

### 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 Profile<sup>1</sup>

	Countries <sup>2</sup>	Students <sup>3, 4</sup>			Cumulative Students Since Inception <sup>4</sup>		Cisco Certification-Ready Completions Since Inception <sup>4</sup>		Instructors <sup>5</sup>		Academies <sup>5</sup>
	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

<sup>1</sup> Data as of July 31, 2009.

<sup>2</sup> 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.

<sup>3</sup> 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.

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

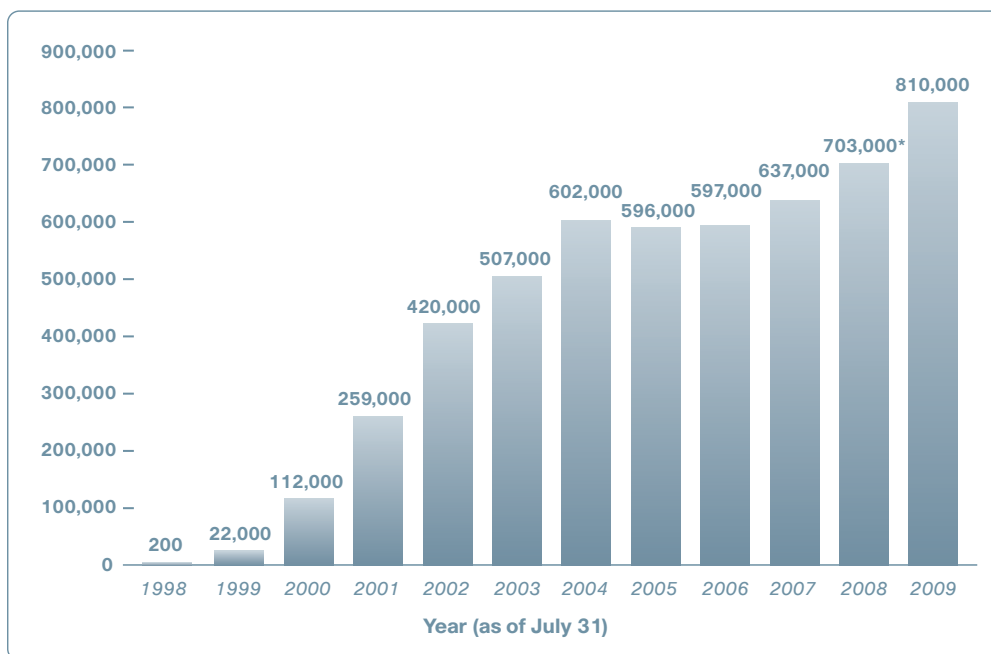
<sup>5</sup> The region and subregion data for Instructors and Academies has been rounded to the nearest 10.

"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.

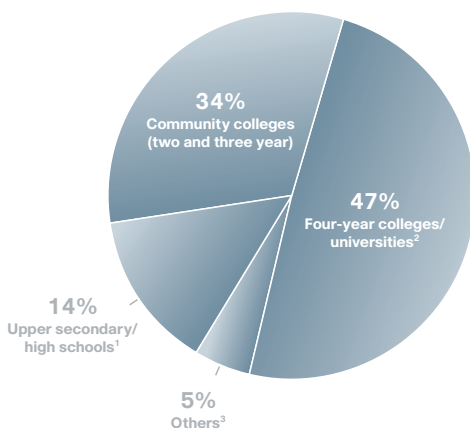
**Number of Active Students in Cisco Networking Academy Courses, Year by Year**



\* 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**



<sup>1</sup> Includes grades 6 through 12.

<sup>2</sup> Includes postgraduate.

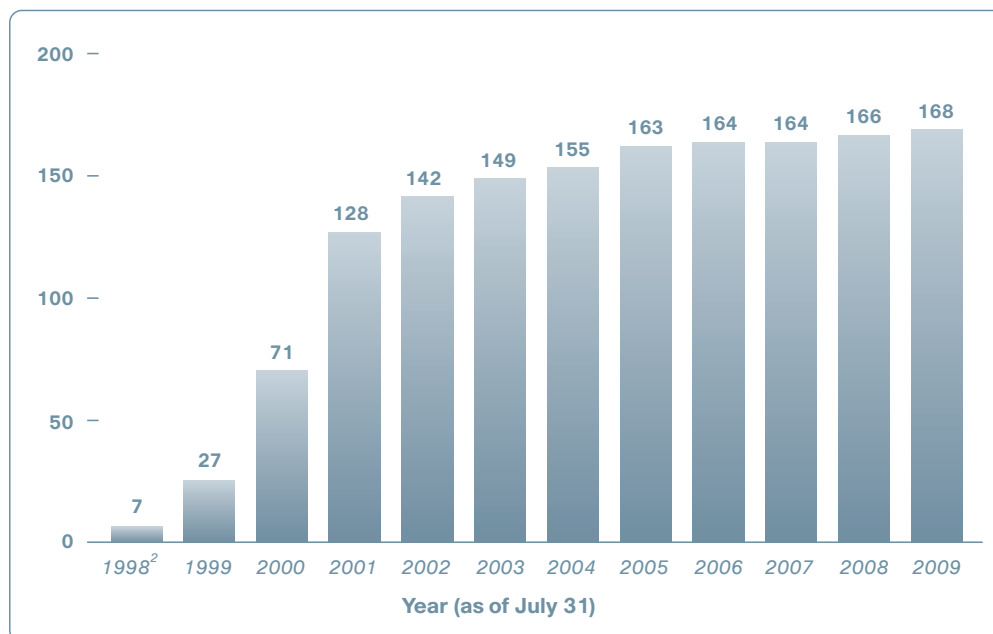
<sup>3</sup> Includes community and nonacademic sites; also includes postgraduate outside four-year institutions.

“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 Countries<sup>1</sup> with Active Networking Academy Sites, by Year**



<sup>1</sup> 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.

<sup>2</sup> 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

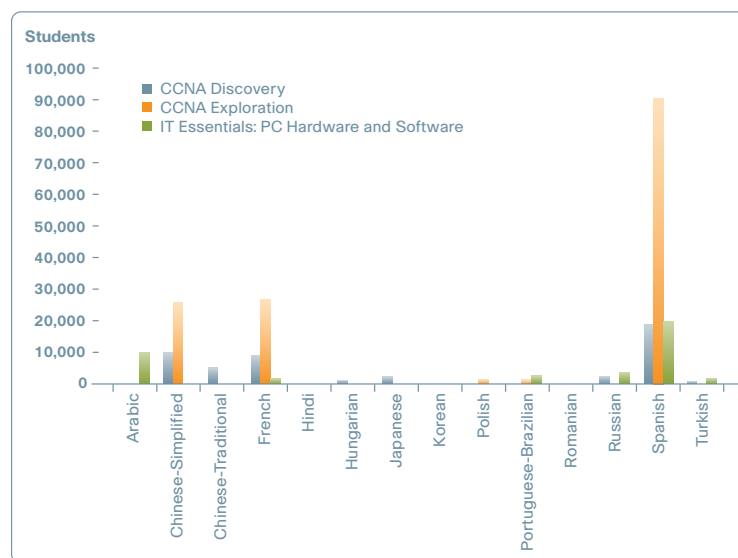
The Cisco Networking Academy curriculum comprises 14 courses that give students the opportunity to acquire practical knowledge and apply it in hands-on laboratory activities and realistic simulations. Courses progress from basic computer and networking skills to more advanced networking and specialist 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 272 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](http://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
<b>Digital Cities</b> Cisco's engagement began: January 2008	<ul style="list-style-type: none"> <li>• Help bridge the digital divide in Israel by providing Internet access in two Galilean cities: Jewish Upper Nazareth (Nazareth Illit) and Arab Nazareth.</li> <li>• Boost the local economy by promoting tourism.</li> <li>• Offer activities and programs to enrich the community, develop leadership skills, and develop the workforce.</li> <li>• Improve relationships between Arabs and Jews in the two cities through joint projects that encourage economic development.</li> </ul>	<ul style="list-style-type: none"> <li>• 14 Arab women and 13 Jewish women graduated from the Women Empowerment Program (WEP) and are now employed in the ICT field.</li> <li>• 44 youths from the two cities participated in MYTecC (see below).</li> <li>• A <a href="#">tourism portal</a> 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.</li> <li>• Three tourist Information kiosks have been erected; an e-government interactive kiosk provides instant access to public facilities and services.</li> <li>• Two community centers were established in Nazareth and Nazareth Illit.</li> <li>• English as a second language was taught in seven Nazareth elementary schools (500+ students).</li> <li>• 35 interactive whiteboards were installed in 12 public schools.</li> <li>• In cooperation with the Peres Center for Peace, an after-school basketball program involves young Arab and Jewish boys and girls.</li> </ul>
<b>Egypt Education Initiative</b> Cisco's engagement began: May 2006 Program website: <a href="http://www.eei.gov.eg/">http://www.eei.gov.eg/</a>	<ul style="list-style-type: none"> <li>• This is a partnership with the World Economic Forum as part of the Global Education Initiative.</li> <li>• Improve education delivery through the use of ICT and advanced technologies.</li> <li>• Serve as a model for educational reform in other developing countries.</li> <li>• Focus on four areas: pre-university education, higher education, lifelong learning, and developing the e-learning industry in Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>• This initiative includes eight corporations, three global NGOs, and approximately 30 local companies.</li> <li>• 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.</li> </ul>

Education Initiative	Description and Purpose	Activities in FY09
<p><b>Guanghua Cisco Leadership Institute</b></p> <p>Cisco's engagement began: April 2008</p> <p>Program website: <a href="http://leadership.veplatform.com">http://leadership.veplatform.com</a></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>An Enterprise Executive Leader Program aimed at executives from state-owned enterprises will be conducted in 2010.</li> <li>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.</li> </ul>
<p><b>Mediterranean Youth Technology Club (MYTecC)</b></p> <p>Cisco's engagement began: early 2007</p> <p>Program website: <a href="http://www.mytecc.com">http://www.mytecc.com</a></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Three websites have been developed.</li> <li>MyTecc.com contains information about the program and its achievements, and is accessible to the general public.</li> <li>MyTecc.ning.com is a social networking site for youths and instructors.</li> <li>Mywaves.org is devoted to learning English and includes an offline curriculum distributed to all students.</li> </ul>

Education Initiative	Description and Purpose	Activities in FY09
<b>MIND Research Institute</b> Cisco's engagement began: November 2007 Organization website: <a href="http://www.mindinst.org/">http://www.mindinst.org/</a>	<ul style="list-style-type: none"> <li>Transform brain and learning research into applied education programs for elementary and secondary school students.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>111,000 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.</li> <li>The average student progress through the software curriculum increased by 7% from 2008 to 2009, made possible by system and curriculum upgrades.</li> <li>Client retention has increased to 90%.</li> </ul>
<b>National Center for Learning Disabilities</b> Cisco's engagement began: December 2007 Organization website: <a href="http://www.ncld.org/">http://www.ncld.org/</a>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>More than 20 national organizations jointly planned RTI activities such as conferences, training sessions, and online events for 2009.</li> <li>The program has reached out to more than 1.8 million educators and parents through partner organizations.</li> <li>There were 252,000 unique visitors from 165 countries to the organization's website, and 1.7 million page views.</li> <li>On average, 95% of the site visitors use it for one or more purposes, including sharing the information and resources with others.</li> <li>There were 451,600 participants in online events and training.</li> <li>The RTI Action Network's e-newsletter has 5700 subscribers.</li> <li>The organization generated more than 700 fans and more than 6000 page views on Facebook after just six months.</li> <li>More than 12,500 people viewed RTI videos on YouTube.</li> </ul>

"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
<b>Rajasthan Education Initiative</b> Cisco's engagement began: October 2005 Program website: <a href="http://www.rei.org.in">www.rei.org.in</a>	<ul style="list-style-type: none"> <li>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.</li> <li>Improve social and economic conditions in Rajasthan, India's largest state.</li> <li>Provide universal access to primary education by 2010 and to secondary education by 2020.</li> <li>Boost school retention levels, increasing access for girls and enhancing the quality of learning in core subjects such as mathematics, science, and English.</li> <li>Expand the curriculum to provide students with the ICT skills they need to participate in the global knowledge-based economy.</li> </ul>	<ul style="list-style-type: none"> <li>Cisco has trained more than 53 teachers and 900 students on the IT Essentials curriculum.</li> <li>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.</li> <li>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.</li> <li>Cisco completed the commitment to the Lifelines project in March 2009. The Lifelines Steering Committee is evaluating prospects for sustainability funding.</li> </ul>
<b>Transition Training Academy</b> Cisco's engagement began: 2006 Program website: <a href="http://tta.woundedwarriorproject.org">http://tta.woundedwarriorproject.org</a>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Cisco turned the project over to Wounded Warriors but retains a program manager to provide liaison and track progress on placements.</li> <li>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.</li> <li>In FY09, 200 students completed the first phase of prototype training to test the Military to Medicine curriculum.</li> <li>580 students have received scholarships and are engaged in training to date.</li> <li>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.</li> <li>From October 2006 to June 2009, 467 of 537 applicants completed the program and graduated, a retention rate of almost 87%.</li> <li>In 2009, 424 students applied and 340 graduated, a retention rate of over 80%.</li> <li>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.</li> </ul>