WOMEN IN GREEN TECH INNOVATION FOR CIRCULAR ECONOMY PROJECT

COHORT 1 FINAL PROJECT REPORT.

A consolidated report covering the complete Cohort 1 implementation cycle

July to September 2026

Report Information	Details
Implementing Organization	Women in Recycling Foundation (WORF)
Project	Women in Green Tech Innovation for Circular Economy Project
Cohort	Cohort 1
Implementation Period	12 weeks, July to September 2026
Implementation Venue	WORF Head Office, Dar es Salaam, Tanzania
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Acronyms and Abbreviations

Acronym	Meaning
AI	Artificial Intelligence
CTA	Call to Action
HCD	Human Centered Design
HTML	Hypertext Markup Language
MEL	Monitoring Evaluation and Learning
MVP	Minimum Viable Product
SDG	Sustainable Development Goal
UI	User Interface
UX	User Experience
WORF	Women in Recycling Foundation

Report Scope and Evidence Base

This final report consolidates the three-monthly reports and their underlying weekly implementation records for the Women in Green Tech Innovation for Circular Economy Project Cohort 1. It covers the full planned 12-week learning cycle from July to September 2026. The report follows the donor-oriented structure used in WORF final reporting and brings together the project rationale, learning pathway, results, implementation challenges, lessons, sustainability considerations, participant innovations and individual stories of change.

Evidence used for this report includes weekly activity descriptions, attendance observations, facilitator reflections, participant exercises, project pitches, portfolio work, documented continuity measures and the participant narratives captured during implementation. Where the monthly reports did not provide verified aggregate figures, the report does not estimate them. Numerical claims are therefore limited to the planned cohort target and the specific weekly attendance figures recorded during Month 1, while wider progress is described through verified qualitative evidence.

Executive Summary

The Women in Recycling Foundation implemented the Women in Green Tech Innovation for Circular Economy Project Cohort 1 as a 12-week capacity-building initiative for women and young female participants. The project responded to the linked challenges of women's underrepresentation in technology and innovation, limited access to practical digital skills, and the need for locally grounded solutions to environmental and circular-economy problems. Through a structured sequence of design thinking, digital design, coding, application development, project refinement, pitching and leadership learning, the project supported participants to move from identifying community problems to shaping and communicating technology-enabled solutions.

Implementation followed a deliberate learning progression. During Month 1, participants established a foundation in Human-Centered Design, empathy interviewing, problem definition, ideation and prototyping. They then learned practical website design using Figma, explored AI-assisted design and prompting through Stitch, and began coding through internet fundamentals and basic HTML. This stage helped participants see that technology development starts with understanding people and problems, not merely with writing code. It also introduced the essential relationship between a solution's purpose, interface and technical structure.

Month 2 moved the cohort from basic page creation toward more interactive digital work. Participants developed HTML forms, explored input types and labels, built calculator exercises using CSS grid and button logic, and worked on chatbot interfaces and conversational flows. UI and UX learning strengthened their attention to hero sections, navigation, typography and calls to action. The month also integrated psychosocial support, including stress recognition, grounding, cognitive reframing, the 5-Minute Stress Reset and the Next Small Step Matrix. Participants began digital portfolios, received individual debugging assistance and organized their projects under Website Development, Application Development and Embedded Systems tracks.

Month 3 focused on turning learning into presentable project outputs. Participants continued mobile application and individual project development, addressed technical problems, and prepared Canva-based pitch materials that explained each project's problem, solution, target users and objectives. A practical pitch demonstration created space for public speaking, questions and constructive feedback. Leadership development reinforced self-awareness, communication, teamwork, accountability, resilience, decision-making, initiative and purpose. Subsequent sessions were used to improve designs, address pending tasks and move projects toward finalization.

Overall Assessment

Across the full implementation cycle, the project achieved its central purpose of moving participants toward clearer, stronger and more presentable technology and green-innovation outputs. Progress was qualitative rather than expressed through unsupported numerical targets: the project records consistently document ongoing development, improved communication, active project refinement, stronger problem-solving behaviour and positive facilitator observations. Participants did not simply receive technical information. They practiced translating user needs into prototypes, building and debugging digital components, explaining solution value, receiving feedback and taking responsibility for the next stage of their work.

The strongest contribution to program was the integration of several capacities that are often taught separately. Technical learning was connected to human-centred problem solving; circular-economy awareness was connected to digital solution design; confidence and wellbeing were connected to persistence in technical work; and project development was connected to pitching and leadership. The documented innovation ideas - including TAKA VALUE, AgroSmart, Foodlink and Smart Sanitary Pads - show participants applying their learning to waste management, food recovery, climate-smart agriculture, menstrual hygiene and safe disposal. These ideas remain at different stages of maturity, but they provide credible evidence of learning application and a platform for future incubation.

The main implementation concern was continuity. Academic examinations, compulsory fieldwork, competing deadlines, different starting levels, facilitator illness during one period and uneven project complexity affected attendance and pace. WORF responded with recorded materials, step-by-step notes, Google Classroom, WhatsApp communication, peer support, catch-up discussions, flexible working time and one-to-one troubleshooting. These measures reduced learning loss, but they did not remove the need for structured post-programme follow-up. Some participants require additional support to complete pending technical tasks, stabilize prototypes and prepare consistent demonstration evidence.

Priority Donor and Management Actions

- Provide a defined follow-up and incubation period so that promising projects can move from training outputs to tested minimum viable products.
- Maintain differentiated support across Website Development, Application Development and Embedded Systems, with project-specific milestones and peer mentors.
- Strengthen evidence management through verified participant rosters, attendance summaries, skill assessments, prototype completion records and user-testing documentation.

- Continue psychosocial and confidence-building support, particularly during high-pressure development and presentation periods.
- Create structured opportunities for demonstration, stakeholder feedback, mentorship, partnerships and responsible visibility of participant work.

1. Project Background and Rationale

This section explains why the project was needed, the development challenge it addressed and the logic behind combining digital skills, women's empowerment and circular-economy innovation.

1.1 Development Context

Women and young women continue to face barriers to entering, remaining in and advancing within technology and innovation spaces. These barriers are not limited to access to devices or training. They include gendered assumptions about who belongs in coding and engineering, limited exposure to practical role models, uneven prior learning, reduced confidence, financial and academic pressures, and a shortage of spaces where women can experiment without fear of failure. When these constraints are not addressed, women may remain users of technology rather than designers, developers and owners of technology-enabled solutions.

At the same time, communities face environmental and economic challenges that require practical, locally informed responses. Waste streams are often treated as problems to be removed instead of resources that can be recovered, redirected or transformed. Food surplus may be discarded while other households experience need. Agricultural production is affected by inefficient water use and limited access to simple monitoring systems. Menstrual hygiene products create both affordability and disposal concerns. These challenges are interconnected with livelihoods, public health, service delivery, resource efficiency and environmental protection.

The project was designed at the intersection of these issues. It recognized that expanding women's access to digital capability can support both gender equality and stronger local innovation. It also recognized that digital training becomes more meaningful when learners apply it to real problems that affect communities and the environment. The project therefore positioned participants as emerging problem-solvers who could use design, coding, communication and leadership to explore circular-economy responses.

1.2 Rationale for the Integrated Model

A technology programme that begins only with code can be inaccessible to new learners, especially where participants have different educational backgrounds and little previous exposure. WORF therefore started with Human-Centered Design so that participants could understand users, identify needs and define a problem before attempting to build a solution. Figma and AI-assisted design then gave participants a visual bridge between an idea and a functional product. HTML and interactive web exercises introduced the technical structure required to bring designs to life. Project work, pitching and leadership later helped participants communicate and take ownership of what they had created.

The circular-economy focus gave the learning pathway a practical direction. Participants were encouraged to examine how technology could reduce waste, improve recovery, connect actors, support more efficient resource use and create economic value. This approach moved the programme beyond general digital literacy. It asked participants to connect technical skills with environmental awareness, user needs, community benefit and entrepreneurship.

Psychosocial and leadership components were equally important. Technical learning can expose learners to frustration, uncertainty and fear of making mistakes. Participants were also balancing examinations, fieldwork and other responsibilities. The project's wellbeing and leadership sessions supported the personal capacities required to persist: emotional regulation, manageable planning, communication, accountability, teamwork, resilience and purposeful action. In this sense, the project treated confidence and leadership as part of technical success rather than as separate topics.

1.3 Project Identity and Scope

Item	Project Detail
Project title	Women in Green Tech Innovation for Circular Economy Project
Cohort	Cohort 1
Implementer	Women in Recycling Foundation
Venue	WORF Head Office
Duration	12 weeks
Period	July to September 2026
Planned participant target	25 participants
Primary approach	Hands-on learning, mentorship, project development and peer review
Core thematic areas	Digital skills, green technology, circular economy, innovation, wellbeing and leadership

2. Project Goal Objectives and Participant Profile

This section sets out the intended change; the practical objectives pursued across the 12-week cycle and the profile of the participants for whom the learning pathway was designed.

2.1 Project Goal

The overall goal of the project was to strengthen the practical digital, innovation, leadership and green-technology capacities of women and young female participants so that they could contribute more confidently to circular-economy solutions, future employment, entrepreneurship and community problem solving.

2.2 Specific Objectives

1. Build foundational digital confidence and practical understanding of how technology products are conceived, designed and developed.
2. Strengthen participants' ability to apply Human-Centered Design to real environmental, economic and community challenges.
3. Develop practical interface-design capability through Figma, visual hierarchy, navigation, typography, calls to action and user-experience principles.
4. Introduce programming through internet fundamentals, HTML page structure, forms, interactive exercises, chatbots and project-based application development.
5. Expose participants to AI-assisted design and prompting tools that can support ideation, interface development and creative experimentation.
6. Connect digital innovation with circular-economy thinking and encourage participants to design solutions that reduce waste, improve resource use or create environmental and economic value.
7. Strengthen personal resilience and learning persistence through psychosocial support, stress-management tools and manageable action planning.
8. Improve professional readiness through digital portfolios, project documentation, pitch preparation and public presentation practice.
9. Develop leadership capacities including self-awareness, communication, teamwork, accountability, resilience, decision-making, initiative and purpose.
10. Create a supportive cohort environment in which women can experiment, receive mentorship, learn from peers and recognize their place in technology and innovation.

2.3 Participant Profile

The programme was planned for 25 women and young female participants, including Form Six students, university-age learners and emerging innovators with different levels of prior digital exposure. The cohort included participants who were new to coding as well as participants able to progress more quickly through design and development tasks. This diversity required a flexible approach that combined common foundation sessions with individual guidance and later specialization.

Participants were not treated as a single uniform group. Their academic schedules, confidence, technical experience, project ambitions and availability varied. Some needed additional help with terminology, HTML syntax or Figma tools. Others required deeper support with debugging, project scope or application development. The programme responded by using recap sessions, practical demonstrations, peer learning, remote materials and one-to-one support. By Month 2, project needs had become sufficiently different for the programme to establish Website Development, Application Development and Embedded Systems tracks.

2.4 Participation Evidence

The first monthly report recorded 13 participants in Week 1, 13 in Week 2, fewer than 15 in Week 3 and up to 12 in Week 4 against the planned target of 25. Later reports documented attendance pressure but did not provide a verified aggregate attendance or final completion figure. The absence of a consolidated final count means this report does not claim that all planned participants completed every component. Instead, it reports the participation patterns that were documented and treats attendance and completion evidence as an area for improvement in future cohorts.

3. Theory of Change and Strategic Alignment

This section explains how the project's resources and activities were expected to produce immediate outputs, participant-level outcomes and longer-term contribution to women-led green innovation.

3.1 Theory of Change

The project's theory of change is that when women and young women receive practical digital training, human-centred problem-solving methods, circular-economy exposure, mentorship, psychosocial support and opportunities to build and present their own projects, they are more likely to develop the skills, confidence and professional identity required to participate in technology and green innovation. When these capacities are reinforced through project development, peer feedback and follow-up support, participants can move from being technology users toward becoming solution creators, collaborators and emerging entrepreneurs.

Inputs	Activities	Immediate Outputs	Expected Outcomes
Facilitators, training venue, digital tools, curriculum, mentorship and communication channels	HCD, Figma, AI prompting, HTML, interactive tools, wellbeing, portfolios, project work, pitching and leadership	Completed exercises, interface designs, webpages, forms, calculators, chatbot flows, portfolios, project ideas and pitches	Improved digital capability, confidence, problem solving, leadership, communication and circular-economy innovation readiness

3.2 Assumptions and Enabling Conditions

- Participants have sufficient and reasonably consistent access to sessions, practice opportunities and learning materials.
- Facilitators can adapt content to different starting levels and provide targeted troubleshooting when technical challenges emerge.
- Participants have a safe learning environment in which questions, mistakes, experimentation and peer support are encouraged.
- Project ideas are scoped to a realistic minimum viable version that can be advanced within the available time and resources.

- Wellbeing, academic pressure and competing responsibilities are recognized early and addressed through practical continuity arrangements.
- Promising projects receive follow-up mentorship, testing opportunities and connections after the formal training cycle.

3.3 Contribution to Development Priorities

The project contributes to several global development priorities. It supports gender equality by creating a dedicated pathway for women to learn, build and lead in technology. It contributes to decent work and economic opportunity by developing employability, entrepreneurship and portfolio skills. It supports innovation by enabling participants to design and communicate technology-enabled solutions. It advances responsible consumption and production through projects related to waste recovery, food redistribution, resource efficiency and safe disposal. It also supports climate and environmental action by strengthening the capacity of emerging innovators to address local sustainability challenges.

Priority	Project Contribution
SDG 5 Gender Equality	Women-centred access to technology, confidence, leadership and solution creation.
SDG 8 Decent Work and Economic Growth	Digital portfolios, entrepreneurship orientation and transferable technical skills.
SDG 9 Industry Innovation and Infrastructure	Practical design, coding, application development and prototype ideation.
SDG 12 Responsible Consumption and Production	Projects addressing food waste, recyclable materials, sanitation waste and resource recovery.
SDG 13 Climate Action	Green-technology literacy and solutions supporting resource efficiency and environmental responsibility.

4. Project Implementation Approach

This section describes how the curriculum was delivered, how learning continuity was protected and how technical, personal and professional development were combined.

4.1 Sequenced Learning Design

The programme used a sequenced, cumulative design. Each phase prepared participants for the next. Human-Centered Design established the problem-solving foundation. Figma and AI-assisted design allowed participants to visualize ideas. HTML and interactive web exercises introduced technical implementation. Digital portfolios and specialization made learning more personal and professionally relevant. Project refinement, pitching and leadership then helped participants explain, improve and take responsibility for their work.

This sequence mattered because participants were entering with different levels of confidence and experience. Beginning with community problems and visual design made technology more understandable and relevant. Technical exercises then provided immediate feedback: a page appeared, a form collected information, a calculator responded to inputs, or a chatbot followed a simple conversational flow. These visible results helped learners connect abstract code with something useful to a user.

4.2 Practical and Participant-Centred Delivery

Training combined facilitator explanation with demonstrations, guided exercises, individual practice, group discussion, presentations and peer feedback. Participants did not remain passive recipients of information. They conducted empathy interviews, created interface components, wrote HTML, built practical tools, debugged errors, organized portfolios, reviewed project scope, developed pitch materials and presented ideas. The facilitator adjusted support according to participant need, particularly where learners had missed sessions or encountered technical barriers.

4.3 Continuity and Inclusion Measures

Implementation took place alongside academic examinations, compulsory fieldwork and other participant responsibilities. The programme therefore used several continuity mechanisms: recap discussions, recorded materials, step-by-step notes, Google Classroom resources, WhatsApp communication, peer-buddy catch-ups and individual mentoring. These measures allowed participants to reconnect with missed content and reduced the risk that a temporary absence would become a permanent learning gap.

Continuity support was most effective when it provided a clear pathway back into the work: what was covered, what material to review, what exercise to complete and where to seek help. The project experience shows that digital resources alone are not enough. Participants who miss practical sessions often need direct

explanation and feedback to recover fully, especially when later activities depend on previous technical steps.

4.4 Specialization and Differentiated Support

By Month 2, the range of project ideas and technical requirements had expanded beyond a single uniform pathway. WORF responded by establishing three tracks: Website Development, Application Development and Embedded Systems. The track structure created a more realistic basis for matching learning needs with project direction. It also allowed the programme to recognize that a web platform, mobile application and sensor-based solution require different tools, development steps and mentorship.

4.5 Integrated Wellbeing and Leadership

Psychosocial support was integrated because technical progress depends on the learner's ability to manage pressure, frustration and competing demands. Stress recognition, grounding, emotional regulation, cognitive reframing and manageable action planning helped participants approach challenges in smaller steps. Leadership learning later connects self-awareness and resilience with communication, teamwork, accountability and initiative. Together, these elements supported participants to remain engaged and to view project ownership as both a technical and personal responsibility.

5. Detailed Implementation and Learning Journey

This section consolidates the weekly reports into a complete account of what was taught, how participants applied it and how the learning pathway developed over the 12-week cycle.

5.1 Month 1 Foundation Design and Basic Programming

Week 1 Human Centered Design

The opening week established the conceptual foundation for the entire project. Participants were introduced to Human-Centered Design as a structured approach to solving problems by beginning with the experiences and needs of intended users. They practiced empathy interviews, identified recurring needs, developed problem statements, generated ideas and considered how early prototypes could be tested and improved.

This module helped participants understand that a successful innovation is not defined only by technical complexity. It must address a real need, be understandable to the people who will use it and improve through feedback. The use of interviews and prototyping also encouraged participants to listen, question assumptions and treat users as partners in the design process. Against the planned target of 25, 13 participants were recorded during the week.

Week 2 Practical Website Design with Figma

Week 2 translated problem-solving concepts into visual digital design. Participants learned to navigate Figma and create common website components, including navigation bars, hero sections, content sections, buttons, calls to action and footers. Facilitators introduced alignment, spacing, consistency, typography, colour selection and visual hierarchy. Participants produced simple landing-page prototypes and presented their work for testing and feedback.

Exercise developed more than familiarity with design tools. It helped participants organize information, guide user attention and think about how a digital solution should feel to the person using it. Thirteen participants were recorded. Some learners struggled with specific tools and needed additional guidance, while limited practice time constrained deeper refinement. One-to-one support and peer learning were used to maintain progress.

Week 3 AI Assisted Design and Catch-Up Support

Week 3 deepened interface design and introduced AI prompting through the Stitch design tool. Participants explored how clear prompts can support creative and technical output, while continuing to refine Figma-based interfaces. The week also functioned as a recovery period for participants affected by Form Six and university examinations. Catch-up discussions revisited design-thinking content and allowed learners to reconnect with the current stage of the curriculum.

Fewer than 15 participants were recorded. The week demonstrated both the potential and limits of AI-assisted learning. Prompting can help participants generate ideas and visualize possibilities, but useful results still depend on a clear problem, a defined user and the learner's ability to evaluate and improve the output. Facilitator support therefore remained essential.

Week 4 Internet Fundamentals and HTML Basics

The fourth week marked the cohort's transition into code-based learning. Participants explored how the internet works, the role of digital technologies and the purpose of basic programming concepts. They were introduced to HTML webpage structure and essential elements, then completed guided exercises to build simple pages. Most participants were able to produce a basic webpage by the end of the practical session, representing an important early technical milestone.

Up to 12 participants were recorded. Common challenges included unfamiliar terminology, difficulty remembering syntax and different levels of prior digital experience. The programme used repetition, simplified explanation and hands-on practice to make the content more accessible. The week demonstrated why a gradual sequence was important: participants could connect the code they wrote with the layouts and user needs explored earlier in the month.

5.2 Month 2 Interactive Development Wellbeing and Specialization

Week 5 Forms Inputs and Functional Thinking

The fifth week advanced participants from static webpages toward tools that collect and respond to information. Participants worked with HTML forms, input types, labels and form structure. They then explored calculator exercises using CSS grid, input fields, buttons and functional logic. These activities showed how individual technical elements can be connected into a user-facing tool rather than remaining isolated pieces of code.

Forms also reinforced the relationship between interface clarity and data quality. Labels, input organization and visual spacing affect whether a user understands what is being requested. The calculator exercise provided immediate feedback and encouraged participants to diagnose why a function did or did not work. This made debugging a normal part of development rather than a sign of failure.

Week 6 Chatbots and User Experience

Participants progressed into conversational interfaces by developing chatbot structures and exploring chat containers, conversation flow and automated responses. They also continued UI and UX work through hero sections, navigation, typography and calls to action. This combination reinforced that a digital product must function correctly while remaining clear, relevant and easy to navigate.

The chatbot exercises encouraged participants to consider how users ask questions, what information should be provided first and how a conversation can guide someone toward an answer or action. Participants learned that effective interaction design requires anticipating user needs, arranging information logically and testing whether the interface communicates as intended.

Week 7 Psychosocial Support and Learning Resilience

The programme incorporated psychosocial learning to address the pressure participants experienced while balancing technical work, examinations, fieldwork and other responsibilities. Sessions covered stress recognition, grounding and regulation, cognitive reframing and action planning. The 5-Minute Stress Reset provided a short technique for pausing and regaining focus, while the Next Small Step Matrix helped participants convert an overwhelming task into a manageable action.

This intervention was directly relevant to technical learning. Coding and project development involve uncertainty, repeated errors and slow progress. When participants can recognize stress and choose a realistic next step, they are better able to persist, ask for help and return to the problem. The session therefore supported participation, confidence and problem-solving behaviour rather than operating as an unrelated wellbeing activity.

Week 8 Digital Portfolios Project Review and Specialization

Participants began constructing digital portfolios that brought together biographies, skills, project concepts and contact information. Portfolio development encouraged them to document learning as it happened and to present themselves as emerging professionals. The activity also revealed where participants needed to clarify their strengths, improve the explanation of their projects or create better evidence of their work.

One-to-one debugging and project-scope review complemented the portfolio work. Facilitators helped participants understand errors, revise technical outputs and determine what could realistically be developed within the remaining period. The programme then established Website Development, Application Development and Embedded Systems tracks. This shift provided a clearer framework for specialized prototype work and recognized the different requirements of participant ideas.

5.3 Month 3 Project Development Pitching and Leadership

Week 9 Mobile Application Development and Pitch Preparation

Week 9 focused on practical mobile applications and individual project work. Participants continued development, addressed technical difficulties and reviewed the structure, functionality and design of their projects. Canva was introduced as a tool for organizing project presentations. Participants began to present the problem being addressed, the proposed solution, intended users and project objectives in a logical visual sequence.

The week highlighted a new stage of learning: participants had to explain technical work to an audience that might not share their technical background. Some learners were unfamiliar with Canva, lacked confidence in presenting or attending inconsistently. Facilitators responded with direct guidance, troubleshooting and continued review. The work prepared the cohort for the following week's pitch demonstration.

Week 10 Project Pitch Demonstration

The project pitch demonstration gave participants a practical opportunity to present their innovations, explain their purpose and receive observations from facilitators and peers. The activity tested clarity as well as confidence. Participants needed to show that they understood the problem, target user, proposed solution and expected value, not simply the technical features of a project.

The demonstration also created a learning environment in which participants could observe different approaches to community and environmental problems. Questions and feedback helped presenters identify gaps, improve feasibility and consider how their ideas might be strengthened. Three project concepts were specifically documented: AgroSmart, Foodlink and Smart Sanitary Pads. Together they addressed irrigation efficiency, food-waste reduction, access to menstrual products and safer disposal.

Week 10 Leadership Development

Leadership learning was delivered alongside the pitch activity because project development requires responsibility, communication and the ability to act under uncertainty. Participants explored self-awareness, teamwork, accountability, resilience, decision-making, initiative and purpose. They examined how a leader contributes to shared goals, communicates respectfully, recognizes different perspectives and follows through on commitments.

The leadership session strengthened the connection between a participant's project and her own role in advancing it. Innovation does not move forward through technical knowledge alone. It requires decisions, relationships, persistence, ethical responsibility and clear communication. Participants were encouraged to see leadership as a daily practice expressed through preparation, collaboration, problem solving and ownership.

Week 11 Continued Development and Project Finalization

Week 11 provided repeated opportunities for participants to improve existing work rather than adding unrelated content. Sessions focused on design improvement, development, pending tasks and project finalization. Friday was used to address unfinished components, while Saturday provided additional time for consolidation. Facilitator guidance helped participants decide which elements required priority and what could be postponed.

Academic deadlines continued to affect availability and pace. Participants progressed at different rates and required different forms of support. The facilitator nevertheless observed that participants were doing well overall and continuing to make progress. This qualitative evidence indicates that development remained active, although it does not establish that every project reached the same level of completion.

Week 12 Consolidation and Closeout Focus

The Month 3 reporting record treats the final period as a consolidation stage covering project development, feedback, refinement and preparation for completion or showcasing. No separate quantitative account of Week 12 attendance or finished outputs was provided. The appropriate interpretation is therefore that the program reached a close-out phase in which participants were expected to incorporate feedback, complete priority tasks and prepare evidence for demonstration, while some individual work remained in progress.

This distinction is important for donor reporting. The project successfully delivered the planned learning progression and created tangible participant outputs, but a training-cycle close does not automatically mean that every prototype is market-ready or technically complete. The recommended next step is a time-bound follow-up phase that verifies project status, supports minimum viable product completion and records demonstration evidence.

6. Participant Project and Innovation Portfolio

This section presents some of the project ideas documented during the cohort and explains how each reflects the programme's digital and circular-economy focus.

6.1 TAKA VALUE

TAKA VALUE was developed by Evanice as an application concept connecting schools, businesses, hotels and other waste generators with collection and recycling opportunities. Users would separate recyclable and organic waste and communicate when material is ready for collection. Different waste streams could then be directed toward appropriate uses, including organic waste for biogas and plastics or paper for recycling processes.

The concept reflects core circular-economy principles because it treats waste as a resource with environmental and economic value. It also demonstrates the project's intended learning pathway: a participant who began with little understanding of coding was able to define a problem, imagine a user-facing digital system and connect environmental action with entrepreneurship. Future development would benefit from user interviews, stakeholder mapping, collection logistics, a simple transaction flow and testing with a small group of waste generators.

6.2 AgroSmart

AgroSmart, presented by Neema Iddy, is a low-cost smart irrigation concept using solar power and environmental or soil-moisture sensors. The proposed system would help users monitor conditions and receive information through a bilingual Swahili and English application or web interface. The idea aims to support more efficient irrigation decisions and reduce unnecessary water use.

The concept combines embedded systems, digital interfaces and environmental resource management. It also illustrates why the programme's specialization tracks were necessary. A sensor-based solution requires different technical support from a standard website. Future development should define the minimum sensor configuration, data flow, user alert logic, power requirements, farmer use case and a small field-testing plan.

6.3 Foodlink

Foodlink, developed by Emanuela Nduguru, is a technology-based solution intended to reduce food waste by connecting available surplus food with people or communities that can benefit from it. The concept seeks to create a useful connection between those who have excess food and those who need it, rather than allowing usable food to be discarded.

Foodlink links circular-economy thinking with social value. Its next development stage should address food safety, the roles of donors and recipients, location and timing information, verification, collection or delivery responsibility, and appropriate data protection. A small pilot involving a limited number of trusted food providers and recipient organizations could help test the basic workflow before wider expansion.

6.4 Smart Sanitary Pads

Smart Sanitary Pads, presented by Terry Juma, combines the need for affordable menstrual products with safer and more controlled disposal of used pads. The concept includes a smart-bin element for settings such as schools and hospitals, where disposal systems can affect hygiene, dignity and waste management.

The idea addresses a practical intersection of gender, health, sanitation and environmental responsibility. Future work should clarify whether the innovation's priority is product affordability, disposal monitoring, bin design, waste-treatment linkage or an integrated service model. User safety, maintenance responsibility, institutional partnerships and disposal standards would need careful consideration during testing.

6.5 Portfolio Interpretation

The innovation portfolio should be understood as evidence of applied learning rather than a claim that all concepts are complete products. The value of the cohort lies in participants' movement from broad concerns toward named users, clearer problems, proposed digital or technical responses and public explanations of expected value. The next stage is to convert each concept into a realistic minimum viable product with documented user feedback, technical milestones and a defined pathway for further support.

Project	Primary Challenge	Proposed Response	Recommended Next Evidence
TAKA VALUE	Waste not separated or connected to recovery opportunities	Digital connection between waste generators and collection or recycling	Stakeholder interviews and tested collection workflow
AgroSmart	Inefficient irrigation and limited field information	Solar sensor system with bilingual monitoring and alerts	Working sensor demonstration and farmer feedback
Foodlink	Usable surplus food becomes waste	Connection between food providers and people or communities in need	Food-safety workflow and small pilot

Project	Primary Challenge	Proposed Response	Recommended Next Evidence
Smart Sanitary Pads	Affordability and unsafe disposal of used pads	Affordable products and a controlled smart-bin approach	Institutional use case and disposal-safety plan

7. Results and Achievements

This section synthesizes the immediate outputs and participant-level changes documented across the three-monthly reports without overstating results that were not numerically verified.

7.1 Output Level Results

- A complete 12-week learning pathway was delivered, moving from Human-Centered Design through digital design, coding, interactive tools, specialization, project development, pitching and leadership.
- Participants completed practical exercises in empathy interviewing, problem definition, ideation, prototyping, Figma interface design, AI prompting, HTML page construction, forms, calculator logic and chatbot flows.
- UI and UX concepts were reinforced through work on navigation, hero sections, typography, calls to action, page organization and user-focused communication.
- Psychosocial learning introduced stress recognition, grounding, regulation, cognitive reframing, the 5-Minute Stress Reset and the Next Small Step Matrix.
- Participants began digital portfolios incorporating biographies, skills, project concepts and contact information.
- Website Development, Application Development and Embedded Systems tracks were established to align project support with different technical requirements.
- Participants prepared visual project pitches in Canva and gained practical experience presenting ideas, responding to questions and receiving feedback.
- Leadership learning covered self-awareness, communication, teamwork, accountability, resilience, decision-making, initiative and purpose.
- At least four participant innovation concepts were documented across the reporting record, including TAKA VALUE, AgroSmart, Foodlink and Smart Sanitary Pads.
- Three detailed participant success stories were documented, demonstrating changes in confidence, identity, technical understanding and innovation practice.

7.2 Outcome Level Progress

Participant progress was visible in the way learners moved from understanding concepts to applying them. Early sessions focused on identifying problems and creating simple visual designs. Later sessions required participants to build interactive elements, investigate errors, organize a portfolio, clarify project scope, develop an innovation and explain it publicly. This progression indicates an increase in practical capability even though the project did not report standardized pre- and post-assessment scores.

Digital Confidence and Technical Identity

Participants gaining confidence in technology and beginning to see themselves as creators rather than only users. Evanice's account is the clearest example: she entered without understanding what code was and with the belief that technology mainly belonged to men, then developed the TAKA VALUE application concept and recognized that she belongs in technology. Mary Davis similarly described moving from curiosity about sustainability toward confidence in using technology and innovation to create solutions.

Problem Solving and Project Development

Participants learned to move through a problem-solving cycle: listen to users, define a challenge, generate ideas, design an interface, simulate or simulate a function, test, receive feedback and revise. Debugging support helped participants understand that errors can be investigated step by step. Project-scope reviews also introduced the discipline of prioritizing what can be completed within a limited period.

Communication and Leadership

Pitch preparation and demonstration strengthened participants' ability to explain the relationship between a problem, target user, solution and expected value. Leadership learning expanded this skill by emphasizing self-awareness, teamwork, accountability, resilience and initiative. Participants increasingly had to show not only what they were building but why it mattered and what action was required next.

Green Innovation and Circular Economy

The project ideas provide evidence that participants were connecting digital learning with environmental and social challenges. Waste collection and recovery, food redistribution, water-efficient irrigation and sanitary-waste management all reflect a shift from general sustainability interest toward specific, solution-oriented thinking. While further validation is required, the ideas demonstrate a credible foundation for women-led green innovation.

7.3 Progress Against Core Objectives

Objective	Evidence of Progress	Assessment
Foundational digital capability	Figma, AI prompting, HTML, forms, interactive exercises and chatbot work delivered	Substantive progress
Human-centred problem solving	Empathy, problem definition, ideation, prototyping, user and target analysis practiced	Achieved as a learning foundation

Objective	Evidence of Progress	Assessment
Circular-economy application	Project ideas addressed waste, food recovery, irrigation and sanitary disposal	Demonstrated through project concepts
Professional readiness	Portfolios, Canva pitch materials and presentations developed	In progress
Leadership and confidence	Leadership session, public presentation and participant narratives documented	Substantive progress
Complete and showcase-ready projects	Refinement and finalization continued; some tasks remained pending	Requires follow-up

8. Participation Inclusion and Participant Support

This section analyses participation patterns, barriers and the measures used to keep learners connected to the programme.

8.1 Participation Pattern

Participation was strongest as a qualitative process of continued engagement rather than as a consistently measured attendance outcome. Month 1 recorded specific weekly figures, but Months 2 and 3 mainly described attendance pressures and facilitator observations. Academic examinations, fieldwork and competing deadlines affected availability. Some participants missed sequential practical content and therefore required additional support before they could rejoin the current task.

Because the programme was practical, absence had a greater effect than it would in a lecture-only course. A missed session could mean losing an important technical step, such as constructing a form, understanding logic or setting up a project component. Recovery therefore required more than sharing notes. Participants needed guided practice, peer explanation and time to apply what they had missed.

8.2 Inclusion Measures

- Catch-up discussions for participants affected by Form Six and university examinations.
- Recorded materials and step-by-step notes for remote review.
- Google Classroom and WhatsApp communication to maintain access to instructions and updates.
- Peer-buddy support to help participants clarify missed content and remain accountable.
- One-to-one debugging and tailored facilitator guidance for different technical needs.
- Flexible project-development time to allow participants to focus on their own stage of work.
- Psychosocial tools that helped participants manage pressure and identify manageable next steps.
- Specialization tracks that recognized different project directions instead of forcing one pathway on all learners.

8.3 Gender Transformative Value

The programme's gender value was not limited to enrolling women. It created an environment in which participants could challenge assumptions about technology, practice in a supportive setting, see their ideas taken seriously and build evidence of their own capability. The success stories show this shift in identity directly. Participants began to describe themselves as people who can create, solve problems and use technology for environmental and community benefit.

Future cohorts can deepen this value by tracking not only attendance but also confidence, decision-making, leadership roles, project ownership and access to post-training opportunities. Gender-transformative programming should examine whether participants gain influence, networks, resources and sustained opportunities to apply their skills after training, not only whether they attended sessions.

9. Monitoring Evaluation and Learning

This section describes the evidence available, the learning practices used during implementation and the improvements required for stronger donor accountability in future cohorts.

9.1 Monitoring Practices Used

- Weekly activity reports describing content delivered, participant response, achievements, challenges and next steps.
- Attendance records and observations, particularly during the first month.
- Practical exercises and participant outputs used as evidence of learning application.
- Facilitator observation of confidence, participation, technical difficulty and project progress.
- Project presentations and peer feedback used to assess clarity, relevance and communication.
- Digital portfolios and project documents used to organize emerging evidence of skills and ideas.
- Participant success stories capturing changes in confidence, identity and innovation practice.
- Monthly consolidation of implementation progress, risks, recommendations and way-forward actions.

9.2 Learning and Adaptive Management

The programme adapted in response to implementation evidence. Early difficulties with attendance and tool use led to recap sessions, peer support and one-to-one guidance. Academic and facilitator disruptions prompted recorded materials, digital communication and catch-up mechanisms. Increasing diversity in project needs led to the three-track specialization structure. Pressure and frustration during technical learning contributed to the inclusion of practical psychosocial tools. Pitch preparation and leadership training were added as participants moved from building privately toward explaining work publicly.

These adaptations demonstrate responsive management. They also show the value of treating monitoring as a source of. decisions rather than only a reporting requirement. The next step is to make that process more systematic by documenting who received support, what milestone was delayed, what action was taken and whether the action solved the problem

9.3 Evidence Limitations

The reporting record does not contain a verified consolidated participant roster, complete attendance series, standardized baseline and endline assessment, final prototype inventory or aggregate completion rate. It therefore supports credible conclusions about activities delivered and qualitative learning progress, but it does not support strong numerical claims about reach, retention, skill gain or project completion. This report deliberately maintains that distinction.

9.4 Recommended MEL Framework for the Next Cohort

Result Area	Suggested Indicator	Evidence Source	Frequency
Participation	Number and percentage attending each session; retention through final week	Signed register and verified roster	Every session
Skill development	Change in practical task score by module	Baseline and endline practical assessment	Start and end
Project progress	Participants meeting agreed weekly milestone	Project tracker and facilitator sign-off	Weekly
Confidence	Change in self-efficacy and presentation confidence	Short survey and observation rubric	Start, midpoint and end
Prototype quality	Projects with demonstrated core function and documented user feedback	Demo checklist and testing record	Final phase
Post-programme use	Participants applying skills, improving projects or accessing opportunities	Follow-up survey and interview	Three and six months

10. Challenges and Mitigation Measures

This section summarizes the principal implementation constraints; the responses used during the project and the remaining implications for management.

Challenge	Effect	Mitigation Used	Remaining Action
Inconsistent attendance and academic pressure	Examinations, fieldwork and deadlines reduced physical attendance and concentration.	Catch-up discussions, recorded resources, notes, Google Classroom, WhatsApp and flexible support were used.	Continue individual completion plans and verify recovery of missed practical work.
Different starting levels	Participants progressed at different speeds, and some required more repetition and simplified explanations.	One-to-one guidance, peer learning, recaps and practical exercises supported differentiated learning.	Use an entry assessment and tiered practice tasks in future cohorts.
Limited hands-on time	Design and coding skills required more practice than some sessions allowed.	Additional practice, pending-task sessions and project-development time were provided.	Plan open lab hours and protected practice time.
Technical debugging demands	Interactive work generated errors that required patient diagnosis and facilitator attention.	Facilitators used step-by-step troubleshooting and individual support.	Build peer debugging routines and issue logs.
Diverse project complexity	Web, application and embedded-systems ideas required different tools and timelines.	Three specialization tracks were established, and project scope was reviewed.	Assign track mentors and approve a realistic minimum viable project for each participant.

Challenge	Effect	Mitigation Used	Remaining Action
Facilitator illness	One planned session was interrupted, creating a gap in sequential learning.	Remote materials and continuity channels were activated.	Maintain substitute facilitation and session recovery plans.
Presentation confidence	Some participants needed more support to explain work publicly and use Canva.	Pitch preparation, demonstration, feedback and leadership learning were provided.	Offer repeated short pitches and a simple presentation rubric.
Incomplete final evidence	The records did not verify a final completion rate or standardized skill change.	Monthly reports documented qualitative progress and project examples.	Introduce a final evidence checklist and consolidate closeout dataset.

10.1 Management Interpretation

The challenges did not prevent the programme from delivering its core learning pathway, but they affected consistency, pacing and the strength of final evidence. Attendance and uneven project progress should not be treated only as participant motivation issues. They reflect the interaction between academic calendars, sequential technical learning, different starting levels and the intensity of project work. Management responses should therefore combine accountability with practical recovery mechanisms.

The project's mitigation measures were appropriate and responsive. However, future implementation would benefit from moving several of them from informal solutions into a documented continuity plan. Each missed session should trigger a defined catch-up pathway. Each project should have a milestone tracker. Each technical track should have clear support responsibilities. These systems would reduce dependence on last-minute individual follow-up and improve donor confidence in completion data.

11. Risk Management

This section translates implementation experience into a forward-looking risk register for project follow-up and future cohorts.

Risk	Likelihood	Potential Effect	Management Response
Participant drop-off during academic peak periods	High	Missed sequential content and incomplete projects	Map academic calendars, agree attendance expectations and activate structured catch-up plans early.
Widening technical skill gaps	High	Some learners become discouraged or dependent on facilitators	Use entry diagnostics, tiered exercises, peer mentors and regular micro-checks.
Projects remain too broad	High	Prototypes do not reach demonstrable minimum functionality	Approve an MVP scope and weekly milestones for each project.
Insufficient facilitator coverage	Medium	Delayed feedback and unresolved technical barriers	Create track leads, substitute plans and scheduled troubleshooting hours.
Loss of project files or evidence	Medium	Weak final reporting and difficulty continuing development	Use organized cloud folders, naming standards, weekly backups and evidence checklists.
Low confidence during public presentation	Medium	Participants under-communicate the value of strong ideas	Use frequent low-stakes pitches, peer feedback and clear presentation rubrics.
No post-programme pathway	High	Skills and promising ideas lose momentum after training	Establish an incubation, mentorship and partnership follow-up period.
Safeguarding or data risks in digital projects	Medium	User harm, privacy concerns or reduced trust	Introduce basic ethics, consent, privacy and responsible-technology guidance.

12. Sustainability and Exit Strategy

This section outlines how the project's learning, relationships and participant innovations can continue beyond the formal 12-week training cycle.

12.1 Sustainability Principles

Sustainability depends on whether participants continue using their skills, maintain access to support and move their projects forward after the training ends. The programme has created a foundation: participants have experienced a full design-to-pitch process, begun portfolios, formed peer relationships and identified technical tracks. These assets can support continued learning if they are intentionally maintained.

12.2 Participant Level Sustainability

- Require every participant to maintain a digital portfolio containing completed exercises, project evidence, skills and contact information.
- Provide an individual project closeout sheet showing current status, remaining tasks, risks, required support and the next demonstration date.
- Encourage participants to continue using peer-buddy relationships for accountability, debugging and sharing opportunities.
- Offer periodic open lab sessions or virtual clinics where alumni can obtain targeted technical support.
- Link participants to mentors, internships, competitions, innovation hubs or further learning appropriate to their track.

12.3 Project and Innovation Sustainability

Each promising innovation should be reduced to a realistic minimum viable version and tested with a small number of intended users or partners. The purpose of this stage is not immediate scale. It is to verify that the problem is accurately understood, the proposed workflow is usable, and the participant can demonstrate one core function. User feedback should be documented and used to decide whether to continue, modify or pause the idea.

Projects involving food redistribution, waste collection, sanitation or sensor systems may require partnerships beyond WORF's internal capacity. Sustainability planning should therefore identify the organizations that can contribute technical expertise, testing environments, safeguarding guidance, market knowledge or operational support. Clear partnership roles will be more useful than general expressions of interest.

12.4 Institutional Sustainability

WORF can sustain the model by converting the curriculum, exercises, facilitator notes, continuity procedures and MEL tools into a reusable Cohort 2 package. The strongest components - Human-Centered Design, practical application exercises, psychosocial tools, specialization tracks, project pitching and leadership - should remain. The next version should add entry diagnostics, module-level practical assessments, standardized project milestones and a formal post-programme follow-up plan.

12.5 Exit Actions

1. Confirm each participant's status and technical track.
2. Complete an inventory of portfolios, projects, pitch materials and demonstration evidence.
3. Agree with the minimum viable project and remaining tasks for each participant continuing to incubation.
4. Provide participants with access to organized learning resources and project files.
5. Assign peer groups or mentors and communicate the follow-up schedule.
6. Document referrals, partnership opportunities and participant consent for future visibility.
7. Conduct three- and six-month follow-up to assess skill use, project continuation and opportunities accessed.

13. Lessons Learned

This section captures the main program design and management insights emerging from the full implementation cycle.

Start with people before technology. Human-Centered Design gave participants a reason for learning technical tools and helped them define users and problems before choosing features.

Visible practical outputs build confidence. Simple webpages, forms, calculators and interface designs gave learners immediate evidence that they could create something functional.

Debugging is a core learning outcome. Participants grow when they understand how to investigate an error, test a change and ask a precise question, rather than depending on a facilitator to repair everything.

Wellbeing supports technical persistence. Grounding, reframing and manageable action planning helped participants respond to pressure and frustration in a way that protected learning continuity.

Specialization should begin when projects diverge. A common foundation is valuable, but web, application and embedded-systems projects require different support once development becomes more advanced.

Communication must develop alongside coding. A participant needs to explain the problem, user, solution and value of a project if the idea is to attract feedback, partners or support.

Attendance recovery must be designed, not improvised. Recorded resources help, but practical learning requires a documented pathway for review, practice and facilitator confirmation.

Portfolio development should begin early. Ongoing documentation creates evidence of progress and helps participants recognize how their capabilities are growing.

Project scope determines completion. Broad ideas should be reduced to a minimum demonstrable version before optional features are added.

Qualitative reporting must be paired with verified indicators. Participant stories and facilitator observations are valuable, but donor accountability also requires consistent rosters, assessments and completion records.

14. Recommendations and Follow Up Priorities

This section sets out practical actions for WORF, and future cohort design.

14.1 Immediate Priorities for Cohort 1

1. Complete a verified participant and project-status review, recording attendance history where available, current technical track, portfolio status, prototype stage and outstanding work.

2. Agree with a minimum viable product for every project that will continue after training, with a short milestone plan and named mentor or support contact.

3. Organize a final demonstration or showcase only after participants have completed a basic evidence checklist covering problem statement, target user, working function, pitch and feedback received.

4. Provide focused catch-up and troubleshooting for participants whose academic commitments interrupted practical work.

5. Archive the cohort's learning materials, project files, attendance records, pitch decks, photographs and consent documentation in an organized project repository.

14.2 Recommendations for Future Cohorts

- Align the training calendar with school and university examination periods before recruitment.
- Use a simple entry assessment to identify digital confidence, prior experience, access constraints and support needs.
- Publish clear attendance, catch-up and project-completion expectations during orientation.
- Retain the common foundation, then assign specialization tracks with dedicated facilitators or mentors.
- Introduce short practical assessments at the end of each module and use results to adjust pacing.
- Create scheduled open practice sessions so participants have sufficient time to apply new concepts.
- Strengthen responsible-technology content, including privacy, safeguarding, consent and safe management of user data.
- Begin project scoping and portfolio documentation early rather than waiting until the final month.
- Use a standard project tracker covering milestones, barriers, feedback and evidence of completion.
- Plan the final showcase from the beginning and build repeated low-stakes presentation opportunities into the curriculum.

14.3 Recommendations to Donor and Strategic Partners

- Support a short incubation period focused on minimum viable products, testing and documentation rather than adding new classroom content.

- Facilitate access to women mentors and technical specialists across web development, mobile applications and embedded systems.
- Create connections with circular-economy businesses, schools, food providers, farmers, health institutions and innovation hubs relevant to participant ideas.
- Provide small, milestone-based prototype support where a participant has a feasible plan, verified need and responsible testing approach.
- Support stronger MEL systems so future reports can combine participant stories with verified quantitative evidence of participation, skill change and project completion.

14.4 Recommended Follow Up Sequence

A practical follow-up sequence would begin with verification, move into focused completion support and end with demonstration and referral. During the first two weeks after closeout, WORF should confirm participant status, project scope and outstanding tasks. The following four to six weeks should be used for track-based clinics, mentor review and testing of one core function. Projects that meet the demonstration checklist can then be presented to relevant partners, while projects requiring additional learning can be referred to appropriate training or mentorship without creating unrealistic expectations.

This sequence protects the quality of participant work and makes donor support more targeted. It also creates a clear decision point: each project should be recorded as ready for demonstration, continuing to incubation, paused by the participant or referred for additional technical support. A documented status is more useful than leaving every project described as generally in progress.

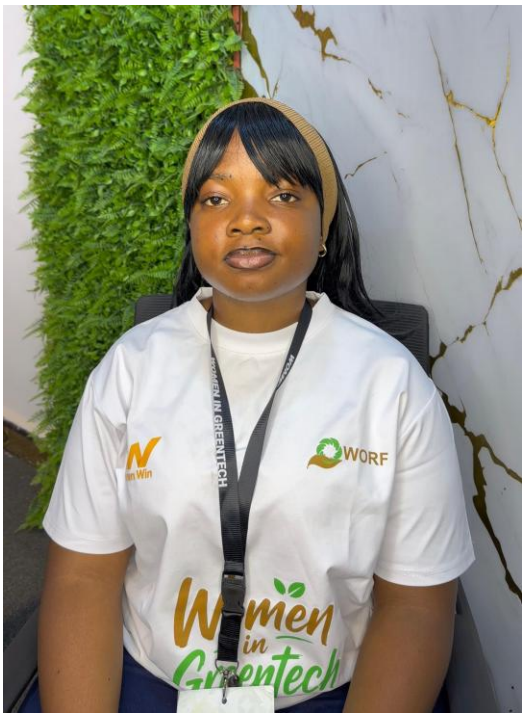
15. Participant Success Stories

The three stories below are drawn from the project's monthly reporting record and show how access to skills, mentorship and practical learning changed participants' confidence, identity and ability to create solutions.

SUCCESS STORY ONE

From I Do Not Know What Code Is to Creating TAKA VALUE

Evanice's Journey into Technology Innovation and the Circular Economy



Before joining the Women in Green Tech Innovation for Circular Economy Project, Evanice had very little exposure to coding, programming, or digital technology. Technology felt like a world that belonged to other people, particularly boys and men. She never imagined that one day she would develop a digital solution of her own.

When asked a simple question, "What is code?", Evanice honestly admitted that she did not know. At the time, she believed that coding and technology were mainly skills for men and that she had little place in that space.

Everything began to change when Evanice joined the Women in Green Tech Innovation for Circular Economy Project.

Through practical training, mentorship, digital design sessions, and an introduction to programming, Evanice was allowed to experience technology in a completely different way. Concepts that initially seemed complicated and intimidating gradually became understandable. With each session, she gained new knowledge, confidence, and the courage to experiment.

Most importantly, she began to change the way she viewed herself. Evanice discovered that technology is not limited by gender. Women can learn to code, design digital solutions, and use technology to address challenges affecting their communities.

From Learning to Innovation

One of the most significant milestones in Evanice's journey has been the development of her application, TAKA VALUE.

TAKA VALUE is an innovative idea designed to address waste management challenges by connecting schools, businesses, hotels, and other waste generators with waste collection and recycling opportunities.

Through the application, participating schools and businesses will be able to collect and separate their recyclable and organic waste and communicate directly with Evanice when the materials are ready for collection. Evanice can then collect, sort, and direct the different waste streams to appropriate uses or recycling processes.

For example, organic waste such as food remains can be used to produce biogas, while plastic can be sold to recycling industries. Paper and other recyclable materials can similarly be collected and directed to appropriate recycling processes.

Through TAKA VALUE, Evanice wants to promote a different way of thinking about waste: waste is not simply something to be thrown away it can be a resource, create value, and generate economic opportunities.

A Transformation Beyond Technology

Evanice's achievement is about more than creating an application. It represents a significant transformation in her confidence, mindset, and aspirations. She has moved from not knowing what coding was to developing an idea that combines technology, environmental sustainability, waste management, and entrepreneurship.

> *"Before joining Women in Green Tech, I honestly didn't know anything about coding. If someone asked me what code was, I wouldn't know how to answer. I even thought that coding and technology were mainly for boys and men, and I never imagined that I could understand it."*

Today, her perspective is completely different.

> *"Through this programme, I learned that technology is for everyone, including women. I gained confidence and started believing that I can also learn, create, and develop solutions."*

For Evanice, creating TAKA VALUE is something she never imagined possible before joining the programme.

> *"I am really proud of myself for creating an application called TAKA VALUE because, before joining the Women in Green Tech Innovation for Circular Economy Project, I never imagined that I could create an application. I didn't even know what coding was. But through this programme, I started learning and understanding how technology can be used to solve problems."*

Turning Waste into Value

Evanice's vision for TAKA VALUE goes beyond waste collection. She sees an opportunity to create a system where waste becomes part of a circular economy - where materials are collected, sorted, reused, recycled, or transformed into new products and sources of value. Her idea demonstrates how digital innovation can support environmental action while creating opportunities for income generation and entrepreneurship.

> *"Through this idea, I want to show that waste is not simply something to throw away - it can have value and create opportunities to generate income."*

The development of TAKA VALUE has also changed how Evanice sees her own potential.

> *"Creating TAKA VALUE has shown me that I am capable of doing more than I thought. It has given me confidence and encouraged me to continue learning about technology and creating solutions to environmental challenges in my community."*

A New Future

Evanice's journey is a powerful example of what can happen when young women are given access to skills, mentorship, technology, and a supportive environment to innovate. She entered the programme believing that technology was a space for others. She is now beginning to see herself as a creator, innovator, and problem-solver.

Her story is not simply about learning how to code. It is about breaking a mindset, discovering new possibilities, and gaining the confidence to imagine a different future.

> *"Before this programme, I never thought I could build an application. Today, I have an idea, I am learning how to turn it into a digital solution, and I can see the possibilities that technology can create."*

From "I don't know what code is" to creating TAKA VALUE, Evanice's journey shows what becomes possible when women are allowed to learn, innovate, and believe in their own potential. Evanice now knows something she once never imagined: She belongs in technology too.

SUCCESS STORY TWO

She Did Not Just Learn About Sustainability She Learned How to Build for It



At WORF, we are proud to witness the transformation happening through the Women in Green Tech Innovation for Circular Economy Project.

Today, we celebrate Mary Davis, whose journey shows what can happen when curiosity is given the right opportunity to grow. What started as a passion for sustainability is now becoming a purposeful journey into technology, innovation, creativity, and solution-building. Through this project, Mary has discovered how technology can move ideas beyond conversations and help transform them into practical solutions for a more sustainable future.

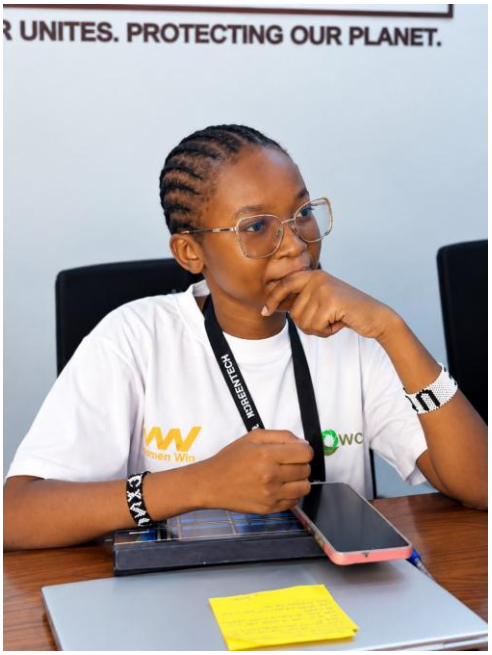
> *"I came with curiosity, but through this project, I have gained knowledge, skills, and the confidence to create. I have learned that sustainability is not only about understanding environmental challenges; it is also about finding solutions and using innovation to create real change. This experience has helped me see that young women like me can use technology, creativity, and innovation to build a better and more sustainable future."*

Mary's journey reminds us that when young women have the right skills, knowledge, tools, and opportunities, they don't just participate in the future; they help build it.

This is what happens when curiosity meets opportunity. The journey continues. The ideas are growing. And together, we are building the next generation of women innovators and solution-builders.

SUCCESS STORY THREE

Learning to Innovation Emanuela's Journey to Creating Foodlink



For Emanuela, joining the Women in Green Tech Innovation for Circular Economy - Cohort 01 was more than an opportunity to learn about technology. It became a journey of discovering what she could create when given the right skills, mentorship, and space to experiment.

Through the programme, Emanuela was introduced to technology, coding, problem-solving, leadership, and innovation. What started as learning new concepts gradually became hands-on practice as she began exploring how technology could respond to real challenges around her.

"The programme gave me the opportunity to learn new skills and understand how I can use technology to solve real problems."

As Emanuela continued learning and experimenting, she developed Foodlink, a technology-based solution designed to help reduce food waste by connecting available surplus food with people or communities who can benefit from it.

Instead of allowing usable food to go to waste, Foodlink creates a connection between those who have excess food and those who need it. For Emanuela, developing Foodlink became an opportunity to move beyond simply learning technology and begin creating with it.

> *"It is not just about taking people's contacts. You need to build relationships with them and make those connections useful and meaningful."*

Her journey from learning to building demonstrates the power of practical education. With mentorship, continuous practice, and an environment that encouraged experimentation, Emanuela was able to take an idea and begin turning it into a tangible innovation.

Learning to Lead

Her growth was not limited to technology. Through the programme's Leadership Training, Emanuela also gained a new perspective on decision-making, communication, and networking. One lesson that stood out to her was that networking is not simply about collecting contacts. It is about building relationships that are meaningful and can create value.

> *"It is not just about taking people's contacts. You need to build relationships with them and make those connections useful and meaningful."*

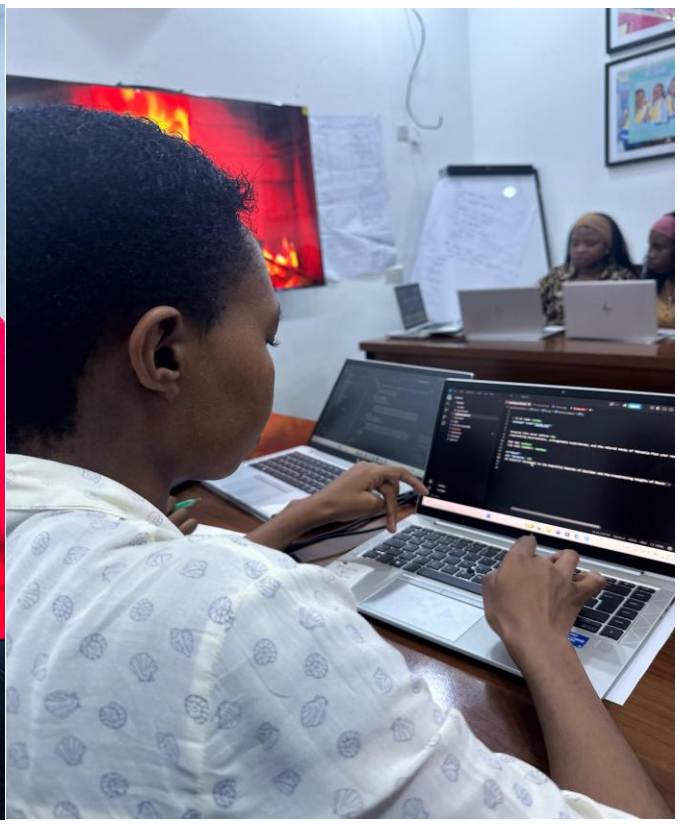
She also learned that when presenting an innovation, having a good idea is only the beginning. A strong pitch needs evidence, a compelling story, and a clear Call to Action.

Emanuela's journey reflects what can happen when young women are given access to technology, mentorship, practical skills, and opportunities to build. From learning how to code to developing Foodlink, she is moving from being a learner

to becoming a young innovator who is using technology to think about real-world challenges. Her story is a reminder that an idea can become a solution when knowledge is matched with opportunity, support, and action.

16. PHOTO DOCUMENTATION



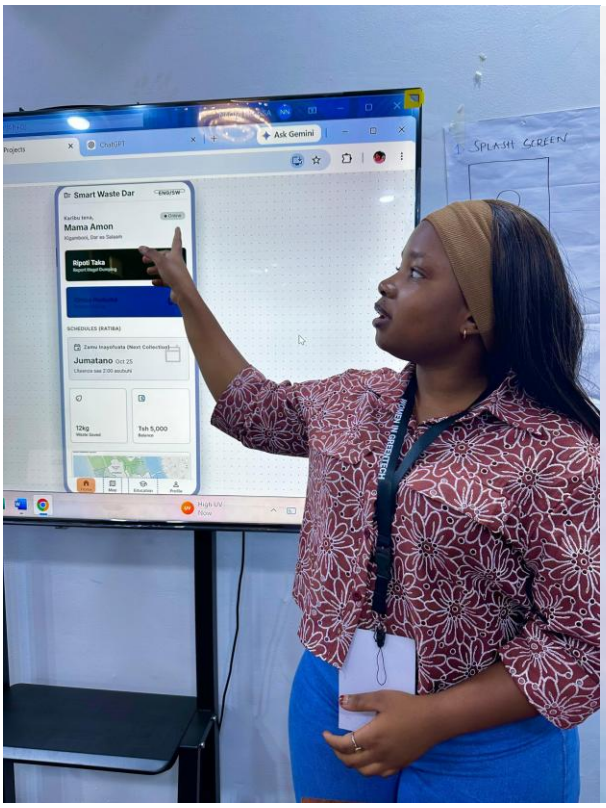


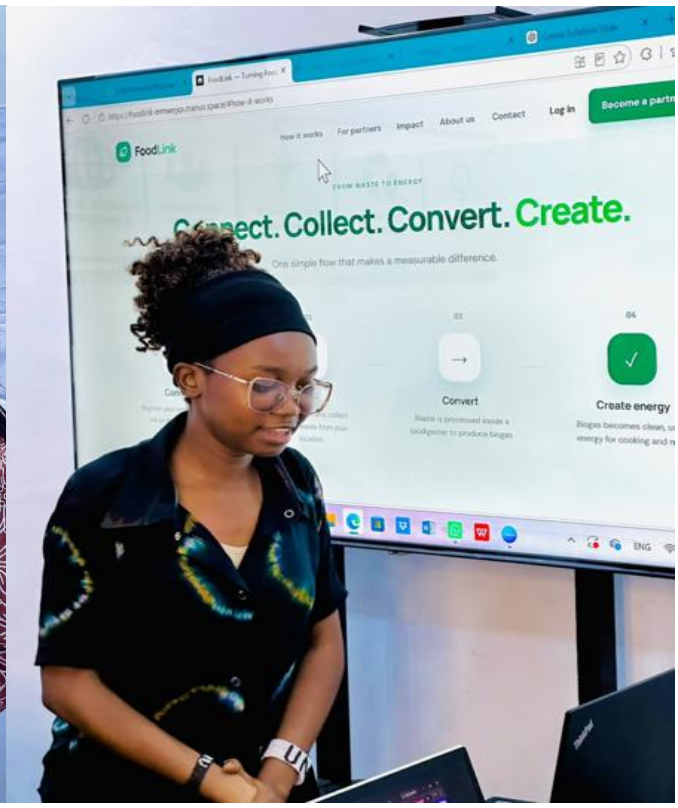
Human-Centered Design, Figma or introductory digital-skills activities.





Interactive development, Pitch presentation portfolio work or debugging activity





Mobile application development and web design presentation





project-pitch demonstration or leadership-development session.

17. Conclusion

This final section provides the overall judgement on Cohort 1 and the management priorities required to protect and extend its results.

The Women in Green Tech Innovation for Circular Economy Project Cohort 1 delivered a coherent 12-week learning journey that connected women's digital capability with environmental problem solving, personal confidence and leadership. Participants moved from empathy and problem definition to interface design, AI prompting, HTML, interactive tools, portfolios, project specialization, mobile application work, pitching and leadership. The progression was demanding, but it enabled learners to experience the full pathway from identifying a challenge to presenting an emerging solution.

The cohort's most important result is the change in participant agency. The records show women beginning to see themselves as people who can design, code, develop ideas and respond to environmental and community challenges. The stories of Evanice, Mary Davis and Emanuela Nduguru make this change visible. Their experiences show that practical learning, mentorship and a supportive environment can shift both skills and self-belief. The participant projects further demonstrate that this confidence was connected to real ideas involving waste recovery, food redistribution, climate-smart agriculture and menstrual-waste management.

The project also generated important implementation lessons. Participation was affected by academic commitments and uneven availability. Different starting levels and project complexity required more differentiated support than a single training pathway could provide. Technical progress depended on sufficient practice, structured debugging and the ability to recover missed learning. Psychosocial support and leadership development helped participants persist, communicate and take greater ownership of their work.

Overall, the project achieved its central purpose of moving participants toward clearer, stronger and more presentable green-technology outputs. At the same time, the final reporting record shows that project completion and evidence quality require continued attention. A short, well-managed follow-up phase should verify every participant's status, complete priority technical tasks, document user feedback and prepare final demonstrations. This would convert the cohort's promising learning and innovation into a stronger platform for incubation, partnerships and future opportunities.

WORF appreciates the commitment of the participants, facilitators, donor partner and all those who supported the implementation of Cohort 1. Continued investment in women's access to technology, green innovation and practical leadership can help ensure that the progress documented in this report becomes sustained capability, visible solutions and wider community value.

ANNEXES

Annex 1 Consolidated 12 Week Activity Schedule

Week	Primary Focus	Core Activities
1	Human-Centered Design	Empathy interviews, problem definition, ideation, prototyping and testing
2	Figma Website Design	Layouts, navigation, hero sections, buttons, calls to action and footers
3	AI Assisted Design	Figma refinement, prompting, Stitch and catch-up support
4	Internet and HTML	Internet fundamentals, programming concepts and basic webpages
5	Forms and Calculator	HTML forms, labels, inputs, CSS grid, buttons and functional logic
6	Chatbots and UI UX	Conversation flow, automated responses, navigation, typography and calls to action
7	Psychosocial Support	Stress recognition, grounding, reframing and manageable action planning
8	Portfolios and Tracks	Digital portfolios, debugging, scope review and specialization
9	Project Development	Mobile application work, troubleshooting, Canva and pitch preparation
10	Pitch and Leadership	Project demonstrations, feedback, public speaking and leadership
11	Refinement and Finalization	Design improvement, pending tasks, continued development and finalization
12	Consolidation and Closeout	Incorporating feedback, completion planning and showcase preparation

Annex 2 Consolidated Results Framework

Intended Result	Indicator	Evidence	Final Assessment
Women access a structured digital and green-innovation learning pathway	Training modules delivered across the planned cycle	Weekly and monthly reports	Delivered across the 12-week reporting record
Participants strengthen practical digital skills	Completion of design, coding and interactive exercises	Participant outputs and facilitator observation	Qualitative progress documented
Participants develop project ideas linked to environmental or community needs	Number and quality of documented projects	Project pitches and portfolios	TAKA VALUE, AgroSmart, Foodlink and Smart Sanitary Pads documented
Participants improve communication and leadership	Pitch quality, confidence and leadership behaviours	Demonstration feedback and success stories	Substantive progress documented
Participants complete presentable prototypes	Projects meeting final demonstration checklist	Prototype inventory and sign-off	Requires verified follow-up

Annex 3 Recommended Final Project Evidence Checklist

1. Participant name, project title and confirmed technical track.
2. Clear problem statement and description of intended users or beneficiaries.
3. Concise explanation of the proposed solution and its circular-economy or community value.
4. Minimum viable product scope and list of features that are functional, simulated or still planned.
5. Screenshots, working link, code repository or physical demonstration evidence as appropriate.
6. Record of user, peer or facilitator feedback and changes made in response.
7. Three-minute pitch deck covering problem, solution, user, evidence, expected value and call to action.
8. Participant portfolio updated with the project, skills applied and contact information.
9. Safeguarding, consent, privacy and operational risks reviewed where the project involves users or sensitive information.
10. Final status recorded as completed for demonstration, continuing to incubation, paused or referred for additional support.

Annex 5

- Photo of activities: https://photos.app.goo.gl/X69bTJ3scn2iWasJ6