



Co-funded by  
the European Union

# Bootcamp Evaluation Report 2025 Warming Schools





**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed in this report are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



# Table of Contents

|          |                    |
|----------|--------------------|
| <b>1</b> | Introduction       |
| <b>2</b> | Bootcamp Kenya     |
| <b>3</b> | Activity Programme |
| <b>4</b> | Campaign Ideas     |
| <b>5</b> | Evaluation         |
| <b>6</b> | Conclusion         |

# 1. Introduction



The Warming Schools “Bootcamp” activity involved 40 young people from the 8 involved partner organizations. The activity engaged them to become ambassadors of environmental awareness and for green professional innovation.

In a common transnational mobility (Bootcamp), the young learners discovered and put into practice sustainability concepts, further developed green skills and attitudes and together worked on methods to act in their communities through social and digital campaigns. Coming from diverse cultural and professional backgrounds, participants broadened their horizon on career opportunities in the environmental field.

This report gives a summary of the implemented workshops, presents participant feedbacks and highlights the achieved results. The reader will find a collection of ideas for local youth campaigns that will be implemented in the following project stage in the 8 partner countries.



## 2. Bootcamp Kenya



**Venue:**  
Diani, Kenya

**Dates:**  
4th – 10th May 2025

**Participants:**  
40 young participants  
+ 8 group leaders  
+ 2 trainers

**Countries:**  
Kenya, Rwanda, Somalia, Tanzania,  
Sweden, Slovenia, Italy, Germany



# Aims and Objectives



The Bootcamp was implemented with the aim for young participants to:

- discover and put into practice the sustainability main concepts, green skills and attitudes to develop
- Learn methods to act in their communities (digital and social campaigns)
- orienteering for future careers in the environment field
- Learn methods for public speaking, being a leader, use the social media effectively
- foster and share innovative follow-up ideas that young people will improve during the bootcamps with the skills acquisition and focus groups and implement in the local community activities
- raise awareness on the intercultural learning to foster a common identity and mixed business cooperation

# Participant profiles and preparation



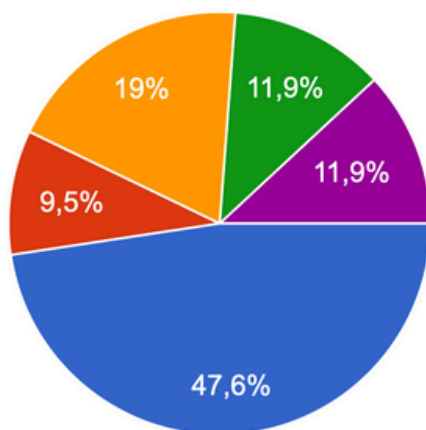
## Participant profiles

Young VET students participating at the environmental education pilot courses and young learners from other partner countries interested in Sustainable development goals, climate change and environmental education.

Young people were selected according to the following requirements:

- Aged 16-25
- Motivated in acquiring green and digital skills and competences fostering their sense of initiative and participation;
- Interested and motivated in shaping their communities for a sustainable development;
- Committed to attending a long-term activity including not only the mobility, but also local hubs and follow-up initiatives.

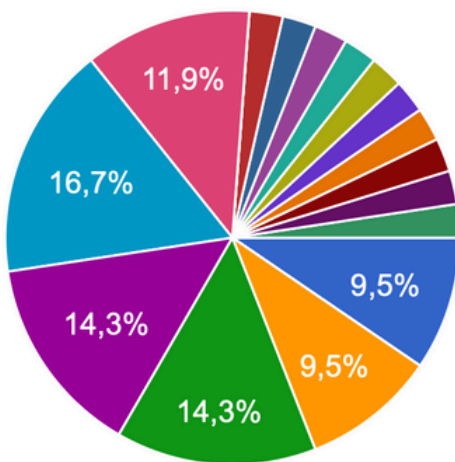
## Backgrounds



- Student
- Trainee
- Employee
- Running own business
- Currently looking for new opportunities



## Fields of study / Career



- Business Administration
- Social Studies
- Media & Communication
- Education
- Agriculture
- Tourism

Other fields represented by some of the participants include: nature conservation, marine resource management, political science, health care, finance, human resource management, fashion design

## Pre-departure training

A training was implemented by each sending organization before the Bootcamp. These trainings served the purpose of teambuilding, to inform about the project aims and activities, and to organize the logistical preparation for the trip.

The training further allowed facilitators to understand participants' motivations and learning needs for the activity. Participants were prepared in intercultural awareness and collected first examples of sustainability and green job opportunities in their country.



# 3. Activity Programme



The programme of the Bootcamp activity was designed to address 3 key areas: Learning competences, sustainability & green job opportunities, and public speaking & campaigning.

Each key area was addressed in several workshops that integrated non-formal learning methods, examples of good practice, useful tools for daily life application and group sessions to exchange perspectives from different cultural and geographical backgrounds.



# Workshop Schedule

| Time          | Day 1, 5 May                     | Day 2, 6 May   | Day 3, 7 May        | Day 4, 8 May               | Day 5, 9 May                      |
|---------------|----------------------------------|--|---------------------|----------------------------|-----------------------------------|
| 8:00 – 9:00   | Breakfast                        |  |                     |                            |                                   |
| 9:30 – 11:00  | Welcome & Introduction           | Sustainability in the job field - orientation            | Excursion to        | Public speaking            | Future plans & goal setting       |
| 11:15 – 12:45 | Teambuilding                     | My future dream job                                      |                     | Campaigning & Social Media | Erasmus and youth opportunities   |
| 13:00 – 14:30 | Lunch break                      |  |                     |                            |                                   |
| 14:30 – 16:00 | My learning journey              | Field research: exploring sustainable practices in Diani | Makemba Academy     | Project LAB                | Learning recognition & Evaluation |
| 16:15 – 17:45 | Introduction into sustainability | Sustainable consumer habits                              |                     | Projects presentation      | Closing & Goodbye                 |
| 18:00 – 19:00 |                                  |  | Intercultural Night |                            |                                   |

# Workshops on Learning Competences

## "My learning journey"

An introduction to non-formal learning and learning competences was done. Participants reflected and set their personal learning goals for the Bootcamp week.

## Future plans and goal setting

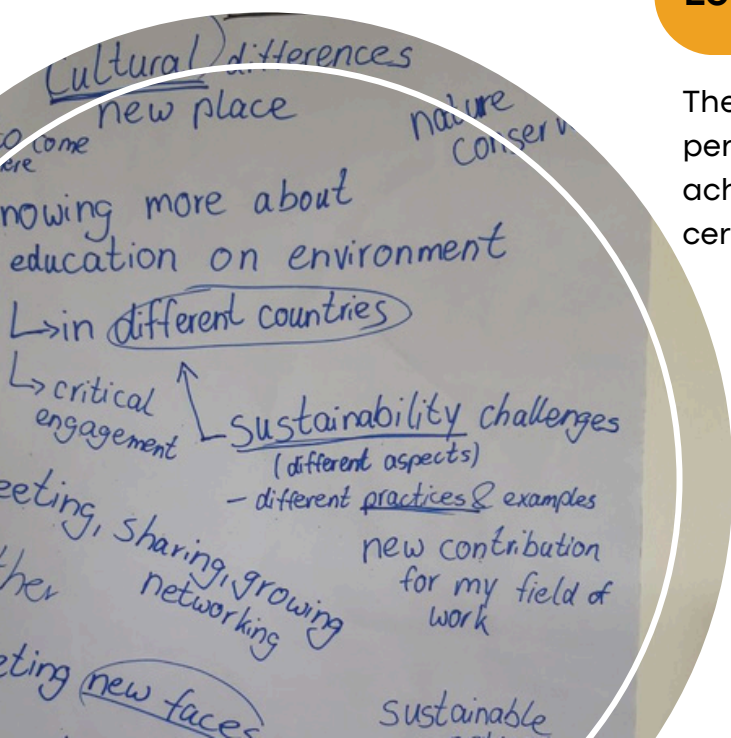
After a recap of the workshops followed during the week, participants reflected on achievements on their personal learning goals. SMART goals were introduced as a tool for setting further steps on a continued learning journey after the bootcamp.

## Erasmus and youth opportunities

The Erasmus+ programme and participation opportunities were presented. Participants discussed the value and opportunities of participation in international programs for their personal and career development.

## Learning recognition

The 8 Erasmus key competences were assessed in personal evaluation. Personal and group achievements were recognized in a final certificate ceremony.



# Workshops on Green Job Opportunities

As an introduction to the topic, a brainstorming was done on the meaning of sustainability. Different aspects and perspectives were explored and finally a common definition was shared.

A collection of sustainable practices from different countries was done, linking the different examples with the 17 Sustainable Development Goals.

The whole second day of the programme was dedicated to an exploration of sustainability in different job fields. Participants explored the concept of circular economy as an alternative approach in the production and consumption cycle.

Participants then divided into groups according to their professional fields and elaborated together the key issues of sustainability within their jobs.

In a job fair activity, the groups presented their findings and highlighted the opportunities for sustainable development within their fields.

Fields presented included agriculture, healthcare, management, tourism, education and fashion design.

The young professionals then further looked into the sectors of textiles and cosmetics - two industries with considerable environmental impact that also have high relevance in people's daily lives.



# Workshops on Public Speaking & Campaigning

Another main focus of the bootcamp programme was on public speaking and campaigning to encourage participants for future engagement and provide them with useful tools and skills in preparing a structured campaign.

In an elevator pitch exercise, the young adults practiced delivering a message in a concise and catching way. A volunteer from each team presented the pitch, practicing their confidence in speaking in front of a larger group. Topics chosen by the groups for their pitches included: Sustainable waste management; Waste collection with reward system to put incentives for communities to participate; Think tank for circular economy; Free water for all!; Education for recycling and waste management; Sustainable food systems "Green Cycle Organics".

During the following session, participants looked in more detail into social media campaigns. The workshop served to understand the fundamentals of digital campaigning and social media strategies. They learned to define campaign objectives, target audiences, and key messages. Participants engaged in hands-on group work to design mini-campaigns with a sustainability focus and familiarized themselves with digital tools for campaign planning and performance tracking.

This session served as a bridge to the following Project Lab where the young professionals designed local sustainable campaigns that will be implemented in the 8 participating countries after the bootcamp.







# Intercultural exchange

Intercultural exchange was a central part of the Bootcamp activity. Sharing presentations, dances, music and food from all partner countries highlighted the diversity of cultural backgrounds, and also the common motivations and ideas that bring people from all over the world together.

Participants and organization members greatly valued this unique opportunity to share approaches in sustainability from diverse perspectives.







# Visit to Makemba Academy

## A local example of sustainability education

During a study visit to the local Makemba Academy and Junior School, bootcamp participants received many valuable insights into practices of sustainability.

The young professionals participated in a tree-planting action and learned about the various recycling and upcycling projects the school promotes (such as floor decorations, parasol and school furniture from recycled plastic bottles; classrooms built out of ship containers).

In the on-site school gardens, students of the academy learn hands-on skills in farming. New projects were presented for future use of hydroponic farming.

Visit the school's website for further information.

[www.makembaacademy.co.ke](http://www.makembaacademy.co.ke)





## Reuse, recycle, upcycle



Recycled plastic as building material, decoration, furniture, and utility classrooms.

## Teaching practical green skills



Hands-on education in the school's own gardens and farmlands. Bootcamp participants participate in the tree-planting action.

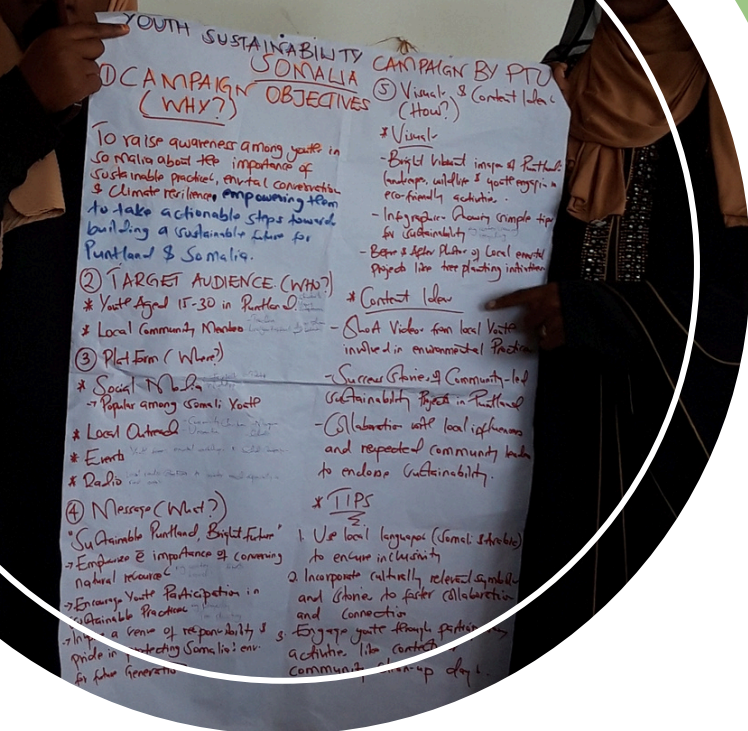


# 4. Campaign Ideas



The teams from eight participating partner countries came up with ideas on how to effectively engage for sustainability in their communities. The teams brainstormed about possible campaign topics and developed a strategy to reach and engage young people and members of their community as a follow-up of the bootcamp.

The following pages give a first glimpse of the campaign ideas that will be put into practice in the next phase of the project. They can serve as inspiration for other youth groups and facilitators as to the diversity of possibilities for green engagement.



# Sustainability Campaign Ideas

## Rwanda: Climate smart and circular farming innovation

The campaign focuses on climate smart and circular farming systems: no use of chemicals but instead promoting natural use of plants that reject pests and attract beneficial insects.

Promoting jobs and employment among youth and young entrepreneurs.

Message: the future food in Rwanda is sustainable, smart, circular. Together we can grow more, while protecting the environment.

## Italy: "Swap Party"

Activity that informs visitors about sustainability, invites them to interact, and encourages to take action.

## Kenya: Waste Management Campaign

Awareness raising campaign on fashion, educate about sustainable fashion and against textile waste.

Message tone: youthful and engaging, motivational.

## Germany: Clothes Swap

Social event where people exchange clothes and exchange with other visitors about sustainability ideas (for the city). With fun, music and organic food.

Why:

- To get engagement of the community, connect like-minded people, build sustainable network
- Trend-setting free exchange (thrifting in non-commercial community)



# Sustainability Campaign Ideas

## Somalia: Youth for Sustainability

Implementing a community clean up day in combination with an information campaign. The aim is to raise awareness on environmental conservation, encourage sustainable practices and aware use of resources, and engaging youth in eco-friendly activities.

Local communities, youth and university students will be involved through use of infographics to promote sustainable everyday activities.

Highlighting success stories of community sustainability projects.

## Tanzania: "Eco Mwani"

Campaign to highlight the benefits of eco-friendly seaweed farming. Promoting nutrition and health sustainability, cosmetics and beauty to tourists, restaurants, and local people.

Sustainability promotion of coastal conservation with community involvement.

## Slovenia: Intro a better future with forests

For young people from school and local agricultural clubs.

Expanding the forest lines by planting fruit trees on the edge between forest and fields, that can be used by bees.

Promote biodiversity, improve (young) farmer's skills, improve economical impact (by making and selling honey).

Improve goods and services (environmental and social)

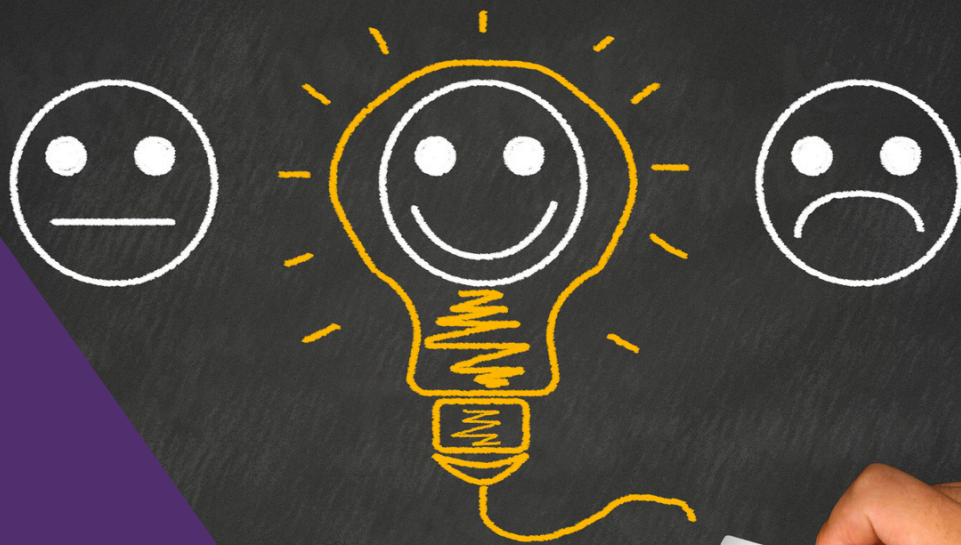
Promote local land use to tourists.

## Sweden: Eco-conscious school action

School clean-up day organized by students, with organic food, quizzes and games related to sustainability. Fun actions engage visitors and at the same time create awareness for green action. The aim is to leave a positive impact on the school community and show easy and fun ways to contribute to a more sustainable future.



# 5. Evaluation



To monitor the progress and results of the Bootcamp, the following activities were implemented during the program:

- initial and final assessment, self-evaluation of participants on knowledge and attitudes on sustainability
- daily reflection exercises
- evaluation form filled by participants
- qualitative evaluation by trainers and project managers

# Participant and Facilitator Feedback



## What participants said:

“The part I liked best about the program was cultural exchange and public speaking since I got to acquire new knowledge and skills of other cultures and built my confidence in public speaking.”

“The program was very helpful to us as youths and it would be great to have more opportunities to come together like this.”

“So many amazing people with a good soul! It was a pleasure to be here and share thoughts and experiences about sustainability and how we can make a change! “



## What facilitators said:

“The greatest value of such an exchange is really the ideas and experience each participant brings in. Young people, organization members and facilitators all learned something new by hearing about practical experiences from the different job fields.”

“As a facilitator it is always a challenge to put together a program for such a big group with diverse backgrounds. But the participants were getting along so well and were really open to connect and learn from each other.”

# Challenges and Solutions

## Group diversity and learning needs

**Challenge:** The diversity in cultural, professional and personal backgrounds was a great value for the group. However, it also posed a challenge to address the topics most relevant to the different participants' life situations in sufficient depth.

**Recommendation:** It is helpful for a positive learning experience to clarify from the beginning the focus of the training, highlighting the value of diverse backgrounds and the personal experience everyone brings from different fields. Strengthening learning-to-learn competences encourages participants to put effort in defining their own learning path. The program should offer diverse contents to address different perspectives and give room to discussion to make more visible possible differences and common grounds.

## Handling unexpected situations

**Challenge:** As in any training, unexpected situations do occur and can require adaptation of the program. Such situations included unfavorable weather conditions that limited the possibility for planned outdoor activities, and technical issues that prevented participants in some group activities to do online research.

**Recommendation:** For future or similar programs, we suggest to have diversity of material prepared in digital and paper format. (Always considering the necessity for printing of paper materials against sustainability efforts.) Analogue forms of information gathering could be made an explicit part of an activity as a way to open discussion on what is felt as "normal" in today's information society, and the pros and cons of digital vs. analogue solutions.

## Practical sustainability

**Challenge:** Logistical and organizational considerations can at times contradict sustainable choices of an activity - such as participating in an international exchange vs. long travel distances, or the need for providing drinking water to a large group in a locality where plastic bottles are the standard.

**Recommendation:** Contradictions and difficult choices are a frequent challenge for sustainability in any context. Openly addressing this topic can help participants become aware of similar challenges in their own daily choices and in society at large. In discussion together, possible alternative approaches could be found.

# Results and Achievements



## Active engagement for sustainability

- An initial self-assessment by participants showed that near on 90% had already considered opportunities how to contribute to a greener society through their daily habits. Almost half of the youngsters was already actively engaged in (green) community actions before the activity. After the bootcamp, over 60% stated that they would engage in green actions more regularly in the future.



## Non-formal and intercultural learning experience

- The young participants showed great openness and interest to exchange experiences with their peers from other countries during group work activities. The program parts rated most relevant by the youngsters were the ones including cultural and informal exchange, and learning about sustainable practices in other countries. Integrating practical activities and non-formal learning facilitated dynamic group processes that gave room for participants to value diversity.



## Green job opportunities

- Irrespective of the job fields the participants are active in, a majority of young adults put high importance on choosing an employer with sustainability standards; 70% stated they would not work for an employer without such standards.
- In the initial assessment, participants already showed a highly positive perspective on the opportunities their fields of work have in contributing to sustainability. After the workshops, such opportunities were rated even higher: 93% of participants consider their field likely or very likely to make a difference for a more sustainable society.

# Results and Achievements



## Increased confidence in participants' knowledge and skills

- Due to their backgrounds and previous motivation for topics of sustainability, the youngsters already indicated high levels of proficiency in their knowledge about environmental sustainability, green innovation, leadership skills, digital media and project planning. It is still noteworthy that participants' confidence about their knowledge in all areas increased further after the bootcamp. Especially in the areas of green innovation, and digital media and campaigning, participants indicated that their knowledge became more profound and applicable.



## Awareness and sustainable habits

- In the initial and final assessment, participants were asked which area they consider most important to create a more sustainable society. During initial assessment, the most named areas were agriculture and politics (i.e. laws for greener development). After the bootcamp, education was additionally considered among the most important areas, showing an increased awareness for its contribution to sustainable development. Participants also stated to have become more aware of the range of areas in which actions can be taken, including healthcare, fashion, cosmetics and use of digital technologies.



## Campaigning and public speaking

- It should be noted that many participants were in Kenya for the first time or had never participated in an international workshop before. Participants very positively evaluated the opportunities for working together in mixed groups, preparing presentations and having the chance to share their knowledge and experience with their peers. Several young professionals stated to have gained more confidence in speaking in front of a group and in presenting their ideas. At the end of the week, each country group came up with their own campaign idea to implement in their home communities, showing great ambition and motivation, and putting into practice their planning and leadership skills.





# 6. Conclusion



The Warming Schools Bootcamp successfully brought together 40 young participants from eight partner organizations to build environmental awareness and develop green professional skills. Through a dynamic mix of workshops, intercultural exchange, and practical experiences, participants explored sustainability concepts, green job opportunities, and effective campaigning techniques.

Despite challenges related to group diversity and logistical constraints, the program fostered strong engagement, with participants showing increased confidence in their knowledge and skills. The bootcamp not only inspired innovative local campaign ideas but also strengthened the participants' commitment to act for sustainability in their communities.

Overall, the activity proved to be a highly impactful experience, laying a solid foundation for continued youth-led environmental action across partner countries.



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.