Recoding Africa TTT Program
Training Teachers for Tomorrow
Impact Report
2025

rosa
remove obstacles to social awareness

RECODING AFRICA

CISCO
Global Impact Partner

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About Our Organization

R.O.S.A. - Remove Obstacles to Social Awareness was founded in 2014 in Rome, Italy, with the mission of fighting education poverty worldwide and providing innovative and inclusive education to children, youth and adults. In these years, R.O.S.A. grew from a local reality supported by the Rome Municipality into a global organization, operating in Europe, Africa and Southeast Asia.

At R.O.S.A., we offer a wide range of courses in government and private schools, as well as internships and service-learning programs in Europe, Africa and Southeast Asia designed to help youth and adults develop the skills necessary to excel in their academic curriculum and in the 21st century job market, while becoming happy and contributing global citizens.

We also design and implement teacher training programs to help governments and individual schools in developing countries to align their digital literacy competences, methodologies and pedagogies to international education standards.

The mission of our organization is to foster social change through ICT education, creativity, leadership and entrepreneurial mindset.

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RECODING
AFRICA

About Our 2025 Project

Recoding Africa TTT Program - Training Teachers for Tomorrow was the project we completed in 2025 thanks to a grant from the Cisco Foundation. Following an invitation from Zanzibar's Ministry of Education and Vocational Training (MoEVT), we designed an innovative program to align Zanzibar's education system with 21st century international standards, and to prepare local teachers and students for a skills-based economy and digital content-based society.

In November 2025, our leadership team together with African ICT experts delivered in Zanzibar a teachers' training program using a **"train the trainer" model** paired with a **"waterfall impact" strategy**, in order to rapidly impact transformation in Zanzibar's education system. The program was made possible by the Cisco Cash Grant and the partnership with the MoEVT of Zanzibar. From the surveys collected before and after the program we realised that we were able to significantly upskill the 40 teachers and professionals who joined the training.

The TTT program - Training Teachers for Tomorrow, that we designed and implemented as a pilot program, equipped **40 Zanzibarian high school teachers** with modern teaching methodologies and ICT skills. Our goal was to upskill the participants so that they can effectively teach digital literacy and ICT tools to their students, in allignment with the new National Curriculum requirements.

Ultimately, our program acts as a response to the need to prepare the **76% of Tanzania's population under 25 years old** with the skills required for employability and career readiness in the 21st century job market.

R.O.S.A.'s mission is to contribute to **sustainable local development through innovative education**, this is why we wish to upscale this project to other communities in Tanzania and in other African countries.

Our TTT Dream Team

Mariarosy Calleri
Program Director

Nkosana Maphosa
ICT Instructor

Michele Usher
Program Coordinator

Dennis Andrew Usher
ICT Instructor

Jane Mugi
IT Instructor

Svetlozara Zlatanova
Video Content Creator

Activities Implemented

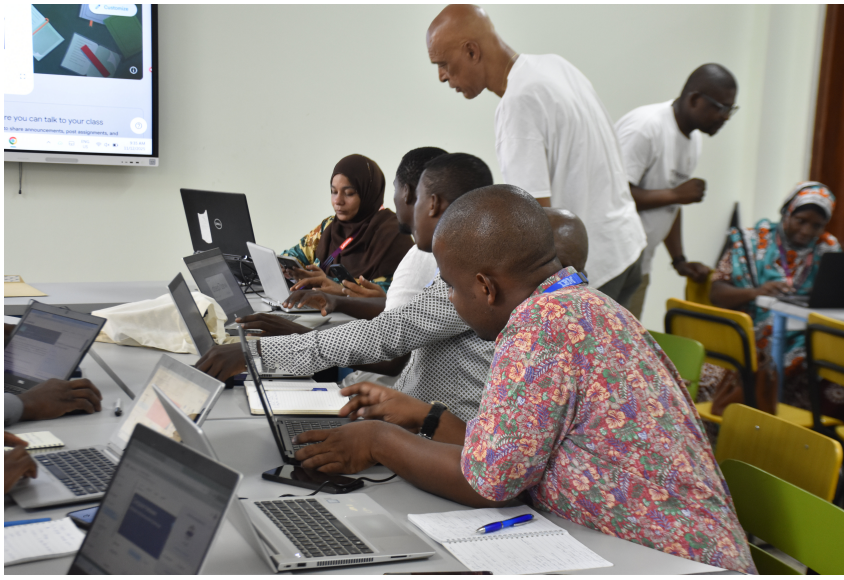
Established partnerships with **Teachers' Centers and Hubs directors** to coordinate program implementation

Developed a **curriculum** tailored to build **ICT skills;** and **modern, inclusive, and interactive teaching methodologies**

Provided **hands-on training** for teachers using: **IBM SkillsBuild; Google Workspace; Kahoot; Canva; AI tools;** and other digital resources

Advanced teachers' training using **interactive modules**, **classroom engagement**, and a **student-centered approach**

Prepared the 40 trainees for the implementation of **"The Waterfall Impact" Model**



Our Project's Challenges and their Mitigation

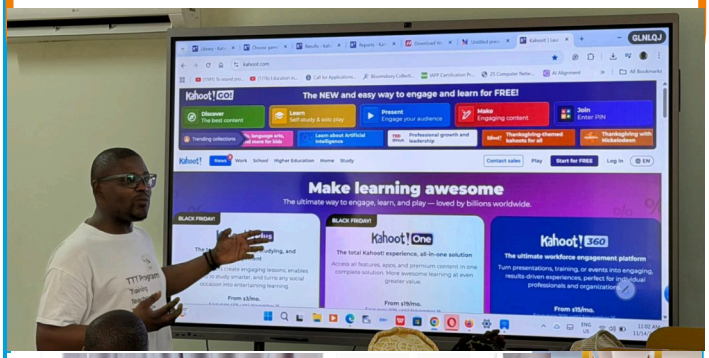
MAIN CHALLENGES:

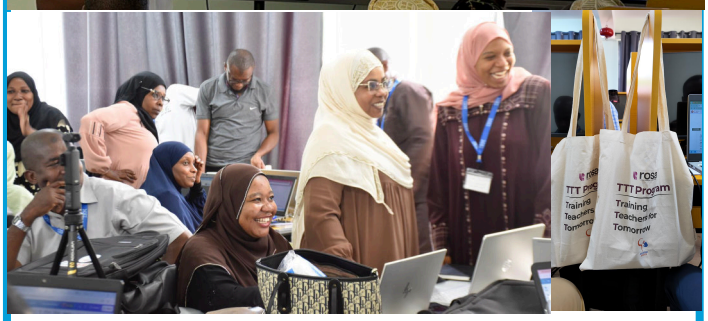
1.

Inadequate digital infrastructure, particularly in rural areas, in Zanzibar (e.g. **unstable electricity and connectivity, lack of devices**).

OUR SOLUTION:

we worked with the Ministry of Education and Vocational Training (MoEVT) of Zanzibar to make sure the program could be delivered in a facility with stable connectivity, providing all the trainees with the necessary equipment (laptops).





we provided teachers with standardized toolkits including teaching materials and other useful offline resources.

2.

Sustaining teacher engagement and skills retention, also due to **long distances and teachers' time constraints.**

OUR SOLUTIONS:

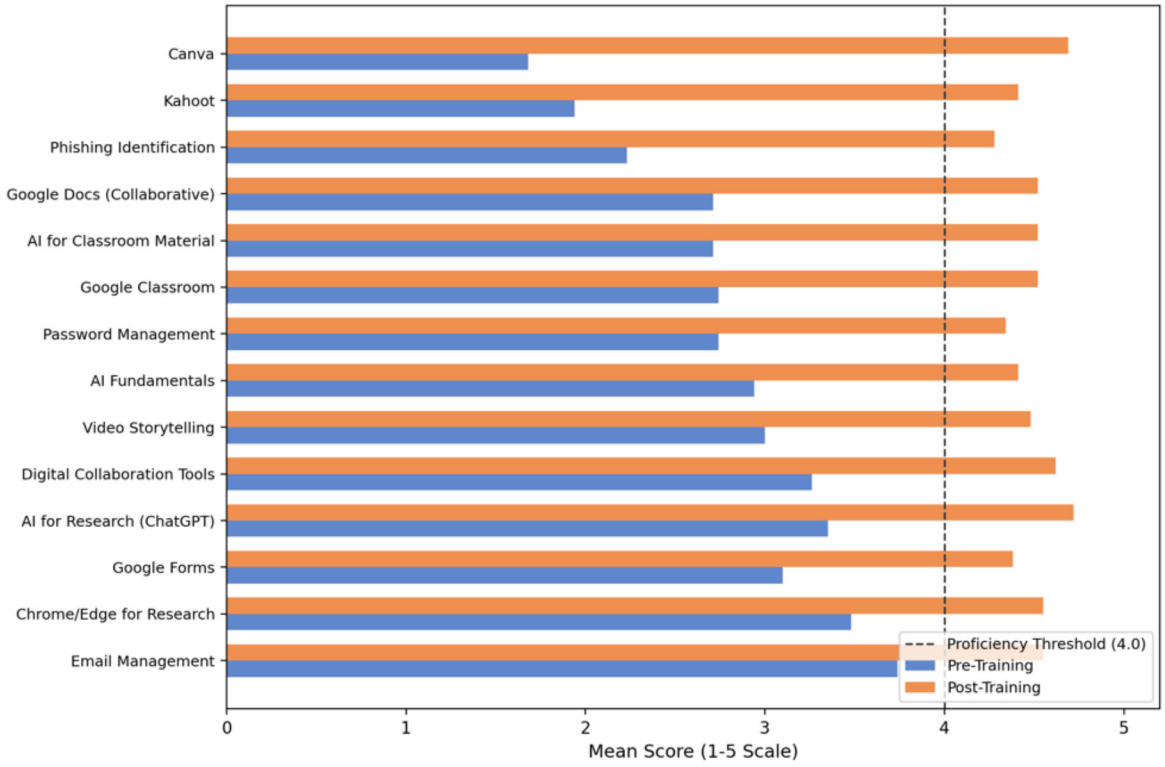
we are providing ongoing online mentoring sessions to facilitate the building of a "community of practice".

in 2026 we plan to develop an e-learning platform to deliver digitally the TTT Program - Training Teachers for Tomorrow, in order to expand access to high-quality ICT upskilling for educators in Zanzibar and other East Africa countries. The platform will provide progress tracking; enable flexible, self-paced participation, accessable also on mobile devices.

Main Outcomes and Impact

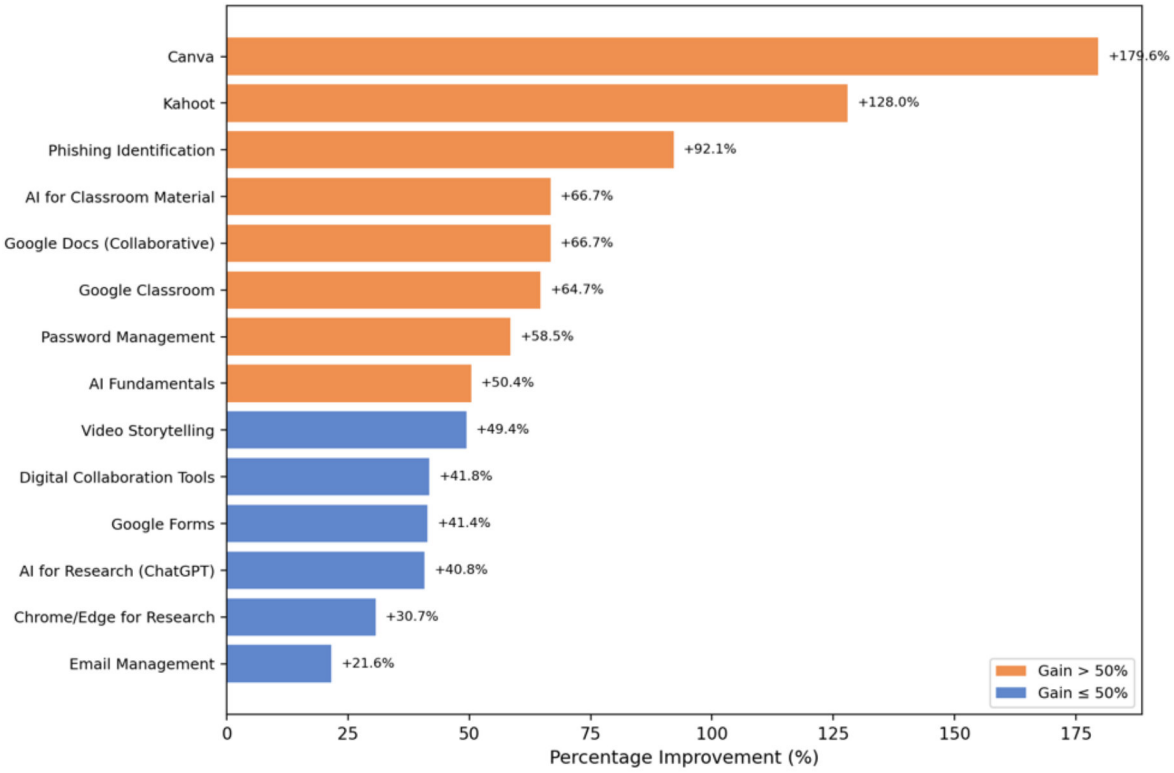
At the beginning and at the end of our 2025 program, we asked participants to fill in surveys. Here are some results:

Pre-Post Digital Skill Proficiency



Note. Pre-training means are based on 31 survey responses and post-training means on 29 responses. The dashed line indicates the proficiency threshold of 4.0 on a 5-point scale. All skills showed positive gains.

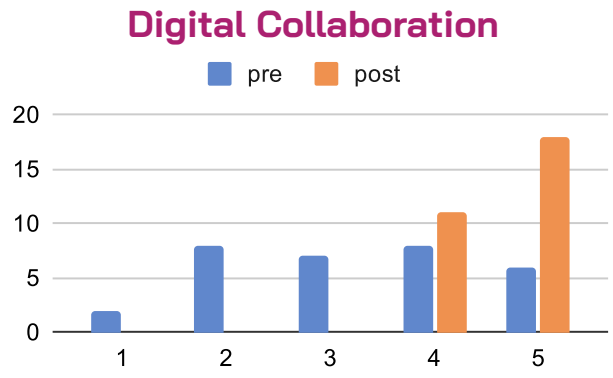
Skill Improvement by Percentage Change



Note. Skills are sorted by percentage improvement. Darker bars indicate gains exceeding 50%. Canva (+179.6%) and Kahoot (+128.0%) showed the largest gains, reflecting near-zero baseline familiarity.

Analysis of Impact Data

At the beginning and at the end of our 2025 program, we asked participants to fill in surveys. Here are some results:

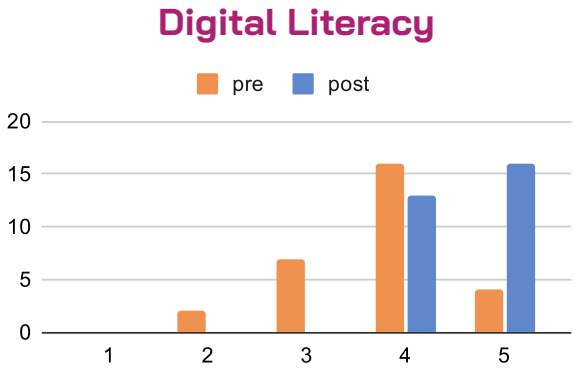


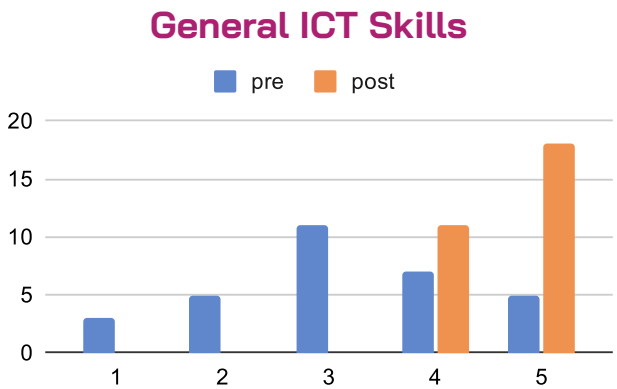
Participants demonstrated a significant improvement in their proficiency in using Digital Collaboration following the training. The average score increased from 3,26 (pre) to 4,62 (post), reflecting a **41,82% improvement**.

Thus, the training greatly strengthened their confidence and ability to apply Digital Collaboration effectively in teaching, learning, and professional tasks.

Moreover, significant improvement in proficiency in using Digital Literacy was expressed following the training. The average score increased from 3,76 (pre) to 4,55 (post), reflecting a **21,1% improvement.**

This shows that the training greatly strengthened their confidence and ability to apply Digital Literacy effectively in teaching, learning, and professional tasks.





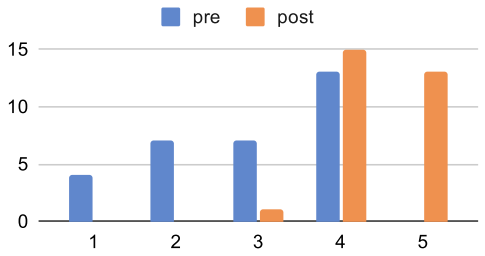
Participants showcased a significant increase in their proficiency in using General ICT following the training. The average score increased from 3,19 (pre) to 4,62 (post), reflecting a **44,69% improvement.**

The training greatly strengthened their confidence and ability to apply General ICT effectively in teaching, learning, and professional tasks.

Detailed Results

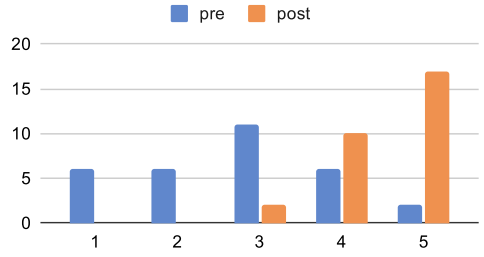
With an almost equal distribution of female and male surveyed participants, all results showcase a significant improvement in the use of ICT tools:

Fundamentals of AI



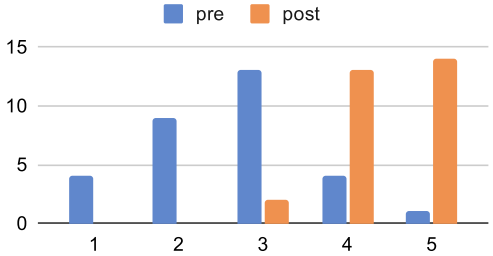
The average score increased from **2.94 (pre) to 4.41 (post)**, reflecting a **50.36% improvement.**

Google Classroom



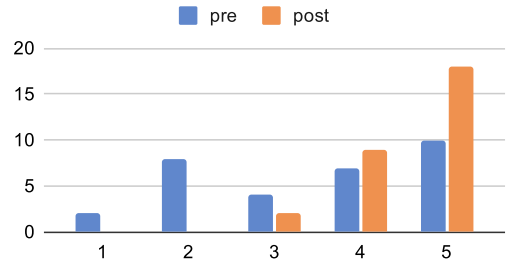
The average score increased from **2.74 (pre) to 4.52 (post)**, reflecting a **64.75% improvement.**

Creation of Multimedia Presentations



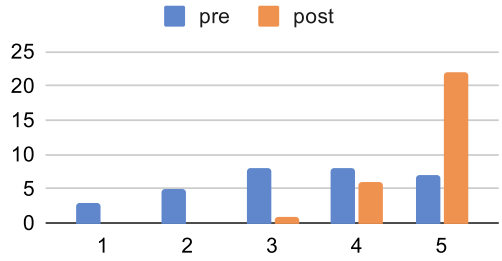
The average score increased **from 2.65 (pre) to 4.41 (post)**, reflecting a **66.86% improvement.**

Chrome and Edge



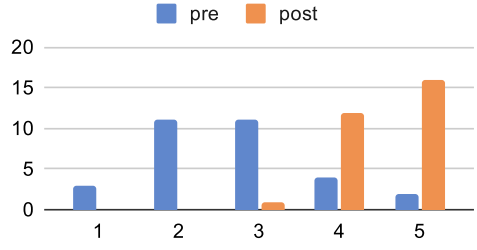
The average score increased from **3.48 (pre) to 4.55 (post),** reflecting a **30.65% improvement.**

Research with AI



The average score increased from **3.35 (pre) to 4.72 (post)**, reflecting a **40.82% improvement.**

Use of Google Documents



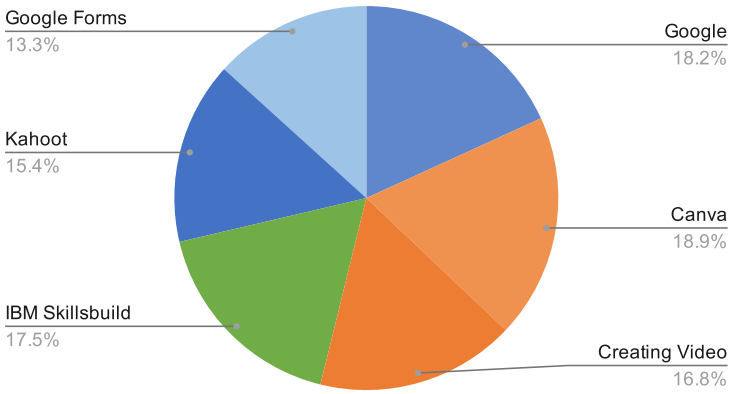
The average score increased from **2.71(pre) to 4.52(post)**, reflecting a **66.71% improvement.**

Participant Feedback

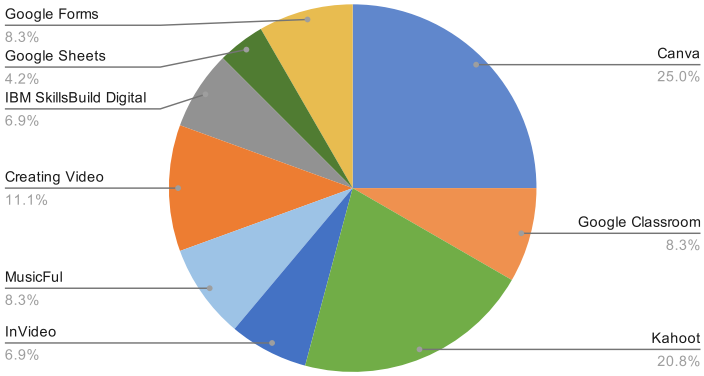
We also gathered data about what the participants found the most useful, in order to improve our future curriculum:

The training's most useful lessons were those involving Google Classroom, Canva, AI-powered video creation, IBM SkillsBuild, Kahoot, and Google Forms, with **most participants rating all tools as valuable and directly applicable to their teaching.**

Which lessons were most useful to uou?



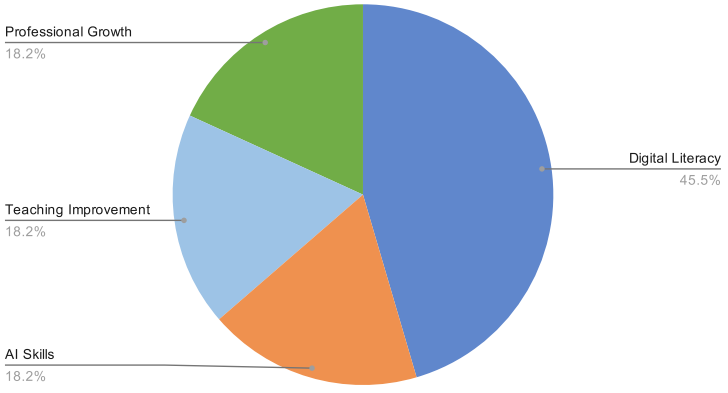
Which new digital tools have you learned?



The integration of IBM SkillsBuild Digital Literacy module for high school teachers strengthened participants' foundational digital competencies. Many also valued learning Google Classroom, Forms, and Sheets, as tools for delivering engaging, technology-enhanced lessons. Overall, the **training significantly expanded digital literacy, creativity, and confidence among participants.**

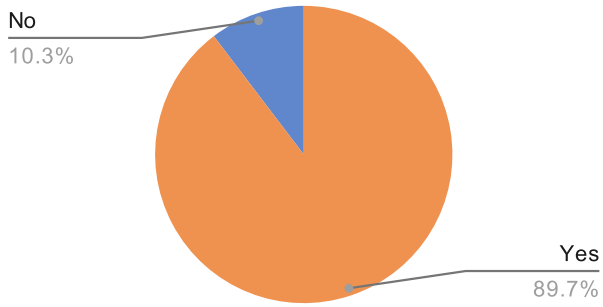
Participants overwhelmingly reported that the training strengthened their digital literacy competence, **increased their confidence in using AI, modern and interactive teaching methodologies**, and equipped them with **ICT skills and tools to enhance classroom engagement and teaching effectiveness**.

What is the biggest benefit you gained?



Participant Satisfaction and Benefits

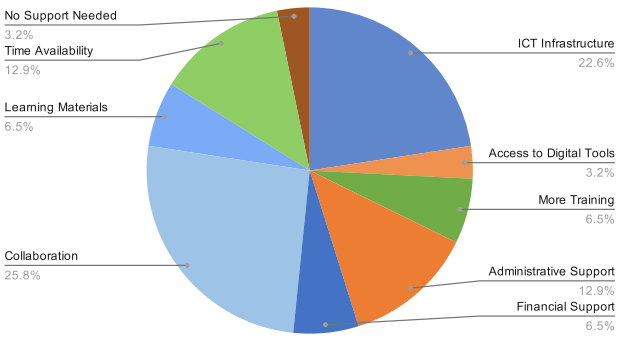
Were your initial expectations about the training met?



"I didn't expect there to be such a wealth of knowledge - I've learned so many things." - Juma A.J.

"The training content reflects our needs." - Sakina M.K.

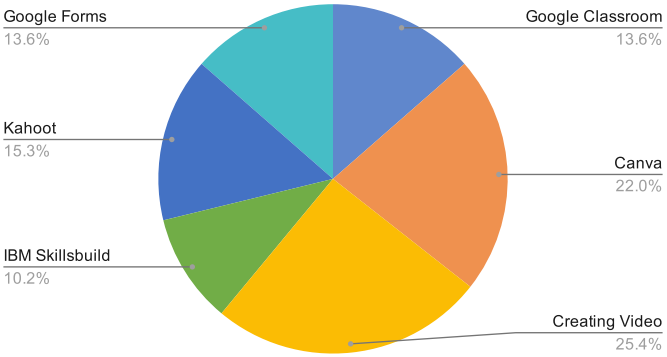
What support do you need to share your new skills with colleagues/students?



"Give us notes to read at home for revision." - Ahmed M.A.

"I need follow-up and more learning materials." - Fatma A.H.

Which skills are you planning to share?



"The training built my confidence and prepared me to guide student teachers." - Adila H.A.

"I will share these skills by teaching my colleagues, demonstrating digital tools, and mentoring in my school and community." - Fatma B.M.

Participants...

... rated the **usefulness of frequent formative assessments** very positively, with an average score of **4.34**/5;

... rated their **Project-Based Learning experience** very positively, with an average score of **4.38**/5;

... reported very high motivation to continue using **new teaching tools** and **experiential learning methodologies**, with an average score of **4.55**/5;

... reported a strong increase in their **professional confidence** as a result of the training, with an average score of **4.71**/5

Testimonials

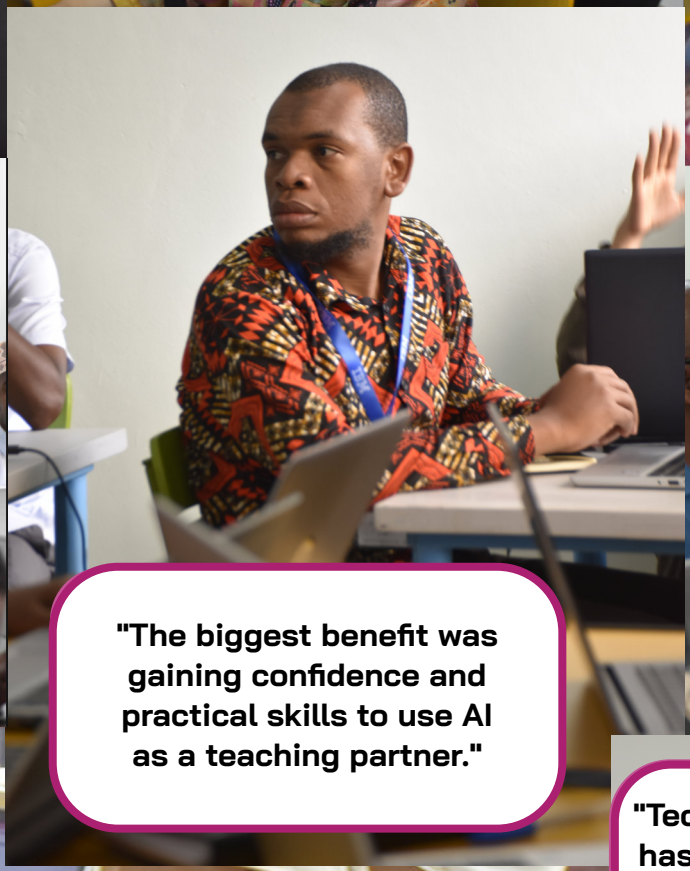
From the surveys we discovered what the participants valued most in the program.

"I now appreciate how technology promotes collaboration and provides diverse learning resources."

"I learned Google Classroom and Google Forms for managing my class."

"Technology is no longer optional; it is essential part of modern education."

"I learned class engagement techniques, team teaching, and collaboration."



"The biggest benefit was gaining confidence and practical skills to use AI as a teaching partner."

"I learned Kahoot and InVideo to make my lessons more interactive."

" I am ready to share these skills wtih staff and other teachers in the Teaching Centers"

"Technology has opened my mind and increased my confidence in teaching."

Budget and Funds Allocation

Funds Received from the Cisco Foundation ($)	20,000

Purpose	Amount Spent (€)	Amount Spent ($)
Salaries	7,392	8,500
Legal/Financial Consultations	2,550	2,976
Materials and Resources	2,137	2,499
Travel Expenses	6,055	7,004

Total Funds Spent	18,134 €	20,979 $

The budget gap of 979 $ was covered by R.O.S.A. using donations the organization received from corporate sponsors and private donors.

Future Plans: Our Waterfall Impact Model

What are the next steps we will take in 2026 and even later?

2026

R.O.S.A.'s vision is to build a durable, locally led train-the-trainer system for digital literacy, ICT integration, and 21st-century pedagogy that can scale within Tanzania and be replicated across other African countries and beyond. Following a successful 2025 pilot, the program we plan to implement in 2026 will upscale and enhance our **Waterfall Impact Model** - shifting from direct training to the development and consolidation of certified local Lead Trainers who can independently train and mentor other teachers thanks to the interactive tools and resources provided by **our new Teacher Training e-Learning Platform**.

By equipping these educators with the skills and tools necessary to become competent and professional ICT trainers, the program will multiply the impact beyond direct participants. Trained teacher-trainers will support their colleagues in adopting ICT-integrated pedagogy, AI-supported teaching tools, and inclusive, student-centered methodologies that enhance engagement, collaboration, and critical thinking amongst students. This approach directly supports the Ministry of Education and Vocational Training's priorities to align Zanzibar's education system with 21st-century international standards and to prepare local students for a skills-based, digital economy.

And Later...

After 2026, our goal is to institutionalize our trainer network so teachers' professional development becomes continuous rather than project-based. Lead Trainers will deliver waterfall impact model training through teacher centers and school clusters, supported by our TTT digital e-learning platform. This sustainable training infrastructure will expand reach while maintaining consistency and instructional quality. Once the model is consolidated across Zanzibar and Pemba, local trainers can replicate it in **additional regions of mainland Tanzania**. We will also pursue regional expansion to other **English-speaking African countries, beginning with Kenya,** through partnerships and collaboration with local institutions.

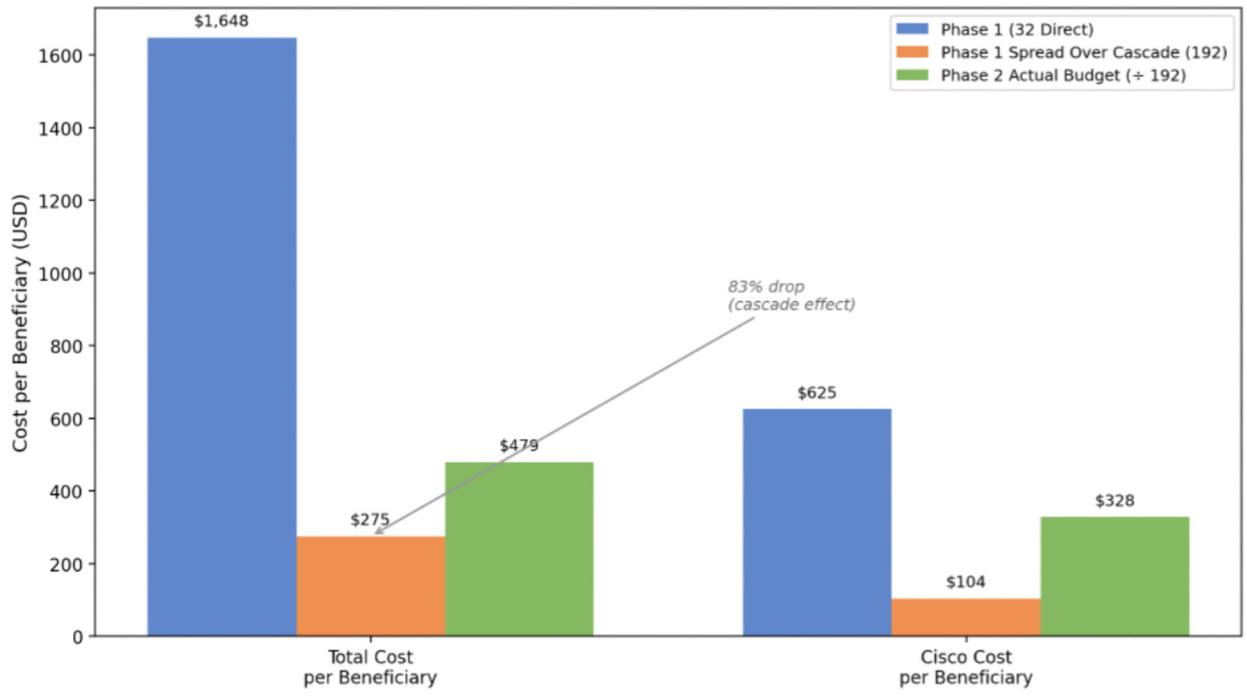
Maximizing Value: Where the Money Goes and What It Produces

The most telling financial metric from Phase 1 is not a return-on-investment ratio but a figure on resource mobilization. For every dollar Cisco contributed, the program attracted an additional $1.69 from other sources, for a total resource multiplier of 2.69 to 1: Financial resource ratio = Total program value ÷ Cisco investment = $53,729 ÷ $20,000 = 2.69 : 1

The $33,729 in non-Cisco contributions came from several partners. MoEVT, Bocconi University, Temple University, Northeastern University, Parker Dewey, XN Project graduate students, and R.O.S.A.' s private and corporate donors.

Phase 2 has a $92,000 planned budget, up from the $53,729 actual budget in Phase 1. Most of that increase pays for infrastructure the pilot never needed: a professional development e-learning platform ($15,000), digital education resources ($5,000), and the extra travel expenses for delivering the program in the more remote rural area of Pemba. These are one-time costs. The platform and content, once built, serve every future cohort without proportional new spending, a cost pattern well documented in ICT-based teacher training programs at scale. Cisco's increased investment is not an operational subsidy; it is a one-time capital outlay to cross a digital infrastructure threshold. Once the platform exists, it serves every future cohort at near-zero marginal cost, which is why the higher budget does not signal growing dependency but a deliberate front-loading of assets that make subsequent rounds cheaper to run.

Cost per Beneficiary: Phase 1 vs. Phase 2 Projection



Note. Phase 1 costs are based on the planned budget ($52,750 total). Phase 2 projections assume each of the 32 trained educators cascades to 5 peers, reaching 192 beneficiaries. The green bars show Phase 2's actual $92,000 budget divided by 192 projected beneficiaries.

Contacts & Online Channels

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LinkedIn page (Associazione R.O.S.A.): linkedin.com/in/associazione-r-o-s-a-72bab3190

Facebook page: https://www.facebook.com/p/Associazione-ROSA-Remove-Obstacles-to-Social-Awareness-100079679311853/