Networking Academy Update
Karol Kniewald,
Territory Manager – Europe
May 2015

Educating the Architects of the Internet of Everything
Cisco Networking Academy
“Cisco Networking Academy educating the future architects of the Internet of Everything.”
Cisco Networking Academy Evolution
Enabling Agile, Collaborative Education

1997 - 2005
- Startup
  - Entrepreneurial
  - Pioneering
  - Internet-based e-learning
  - LMS & Assessments

2006-2010
- Business Maturity
  - Mature & Scale Business processes
  - Predictability / Consistency
  - New Curriculum
  - Soft Skills
  - Assessments, Simulation & Gaming

2011-2015
- Business Transformation
  - Business Architecture
  - Technology Platform Evolution, Scale & Extensibility
  - Curriculum Redesign
  - Expanded Offerings, Partner Content
  - New Educational Models
Market Landscape Analysis Summary

• Research from global employers confirms what we’re hearing from students, instructors, and employers:
  • Growing skills gap for essential and emerging networking technologies – security, voice, wireless, data center, cloud, video

• Students must move beyond core networking skills to remain relevant and competitive

• Advanced ICT skills and soft skills are essential in enabling students to find a job in the ICT space

• Education trends increasingly shifting from in-classroom to virtual learning

• Need to help students prepare for future jobs that don’t yet exist (IoE)
Regional/country statistics
How Cisco measures success of NetAcad?

- Beneficiaries – key element to prove success and stimulate continuous Cisco investment
- Number of enrolled students
  - Individual students enrolled in classes and actively participating in assessment*
## Nordic/Baltic region statistics (Apr 2015)

<table>
<thead>
<tr>
<th>Country</th>
<th>Student ND enrolments</th>
<th>Cumulative Students Since Inception</th>
<th>Cisco Certification Ready Completions Since Inception</th>
<th>Instructors</th>
<th>Academies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% delta from Prior Year</td>
<td>% Female</td>
<td>Total</td>
<td>% Female</td>
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<td>9%</td>
<td>18%</td>
<td>5,745</td>
<td>17%</td>
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<td>Finland</td>
<td>3,599</td>
<td>-16%</td>
<td>11%</td>
<td>32,508</td>
<td>13%</td>
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<tr>
<td>Greenland</td>
<td>6</td>
<td>-40%</td>
<td>0%</td>
<td>10</td>
<td>10%</td>
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<tr>
<td>Iceland</td>
<td>651</td>
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<td>3,328</td>
<td>5%</td>
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<tr>
<td>Latvia</td>
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<td>4,340</td>
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<tr>
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<td>4,760</td>
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<td>37,578</td>
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### Denmark – course coverage & TOP academies

#### Coverage by "Course"

<table>
<thead>
<tr>
<th>Country</th>
<th>&quot;Course&quot;</th>
<th>04.25.15</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04.26.14</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04.27.13</th>
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</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>CCNA 1</td>
<td>2,408</td>
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<td>4%</td>
<td>2,316</td>
<td>3%</td>
<td>2,220</td>
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<tr>
<td></td>
<td>CCNA 2</td>
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<td>-12%</td>
<td>-16%</td>
<td>776</td>
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<td>857</td>
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<tr>
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<td>CCNA 3</td>
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<td>-13%</td>
<td>641</td>
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<td>566</td>
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</tr>
<tr>
<td></td>
<td>CCNA 4</td>
<td>518</td>
<td>-117%</td>
<td>-18%</td>
<td>636</td>
<td>6%</td>
<td>600</td>
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</tr>
<tr>
<td></td>
<td>MIE</td>
<td>92</td>
<td>30%</td>
<td>23%</td>
<td>76</td>
<td>13%</td>
<td>30</td>
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<tr>
<td></td>
<td>CCNA Security</td>
<td>88</td>
<td>23%</td>
<td>30%</td>
<td>76</td>
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### Coverage by Top 25 Academies by Size

<table>
<thead>
<tr>
<th>Country</th>
<th>Academy</th>
<th>City</th>
<th>State/Province</th>
<th>04.25.15</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04.26.14</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04.27.13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>Tekniske Universitet</td>
<td>Aalborg</td>
<td>Central Jutland</td>
<td>1,270</td>
<td>-44%</td>
<td>-3%</td>
<td>1,226</td>
<td>10%</td>
<td>1,204</td>
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</tr>
<tr>
<td></td>
<td>Syddansk Universitet</td>
<td>Odense</td>
<td>South Denmark</td>
<td>731</td>
<td>77%</td>
<td>5%</td>
<td>654</td>
<td>26%</td>
<td>24</td>
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</tr>
<tr>
<td></td>
<td>Maribo</td>
<td>Maribo</td>
<td>Central Jutland</td>
<td>493</td>
<td>74%</td>
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<td>537</td>
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<td>506</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tech College Aalborg</td>
<td>Aalborg</td>
<td>North Jutland</td>
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<td>-173%</td>
<td>-28%</td>
<td>575</td>
<td>25%</td>
<td>422</td>
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<tr>
<td></td>
<td>Zealand Business College</td>
<td>Randers</td>
<td>Zealand</td>
<td>439</td>
<td>-24%</td>
<td>-5%</td>
<td>480</td>
<td>-12%</td>
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<tr>
<td></td>
<td>Odense Teknikum</td>
<td>Odense</td>
<td>South Denmark</td>
<td>410</td>
<td>78%</td>
<td>-10%</td>
<td>490</td>
<td>8%</td>
<td>441</td>
<td></td>
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<tr>
<td></td>
<td>Odense Teknikum</td>
<td>Odense</td>
<td>South Denmark</td>
<td>250</td>
<td>78%</td>
<td>3%</td>
<td>190</td>
<td>-0%</td>
<td>306</td>
<td></td>
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<tr>
<td></td>
<td>Holbæk Teknikum</td>
<td>Holbæk</td>
<td>Zealand</td>
<td>119</td>
<td>5%</td>
<td>6%</td>
<td>114</td>
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<td>41</td>
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<tr>
<td></td>
<td>HASBERG</td>
<td>Hadsund</td>
<td>South Denmark</td>
<td>80</td>
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<td>-7%</td>
<td>50</td>
<td>4%</td>
<td>40</td>
<td></td>
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<tr>
<td></td>
<td>Tekniske Skole</td>
<td>Aalborg</td>
<td>Jutland</td>
<td>61</td>
<td>53%</td>
<td>-2%</td>
<td>60</td>
<td>-5%</td>
<td>119</td>
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<tr>
<td></td>
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<td>Aalborg</td>
<td>Zealand</td>
<td>52</td>
<td>-67%</td>
<td>-56%</td>
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<td>119</td>
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<tr>
<td></td>
<td>Center for Environment and Business</td>
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<td>Zealand</td>
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<td>54%</td>
<td>5%</td>
<td>21</td>
<td>-4%</td>
<td>55</td>
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<tr>
<td></td>
<td>Center for Environment</td>
<td>Copenhagen</td>
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<td>55%</td>
<td>2%</td>
<td>42</td>
<td>-25%</td>
<td>56</td>
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<tr>
<td></td>
<td>Roskilde teknikum</td>
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<td>Zealand</td>
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<td>79%</td>
<td>31</td>
<td>192%</td>
<td>57</td>
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<tr>
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<td>Aalborg</td>
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<td>1%</td>
<td>100%</td>
<td>1%</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vejle Teknikum</td>
<td>Vejle</td>
<td>South Denmark</td>
<td>62</td>
<td>-41%</td>
<td>-8%</td>
<td>82</td>
<td>-8%</td>
<td>369</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syddans University</td>
<td>Odense</td>
<td>Zealand</td>
<td>4</td>
<td>-10%</td>
<td>-9%</td>
<td>4</td>
<td>-9%</td>
<td>72</td>
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## Estonia – course coverage & TOP academies

### Coverage - Total

<table>
<thead>
<tr>
<th>Country</th>
<th>04.25.15</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04.26.14</th>
<th>% Growth</th>
<th>04.27.13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>531</td>
<td>7%</td>
<td>5%</td>
<td>853</td>
<td>-11%</td>
<td>953</td>
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### Coverage by "Course"

<table>
<thead>
<tr>
<th>Country</th>
<th>&quot;Course&quot;</th>
<th>04.25.15</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04.26.14</th>
<th>% Growth</th>
<th>04.27.13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>CONA 1</td>
<td>461</td>
<td>-10%</td>
<td>29%</td>
<td>556</td>
<td>-7%</td>
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<tr>
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<td>CONA 2</td>
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<td>-29%</td>
<td>-12%</td>
<td>213</td>
<td>3%</td>
<td>226</td>
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<tr>
<td></td>
<td>CONA 3</td>
<td>120</td>
<td>-10%</td>
<td>8%</td>
<td>130</td>
<td>-24%</td>
<td>172</td>
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<tr>
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<td>CONA 4</td>
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<td>18%</td>
<td>11%</td>
<td>87</td>
<td>-37%</td>
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<td>ITE 1</td>
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<td>-9%</td>
<td>-18%</td>
<td>51</td>
<td>21%</td>
<td>38</td>
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<td>CONA Society</td>
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<td>-18%</td>
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<td>38</td>
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<td>CONP</td>
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<td>85%</td>
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<td>10</td>
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<tr>
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<td>Other</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Coverage by TOP 25 Academies by Size

<table>
<thead>
<tr>
<th>Country</th>
<th>Academy</th>
<th>City</th>
<th>State/Province</th>
<th>04.25.15</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04.26.14</th>
<th>% Growth</th>
<th>04.27.13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>The Estonian Information Technology University of Tallinn</td>
<td>Tallinn</td>
<td>Harju</td>
<td>342</td>
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<td>-10%</td>
<td>405</td>
<td>-11%</td>
<td>450</td>
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<tr>
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<td>Tallinn University of Technology</td>
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<td>Harju</td>
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<td>-6%</td>
<td>237</td>
<td>14%</td>
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<tr>
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<td>Tartu</td>
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<td>-5%</td>
<td>236</td>
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<td>236</td>
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<tr>
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<td>Harju</td>
<td>57</td>
<td>53</td>
<td>13%</td>
<td>4</td>
<td>-9%</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Narva Meat Processing and Technology Institute</td>
<td>Narva</td>
<td>Ida-Virumaa</td>
<td>69</td>
<td>67</td>
<td>100%</td>
<td>4</td>
<td>100%</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Tallinn Technical University</td>
<td>Tallinn</td>
<td>Harju</td>
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<td>21</td>
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<tr>
<td></td>
<td>Audronės Mokinio Bokštas</td>
<td>Audronės Mokinio Bokštas</td>
<td>Audronės Mokinio Bokštas</td>
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<tr>
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<td>Tapa</td>
<td>Latvian</td>
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<td>15</td>
<td>100%</td>
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<td>Vihanski Universitadz Kalniks</td>
<td>Vihanski Universitadz Kalniks</td>
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<td>3</td>
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<td>-100%</td>
<td>10</td>
<td>-10%</td>
<td>8</td>
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</tbody>
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## Finland – course coverage & TOP academies

### Coverage - Total

<table>
<thead>
<tr>
<th>Country</th>
<th>04-26-15</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04-26-14</th>
<th>% Growth</th>
<th>04-27-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finland</td>
<td>3,530</td>
<td>-16%</td>
<td>3,280</td>
<td>-9%</td>
<td>4,069</td>
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</table>

### Coverage by "Course" - Finland

<table>
<thead>
<tr>
<th>Country</th>
<th>04-26-15</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04-26-14</th>
<th>% Growth</th>
<th>04-27-13</th>
</tr>
</thead>
<tbody>
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<td>OCNA 1</td>
<td>1,475</td>
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<td>-4%</td>
<td>1,062</td>
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<tr>
<td>OCNA 2</td>
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<td>-18%</td>
<td>881</td>
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<td>913</td>
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<td>OCNA 3</td>
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<td>436</td>
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<td>OCNA 4</td>
<td>423</td>
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<td>-2%</td>
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<tr>
<td>All</td>
<td>27</td>
<td>-140%</td>
<td>167</td>
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<td>141</td>
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<tr>
<td>OCNA Security</td>
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<tr>
<td>CCNP</td>
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<td>7%</td>
<td>423</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Coverage by TOP 25 Academies by Size

<table>
<thead>
<tr>
<th>Country</th>
<th>Academy</th>
<th>City</th>
<th>State/Province</th>
<th>04-26-15</th>
<th>% Growth</th>
<th>% Growth</th>
<th>04-26-14</th>
<th>% Growth</th>
<th>04-27-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finland</td>
<td>Helsinki Metropolitan University of</td>
<td>Espoo</td>
<td>Province of</td>
<td>946</td>
<td>-28%</td>
<td>-35%</td>
<td>1,112</td>
<td>-7%</td>
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</tr>
<tr>
<td></td>
<td>Turku University of Applied Sciences</td>
<td>Turku</td>
<td>Western Finland</td>
<td>649</td>
<td>-6%</td>
<td>-18%</td>
<td>812</td>
<td>4%</td>
<td>911</td>
</tr>
<tr>
<td></td>
<td>Tampere University of Applied</td>
<td>Tampere</td>
<td>Western Finland</td>
<td>222</td>
<td>-32%</td>
<td>-9%</td>
<td>264</td>
<td>-22%</td>
<td>463</td>
</tr>
<tr>
<td></td>
<td>University of Applied Sciences</td>
<td>Tampere</td>
<td>Western Finland</td>
<td>224</td>
<td>-38%</td>
<td>-26%</td>
<td>306</td>
<td>-22%</td>
<td>190</td>
</tr>
<tr>
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Greenland – coverage by course

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Iceland – course coverage & TOP academies

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<td>CCNA 2</td>
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<td>CCNA 3</td>
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<th>Coverage by TOP 20 Academies by Size - For 12 Months Ended</th>
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<tr>
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<tr>
<td>Vilnius University College, Lithuania</td>
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<tr>
<td>Latvian University of Agriculture, Latvia</td>
</tr>
<tr>
<td>Riga Higher Education Institute, Riga</td>
</tr>
<tr>
<td>Transport and Telecommunication, Riga</td>
</tr>
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<td>Daugavpils University, Daugavpils</td>
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# Lithuania – course coverage & TOP academies

## Coverage - Total

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<th>% Growth</th>
<th>04/27/13</th>
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## Coverage by "Course"

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## Coverage by TOP 25 Academies by Size

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<th>% Growth</th>
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Cisco Networking Academy

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## Norway – course coverage & TOP academies

### coverage - total

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### coverage by "course"

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### Coverage - Total

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### Coverage by Course

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<td>0%</td>
<td>1,302</td>
<td></td>
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<tr>
<td></td>
<td>CCNA 3</td>
<td>710</td>
<td></td>
<td>-87</td>
<td>-11%</td>
<td>800</td>
<td>-8%</td>
<td>870</td>
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<tr>
<td></td>
<td>CCNA 4</td>
<td>589</td>
<td></td>
<td>-75</td>
<td>-11%</td>
<td>664</td>
<td>-8%</td>
<td>721</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ITE 1</td>
<td>521</td>
<td></td>
<td>70</td>
<td>16%</td>
<td>451</td>
<td>-13%</td>
<td>521</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCNA Security</td>
<td>246</td>
<td></td>
<td>24</td>
<td>9%</td>
<td>226</td>
<td>17%</td>
<td>185</td>
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<tr>
<td></td>
<td>CCNP</td>
<td>330</td>
<td></td>
<td>-55</td>
<td>-17%</td>
<td>354</td>
<td>-17%</td>
<td>472</td>
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</tr>
</tbody>
</table>

### Coverage by Academy

<table>
<thead>
<tr>
<th>Country</th>
<th>Academy</th>
<th>City</th>
<th>State/Region</th>
<th>04.25.15</th>
<th># Growth</th>
<th>% Growth</th>
<th>04.26.14</th>
<th>% Growth</th>
<th>04.27.13</th>
<th>% Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td></td>
<td></td>
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</tbody>
</table>
NetAcad Assessment Value

- Assessment as integrated part of the student learning experience
- Each item/activity aligns to a specific course competency and is built with the curriculum
- NetAcad employs instructors globally as consultants to create and develop the assessments
- NetAcad uses assessment data to make improvements at the student, classroom, and academy level

Non-assessed student statistics APR 2015

<table>
<thead>
<tr>
<th>Country</th>
<th>APR 2015</th>
<th>Growth</th>
<th>YoY Change</th>
<th>NA APR 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>4,587</td>
<td>-4.8%</td>
<td>-229</td>
<td>890</td>
</tr>
<tr>
<td>Estonia</td>
<td>931</td>
<td>9.1%</td>
<td>78</td>
<td>265</td>
</tr>
<tr>
<td>Finland</td>
<td>3,599</td>
<td>-15.5%</td>
<td>-661</td>
<td>937</td>
</tr>
<tr>
<td>Iceland</td>
<td>651</td>
<td>-5.9%</td>
<td>-41</td>
<td>62</td>
</tr>
<tr>
<td>Latvia</td>
<td>605</td>
<td>9.0%</td>
<td>50</td>
<td>59</td>
</tr>
<tr>
<td>Lithuania</td>
<td>774</td>
<td>-14.4%</td>
<td>-130</td>
<td>115</td>
</tr>
<tr>
<td>Norway</td>
<td>501</td>
<td>7.7%</td>
<td>36</td>
<td>54</td>
</tr>
<tr>
<td>Sweden</td>
<td>5,510</td>
<td>-6.7%</td>
<td>-398</td>
<td>1627</td>
</tr>
</tbody>
</table>
NetAcad Learning Portfolio
Who Develops Courses?

Instructor-led and self-paced courses offered in partnership with schools and organizations around the world

Community
Learning materials developed by NetAcad instructors in partnership with Cisco

Partners
Courses developed by partner organizations and offered to help broaden student skills and improve their career prospects

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Course Delivery

Instructor Led

Courses that are opened and taught by an instructor, in a face-to-face classroom setting, a blended classroom and distance-learning environment, or remotely.

Self Paced

Courses that allow students to self-enroll and complete the learning activities at their own pace, sometimes within a set time frame.

Self-paced offerings also include podcasts.
NetAcad Learning Portfolio (Including Planned)

- OS & IT
  - Get Connected
  - IT Essentials
  - NDG Linux Essentials
  - NDG Introduction to Linux I & II

- Networking
  - CCNA Routing & Switching (1-4)
  - CCNP Routing & Switching (1-3)
  - Networking Essentials

- Networking & Technology Security
  - Intro to Cybersecurity
  - CCNA Security

- Technology
  - Voice Primer
  - Cloud Primer
  - Collaboration Primer
  - Mobility Series: Wireless Tech Standards

- Packet Tracer
  - Cisco Packet Tracer (PT)
  - Packet Tracer Know How
  - PT Mobile Android
  - PT Mobile iOS

- Internet of Everything
  - Intro IoE Summary Podcast
  - Introduction to the Internet of Everything
  - IoE: Connecting Data
  - IoE: Connecting People & Process
  - IoE: Connecting Things
  - Smart Grid

- Entrepreneurship
  - Be Your Own Boss

Cisco Developed Course
Community Developed Content
Partner Developed Course
Cisco Software
Planned
Self-Enroll Option
Podcast
Certification Alignment
Linux Certificate
Packet Tracer Activities

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Operating Systems & Information Technology

Why OS & IT?
A basic understanding of computer operating systems and information technologies provides the foundational knowledge needed for students to connect to the Internet and understand how systems and processes work together to power the Internet of Everything.

In partnership with NDG, we offer several courses on Linux, which is increasingly regarded as an essential platform for application development. These courses teach the skills needed to fill a growing number of jobs in the information and communication technology (ICT) field.

Career Prep
Courses range from Internet connectivity and social networking basics to teaching the skills needed to gain career certifications as a support technician, system administrator, network technician, or Linux professional.
Why Networking?

As our world becomes increasingly reliant on computer networks and networking technologies, there’s a growing need for professionals who can design, build, manage, and secure networks.

Our networking courses introduce students to a range of topics, from routing protocols and network applications to network services and configurations. The courses emphasize hands-on learning and troubleshooting.

Career Prep

Our networking courses align with globally recognized career certifications including Cisco CCENT, CCNA R&S, and CCNP R&S. Students learn how to become network administrators and network managers.
Why Security?

The demand for security experts has grown three times faster than the demand for other information and communication technology professionals.

Our security courses equip students with the skills needed to protect networks from those with malicious intent to help ensure the integrity and availability of data and services.

Career Prep

Our security courses teach the core concepts and skills needed to secure and protect computer networks and explore career opportunities.

CCNA Security aligns with the Cisco CCNA Security certification.
**Technology**

**Why Technology?**

Our Technology content is developed by a community of NetAcad instructors and covers concepts related to computer networks, such as cloud computing and wireless technologies. Instructors may use these learning materials to create courses for students.

**Career Prep**

These learning resources are designed to expand knowledge of networking-related technologies and provide an overview of technologies students may encounter in their careers.
Why IoE?
As the number of networked connections between people, processes, data, and things grows exponentially, it's essential to understand the technologies that enable the Internet of Everything (IoE), and how increased connectivity creates new opportunities to excel and improve business processes, and address some of the world’s greatest challenges.

These courses broaden students’ thinking beyond core networking and technology concepts.

Career Prep
Students explore the technologies that underpin the IoE and learn about millions of career opportunities that are emerging from data centers, cloud computing, big data, and the Internet of Things.
Why Entrepreneurship?

In addition to technology skills, business owners and professionals need entrepreneurial skills such as creative thinking, communication, business management, and problem solving skills.

Our Entrepreneurship offerings help students develop essential skills to successfully launch new ventures or excel within team environments.

They broaden students’ thinking beyond core networking and technology concepts.

Career Prep

Our Entrepreneurship courses help students develop an entrepreneurial mindset and cultivate the habits and skills needed for success in the Internet of Everything.
Student Advocacy
Global NetAcad Student Outcomes Survey: Program Impact

97.0% students agree that NetAcad has made an impact in their life

92.7% students who reported that the skills they learned at NetAcad are important to their current job**

92.4% students agree that they use skills learned in NetAcad in their daily life*

96.3% students who report that the skills they learned at NetAcad have been important to their career overall**

Source: CA Research Team, data as of April 2014; survey data are since inception (March 2005).
*Positive impact/Daily life questions were included in the survey since its inception (2005)
**Skills Job/Career questions were not included in the survey until 2007
Global NetAcad student competition

- Engage NetAcad students
- Identify top talent
- Showcase students
- NetRiders Study Trip to HQ prize
- Full remote access for students

2015 Global Changes:

We have moved to a Regional Model where we will have **7 regions** and **all countries within the region** will compete on the same dates and times. Each region will hold 3 levels of competitions:

- CCNA
- CCENT
- IT Essentials
Thank you!

Educating the Architects of the Internet of Everything

Cisco Networking Academy