership believes that by 2013, most of Lebanon will have access to affordable high-speed broadband service over the most sophisticated network in the Middle East. Because the number of Networking Academies in the country more than doubled in FY08, from 22 to 46, Cisco expects a significant increase in the number of skilled Lebanese ICT graduates.

Cisco's Commitment to the Clinton Global Initiative for Sub-Saharan Africa

In September 2007, Cisco made a four-year, \$10 million commitment to the Clinton Global Initiative to alleviate poverty in five Sub-Saharan African countries: Cameroon, Ethiopia, Kenya, Nigeria, and Rwanda. Cisco and our NGO partners [Habitat for Humanity](#), [Inveneo](#), [One Global Economy](#), and [Teachers Without Borders](#) have focused on providing affordable housing, community connectivity, online content and tools, and hands-on training. Most of the first year was devoted to planning; implementations began in September 2008.

Goals

- Habitat for Humanity planned to serve low-income families by providing them with decent shelter, basic homeowner education, and community leadership training over the next four years.
- Inveneo planned to provide low-cost, end-user computing and networking solutions through its Inveneo Certified ICT Partners (ICIPs) model, with the objective of increasing network access and promoting local employment in rural communities.
- One Global Economy planned to extend its [Beehive](#) portal to provide low-income people with accessible and easy-to-understand tools and information on a wide variety of topics, including money, health, education, jobs and careers, family, and starting a business.
- Teachers Without Borders planned to support the professional development and practice of teacher leaders in Sub-Saharan Africa through online tools, courses, certifications, conferences, and teaching and learning centers.

Progress

- As of June 2009, Habitat for Humanity had built 88 houses, and another 35 were in the process of being built.
- As of June 30, 2009, Inveneo had certified 26 ICT companies as ICIPs in four targeted countries. In all five countries, Inveneo and its ICIPs served or completed ICT projects in 91 communities, improving the lives of 190,000 people directly or indirectly.
- As of June 2009, One Global Economy (OGE) Beehive portals were active in Ethiopia and Rwanda. OGE conducted issues-identification workshops in Cameroon, Kenya, and Nigeria in the first half of 2009 and is currently in the process of building Beehive portals for each of those countries. The company is also developing two sets of training curricula: one set is designed to train "digital connectors" on computer and Beehive skills as well as entrepreneurship, leadership, and community skills, while the other set is to teach community knowledge center managers how to create additional revenue streams at centers. OGE is also working to provide social networking functionality on its media properties to allow Beehive users, digital connectors, and community knowledge center managers to connect with one another and share best practices.

- As of July 2009, 8773 teachers had participated in Teachers Without Borders (TWB) professional development training based on the new TWB platform. TWB's Millennium Development Ambassadors (MDA) program expanded into Kenya, providing face-to-face workshops for leaders who then train others. To date, the MDA program has reached 218 teachers in 17 Nigerian states and the Nairobi area in Kenya.
- In Kenya, 250 teachers attended a teacher professional development conference, and more than 40 teachers then took the TWB Certificate of Teaching Mastery online.
- The motor park literacy program in Abuja, Nigeria, has served at least 177 taxi and bus drivers.

“One of our key priorities is to build a market economy in close cooperation with the private sector. We commend Cisco for its commitment to helping us accomplish this goal, and look forward to working together toward enhancing the social, economic, and education opportunities for the people of Palestine. This contribution, we hope, will help prosperity and peace in the region.”

— Mahmoud Abbas,
President of the
Palestinian Authority

Palestinian Investment Commitment by Cisco

In January 2008, Cisco announced an investment of \$10 million to seed a sustainable model for job creation and economic development in the Palestinian Territories. The three-year investment was made in cooperation with the president of the Palestinian Authority, Mahmoud Abbas.

Goals

Key aspects of the commitment include potential venture capital investments targeted at high-potential small businesses throughout the region, and the development of training programs to foster ICT skills. Cisco also committed to engage in multistakeholder collaborations to encourage further investment in the Palestinian Authority economy from local, regional, and global organizations.

Progress

- Outsourcing projects are being implemented with Palestinian vendors, and contracts have been signed with three Palestinian companies: Asal Technologies, GSSI, and Exalt.
- About 30 Palestinian employees have been assigned to the projects, 18 of whom were recent college graduates.
- Investments to date include \$1 million for first-year outsourcing engagements, \$44,000 for involvement in MYTecC, \$34,000 for incubation evaluations, and \$80,000 for project management.

Next Steps

- The engagement will work with Cisco's Chief Development Organization to finance continued outsourced work to Palestinian vendors.
- The initiative plans to build a curriculum directed at outsourcing vendors and tailored to the Palestinian sector's needs.
- Other companies will be guided in the process of working with the Palestinian sector, including making the right contacts, interacting with authorities, and complying with regulations.
- An incubation program coupled with a seed fund will be implemented to encourage and support the creation of ICT startup companies.

Corporate Giving: Cisco's Contributions in FY09

The [Cisco Foundation](#) supports Cisco's efforts to team with nonprofit and nongovernmental organizations to develop public investment programs that address basic human needs, education, and economic opportunities. We focus this work on underserved communities and look for solutions that harness the power of the Internet and communications technology.

Cisco Financial Contributions over Five Years

Donations (in millions)	FY05	FY06	FY07	FY08	FY09
Foundation total (corporatewide)	\$10.6	\$9.3	\$8.8	\$10.7	\$10.1
In-kind total (corporatewide product and people)	\$29.0	\$39.4	\$49.0	\$379	\$83.7
Cash total (Foundation cash and corporatewide cash)	\$35.0	\$76.1	\$67.7	\$54.1	\$44.9
Corporatewide giving total	\$65.0	\$88.7	\$93.6	\$92	\$128.6
Funds from Cisco to Cisco Foundation	0	26.8	23.2	0	0
Contributions as a percentage of earnings before income tax (EBIT) from previous year	1.0%	1.4%	1.5%	0.97%	1.25%

The corporatewide giving totals shown above for FY06 and FY07 include funds given to the Cisco Foundation by Cisco. The Committee Encouraging Corporate Philanthropy (CECP) does not count this amount in its annual giving report. CECP is an international forum of business CEOs and chairpersons pursuing a mission focused exclusively on corporate philanthropy.

To help ensure that all Cisco Foundation and Cisco corporate grants are aligned with Cisco's CSR vision, and that we have exercised due diligence regarding the strategic alignment of recipients with our grant-making criteria, in FY08 we implemented a more consistent, rigorous, and thorough process for evaluating organizations through [Universal Giving Corporation](#). We now conduct media/reputation searches and include vetting of product grants in addition to vetting all gift-matching

validation requests and cash grant requests. After this initial due diligence step is performed, grant proposals may follow one of two approval paths, depending on the source of funding.

For Cisco Foundation grants, all grant recommendations from program officers are examined for conflicts of interest and self-dealing. The recommendations are reviewed and approved by a grants committee, then approved by the executive director of the Cisco Foundation. Once this process is complete, the grant request goes to the Cisco Foundation board for final approval.

Cisco corporate grants are also screened for alignment with our grant criteria and examined for conflicts of interest before they are recommended for review and approval by the director of our Public Benefit Investment group or another Cisco director. After due diligence has been completed on the grant recommendation, and depending on the amount of the request, the grant must then be approved by another Cisco executive with appropriate fiscal authority.

Financial information about Cisco Foundation, including Form 990-PF filed annually with the Internal Revenue Service, is available on the foundation's [web page](#).

Volunteering: Different Ways to Make a Difference

Cisco employees have always been generous with their time and money, both as individuals and as members of task forces and councils. In difficult economic times, that sort of community spirit is more important than ever. In response to President Obama's call for greater service in America, Cisco Community Relations in April 2009 launched the Cisco Volunteer Movement. This initiative asks our employees worldwide to make a yearly pledge of community service hours. The campaign bolsters and revitalizes our volunteer programs, and each year it acknowledges the top 50 Cisco Citizen volunteers.

In February 2009, Cisco announced that Cisco employees, the Cisco Foundation, and Cisco Chairman Emeritus John Morgridge contributed more than \$4.6 million to support hunger relief organizations around the world during the 2008 Global Hunger Relief Campaign. Cisco worldwide employee donations exceeded the initial pledge goal. More than \$1.3 million was raised from employees during the annual campaign (October 1 to December 31, 2008) to aid hunger relief in local communities. [The Cisco Foundation](#) and the TOSA Foundation, a private charity founded by the Morgridge Family, together contributed approximately \$3.3 million. Between November 1 and December 19, 2008, the Cisco Foundation provided two-for-one matching funds for any qualifying employee donation of \$50 (\$12 in emerging market regions), up to \$10,000. The Cisco global campaign provided relief to 108 local and international food support agencies, representing employees from more than 30 countries.

In June 2009, Cisco was a corporate host and sponsor of the [National Conference on Volunteering and Service](#), the world's largest gathering of volunteer and service leaders from the nonprofit, government, and corporate sectors, which attracted more than 3500 attendees. The Cisco Energy Exchange exhibit hall at the event provided visibility for organizations seeking recognition and momentum for their programs.

Cisco Civic Councils

Cisco Civic Councils put corporate social responsibility and the personal ethic of “giving back” into action by striving to make a positive impact in the communities where employees live and work. Councils are teams of employee champions who are passionate about their volunteer commitments. They plan projects, develop nonprofit partnerships, initiate product donation programs, and work toward cash grant-making, while fitting their efforts to the specific needs of the local community.

Highlights from Around the World

In more than 30 Civic Councils worldwide, Cisco employees play a critical role in the company’s efforts to create meaningful change at the local level. Cisco employees are personally involved in a range of efforts that contribute to the well-being of their communities and fellow citizens.

Australia/New Zealand Civic Council

The Cisco Civic Council in the Australia–New Zealand (ANZ) region is demonstrating the human network effect at [Djarragun College](#) in Cape York, Queensland, where most of the students are of Aboriginal and Torres Strait Islander descent. The employees are helping to build an indigenous educational model that they hope will be replicated in similar education settings across Australia. They are supporting the school by using technology to transform teaching and learning through building a network, helping teachers to use the technology, and mentoring and supporting students in their transition to work or further studies.

The ANZ Civic Council is also supporting community development through the Cape York Partnerships by providing communications technology for welfare reform programs in four Cape York communities. Financial investment is nearly AU\$1 million (about US\$814,000) in cash, products, and volunteer hours. It is still early in the engagement, but the following accomplishments have been recorded by the council:

- An AU\$800,000 (about US\$651,700) education-grade network has been installed and is operational at the school.
- Attendance rates are up, truancy is down, and more students are involved in using the Internet and technology in learning.
- Nine volunteer projects have been established.
- Volunteers raised AU\$64,000 (about US \$53,000) for the [Sonali McCarthy Fund for Girls](#), which gives girls at Djarragun College an opportunity to participate in events and programs that will enhance their personal and educational development, and develop their leadership skills. The fund

Happy Mother's Day

On May 9, 2009, the first Mother's Day after the Sichuan earthquake, 23 children in Guangzhou got the chance to visit with their mothers in Chengdu via Cisco TelePresence technology. The children were formerly students at Sangping Middle School, one of the schools destroyed in hard-hit Wenchuan County. They are currently attending school in Guangdong Province, hundreds of miles away. This moving occasion was the first time mothers and children had seen each other in many months.

was established in honor of the late Sonali McCarthy, a founding member of the Civic Council and significant contributor.

- Twelve students attended Cisco Networkers for work experience in 2007 and 2008. Cisco Networkers is a yearly ICT trade show that attracts thousands of professionals and exhibitors.
- Forty-five Cisco WebEx web conferencing accounts were set up for Djarragun College and Cape York Partnerships to facilitate communications between indigenous communities across Cape York.
- Cisco partner Telstra has upgraded broadband access to Djarragun and neighboring Wangetti College campuses and has pledged a 100 percent discount on costs for two years.
- Cisco partner Promethian has agreed to contribute two interactive whiteboards to Djarragun and to support training in their use.
- Taleka, a Cisco training partner, has provided onsite training in IP telephony to Djarragun staff.
- Cisco partner IBM has provided e-mentoring software to the school.
- The Australian Government Department of Employment, Education, and Work Place Relations has funded a digital learning expert to work with the teachers on professional development.

Asia Civic Council

In its first year, the Asia Civic Council partnered with the Cisco Consumer Business Group and Cisco IT to bring cheer and technology to Sunbeam Children's Place in Singapore, which offers protection to abused and neglected children. A product grant upgraded the wireless network so children can connect to the Internet. The children also received refurbished laptops.

Canada Civic Council

Together with family, friends, and coworkers, employees in the Canada Civic Council donated more than C\$110,000 (about US\$100,000) to various charities, which was matched by C\$115,000 (about US\$105,000) from the Cisco Foundation. Canadian employees sorted more than 80,000 pounds of food for local food banks and also raised more than C\$120,000 (about US\$110,000) in support of Children's Alliance, an advocacy organization dedicated to improving the health, safety, and economic well-being of children.

China Civic Council

Cisco employees in China provide assistance to several schools as part of their Hope Schools project. The assistance can take many forms, from supplying classrooms with computers and printers to providing students with books and stationery, or even arranging for the excavation of a new well. The fifth Cisco Employee Hope School opened in Guangdong Province in April 2009, and the sixth Hope School will be completed in Anhui Province in September 2009. All Hope Schools are made possible with Cisco employee donations and Cisco Foundation matching funds. To date, the five schools serve approximately 700 children in grades 1–6 (ages 6–12).

Other activities this year:

- At a career day coordinated with Junior Achievement on March 28, 2009, in Beijing, Guangzhou, and Shanghai, 57 Cisco volunteers participated in six workshops and two seminars along with more than 483 students from seven universities in those cities.
- During a "job shadow day" on May 2, 2009, 20 employee volunteers and 33 students visited the state-of-the-art Cisco Briefing Center in Beijing to experience Cisco TelePresence collaboration technology.
- As part of the earthquake relief effort in Sichuan Province, Cisco China and Cisco WebEx employees contributed more than 1400 items to victims, including padded clothes, quilts, shoes,

and children's garments. In addition, Cisco South China created a fund that was used to purchase 100 new quilts that were distributed to villagers in the Yunfeng area.

- Employees donated teaching supplies to kindergartens in Yingxiu (RMB 84,382; about US\$12,350) and Wenchuan (RMB 60,000; about US\$8780).

In June 2009, Council members held a sales event for paintings created by children in China's earthquake-affected areas. They sold all 77 paintings and raised RMB 38,500 (about US\$5600).

India Civic Council

During the 2008 Global Hunger Relief Campaign, Cisco India employees pledged more than \$200,000 to [Akshaya Patra Foundation](#), a nonprofit organization that works with the government to provide midday meals to underprivileged school children. With double matching funds from the Cisco Foundation, plus a match from Cisco Chairman Emeritus John Morgridge, Akshaya Patra received over \$800,000. This sum is enough to provide a midday meal to more than 20,000 school children for a year, and is more than twice the donation that was made to Akshaya Patra in 2007.

Another significant initiative was the launching of the School Adoption Program in partnership with [Children's Lovecastles Trust](#). The team started the program in 2008 by adopting one primary school near the Cisco Bangalore campus. In 2009, the team was successful in adopting three more schools. Cisco volunteers have started several initiatives at these schools, including:

- Providing midday meals in partnership with the Akshaya Patra Foundation
- Providing school kits for students containing uniforms, bags, shoes, and stationery
- Cleaning and painting the schools
- Offering daily English language coaching
- Celebrating Independence Day and National Sports Day with the students

Other Cisco employee volunteer activities include:

- Building a state-of-the-art website for the [Bangalore Hospice Trust](#), enabling them to take advantage of ICT technology
- Organizing summer camps at government schools (in partnership with Children's Lovecastles Trust) and at two schools run by the [Parikrma Foundation](#); Cisco volunteers conducted arts and crafts, sports, music/dance, civics, and computer classes in these schools
- Participating in various building programs with the [Habitat for Humanity India Chapter](#)
- Engaging with other charities in India, including the [Shristi Special Academy](#), the [National Association for the Blind](#), and [SOS Children's Villages of India](#)

New York/New Jersey Civic Council

The New York/New Jersey Civic Council worked with [Companions in Courage](#) and the National Hockey League to open the eighth Lion's Den, in St. Justine's hospital in Montreal. Companions in Courage raises funds to build interactive playrooms, called Lion's Dens, that connect young patients with family, friends, and celebrities during their hospital stay. The rooms incorporate Cisco WebEx and Unified Communications collaboration, as well as Microsoft Xbox video game technology. The Council was also active in bringing out more than 100 volunteers for each of two service days with [City Year New York](#), helping to renovate community centers in the Bronx.

Silicon Valley Civic Council

Family Giving Tree donations, along with a Cisco Foundation match, purchased a total of 3600 gifts for San Francisco Bay Area children in December 2008 as part of the Holiday Wish Drive. Cisco employees exceeded their internal goal by over 10 percent and received the Golden Sleigh Award for the fourth consecutive year, recognizing the largest contribution among companies Cisco's size. Additionally, hundreds of Cisco volunteers supported the local Back to School Backpack Drive. Cisco has won the Golden Backpack Award for five consecutive years.

Cisco volunteers continued to deepen their relationship with Habitat for Humanity Silicon Valley in FY09 with a pilot program that involved 80 volunteers who built, painted, and adorned children's playhouses. The playhouses will be sold online to raise funds, or donated to Bay Area families. Project Playhouse develops the volunteers' construction skills and also offers them opportunities to help Habitat for Humanity with marketing, operations, and website maintenance.

While celebrating its 15th anniversary in April 2009, [Resource Area for Teaching](#) (RAFT) in San Jose honored Cisco with its Top Corporate Volunteer Award for employee service totaling approximately 10,000 hours. RAFT is a San Jose nonprofit that assists teachers by providing materials and ideas for day-to-day instruction. Cisco employees help RAFT repurpose materials collected from local businesses so they can be used for interactive learning in a variety of subjects. Besides supporting K-12 education, RAFT promotes environmental sustainability by diverting more than 15,000 cubic feet of material from city landfills each month.

Spain Civic Council

Cisco employees supported the [Apsuria Foundation's](#) Project Illusion with cash contributions and product donations for the foundation's new residence for disabled children of deceased parents. They donated funds for a hydrotherapy pool, voice and data services, equipment, and furniture. An employee band also played in three concerts and donated all the gate receipts.

U.K./Ireland Civic Council

The United Kingdom and Ireland have a long-established commitment to giving back to the community in many ways: from working in homeless shelters in Glasgow to helping a failing school in Southeast England, from building homes for the disadvantaged in Ireland to working with young people with learning difficulties in remote corners of Britain. The U.K./Ireland Civic Council has logged 3000 hours of service in 2009, a record.

Among the activities that the council participates in is [Red Nose Day](#), the most effective way by which the British charity organization Comic Relief raises money for worthy causes around the world, particularly in Africa. Held every other year in the United Kingdom, the nationwide event culminates in a live telethon on BBC One television. A wide range of money-raising activities occur on that day and during the run-up to the main event.

On this year's Red Nose Day (March 13, 2009), Comic Relief used cloud computing and virtualization technology, including Cisco networking equipment, to handle the deluge of donations they received. One highlight was \$1.6 million raised in 13 seconds following the airing of a documentary on the plight of Africa. The team also worked with the art auctioneer Christie's to host the first-ever virtual auction using Cisco TelePresence technology. This employee fundraising campaign raised approximately \$250,000, which is the highest figure recorded since the team began running the fundraising drive 12 years ago, and represents a 15 percent increase over the previous year's total. The U.K./Ireland Civic Council combines a midyear internal virtual meeting with the fundraising climax for Red Nose Day to maximize the effectiveness of the effort.

Cisco Atlanta (Scientific Atlanta)

Cisco Atlanta (formerly Scientific Atlanta) continues its rich history of community engagement in the Atlanta region. Atlanta-based employees participated in a walkathon that raised \$140,000 for the American Cancer Society and \$87,000 for the Juvenile Diabetes Research Foundation, with over 350 volunteers participating in both walks. Habitat for Humanity and the Atlanta Community Food Bank also provide employees with meaningful volunteer opportunities.

Supporting education is a top priority, especially science, technology, engineering, and mathematics (STEM) related initiatives. In March 2009, Cisco Atlanta served as lead sponsor for the FIRST Robotics Peachtree Regional competition, a “varsity sport for the mind” that offers high school students an exciting way to learn about engineering, collaboration, and project management. In addition to mentoring individual students and teams, Cisco employees served as competition judges.

Cisco Atlanta’s new education partner is the Gwinnett School of Math, Science & Technology (GSMST), a charter school that provides a challenging curriculum focused on advanced mathematical, scientific, and technological applications. Using Thomas Friedman’s books *Hot, Flat, and Crowded* as a basis for discussion, students from GSMST, Monterrey High School in Mexico, and India participated in multiple Cisco TelePresence meetings that featured discussions, skits, songs, and debates focusing on topics from Friedman’s book. The students learned about each others’ cultures, languages, and belief systems, and explored possible solutions to pressing global issues. Cisco Atlanta is also offering fellowships to select GSMST students.

“Every single time I share information with people about the Cisco Leadership Fellows program, they say, ‘Wow, Cisco cares. I wish I had a program like that in my organization.’”

— Cisco Leadership Fellow
Ayelet Baron, from her
blog

Cisco Leadership Fellows

Since 2003, the Cisco Leadership Fellows program has exemplified how Cisco people and technology come together to make a difference and help create prosperity in the community. The Leadership Fellows program supports Cisco employees in local and global community organizations, where they work to provide strategic guidance, promote best practices, and build capacities that help these organizations have a greater impact.

For their part, Leadership Fellows learn to adapt, negotiate, collaborate, and consult in new ways, which serves them well in advancing social goals and their careers at Cisco. Fellows generally work on community projects that complement Cisco’s social and business plans for the particular region or country.

Two current Cisco Leadership Fellows are profiled below.

Ayelet Baron

[NetHope](#) is a nonprofit IT consortium of leading international NGOs serving disadvantaged communities in more than 150 countries. Members have well-established ICT departments that use technology to support their programs. With the assistance of a Cisco Fellow, NetHope was established in 2001 to enable member NGOs to deliver information and accelerate response to communities in remote developing areas by sharing ICT knowledge, collaborating to develop best practices for public-benefit technology deployment, and facilitating innovative and cost-effective use of ICT.

Ayelet Baron, director of business development for Cisco’s Emerging Markets group, is a Cisco Leadership Fellow who is helping to put NetHope’s latest strategy into operation by:

- Providing a social networking strategy that can be scaled across NetHope and its members, and developing a [handbook for nonprofits](#) on how to use social media for social good. Her work is published [here](#) and she can be followed on Twitter at <http://twitter.com/ayeletb>.
- Helping to create a strategy and roadmap for replicable ICT solutions, capabilities, and resources aimed at developing NetHope’s newest program, Innovation for Development.
- Leading the Healthcare Innovation for Development Working Group and running a working group of healthcare and IT professionals that identifies and oversees sponsored healthcare ICT projects.

Kevin MacRitchie

Kevin MacRitchie is a vice president and chief technology officer in Cisco's Global Defense, Space, and Security group. His Fellowship assignment began with a focus on assisting the [Pinckney Community Schools](#) district in Livingston County, Michigan, by investigating sources of technology investment and identifying ways to get computers and Internet access to students, allowing for better access to online-based education. He quickly saw an opportunity to scale his work beyond the school district by creating a true multiagency network in Michigan that connects more than 30,000 locations and reduces operational expenditures for the state, local governments, public safety agencies, libraries, and schools.

MacRitchie's plan has the potential to save a combined \$1 billion a year in operational expenses by implementing an infrastructure that can deliver shared services such as IP telephony and data center functions to organizations across the state. The effort also has the advantages of leveraging networking expertise and creating new jobs. Michigan is now a leader in shared ICT infrastructure, and can serve as a model for similar programs in other states and at the federal level.

See a video about the [Cisco Leadership Fellows Program](#).