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Project: 101140058 — ERASMUS-EDU-2023-PI-ALL-INNO

SIT – Sustainability in TCLF



D4.2 BOOTCAMP REPORT

Deliverable factsheet

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Project Acronym:	SiT
Project Title:	Sustainability in TCLF

Deliverable Title:	**Bootcamp Report**
Deliverable number	**D4.2**
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Abstract:	The Bootcamp facilitated the transnational mobility of TCLF owners, professionals trainers and learners, during which they collaborated together with their peers from the other EU countries participating in the project. The main topic of the Bootcamp was to design and present innovative projects for the growth of a TCLF green company and/or for local development, in the form of a hackathon that was organized.
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Delivery Slip

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1. Description of the Project

Project purpose

The project “SiT - Sustainability in TCLF” aims at fostering innovation in education, training, and the TCLF (Textile Clothing Leather Footwear) sector. It focuses on the potential of green transition developing new training modules to address skill gaps.

The project in a nutshell: Overview

More specifically, “SiT” intends to:
a) analyse the emerging occupations, skills gaps for the green transformation of the TCLF sector;
b) develop specific training modules focusing on the green competences for different educational levels (HE, c-VET from EQF5 to EQF6);
c) promote a bottom-up approach in skills development, involving TCLF SMEs and organisations representing enterprises and the TCLF sector.

The project responds to the objectives of Erasmus+ programme’s Lot 1 - Alliances for education and enterprises, by fostering innovation in higher education (HE) and Vocational Education and Training (VET) by:
a) creating a bridge between education and training and labour market;
b) analysing emerging occupations and new skills in the TCLF sector;
c) developing a “green” mindset in students/learners and TCLF professionals.
The innovation brought by the project, through the introduction of green principle, sustainability and circular economy approaches, will also contribute to fostering TCLF survival, growth, sustainability, through upskilled and enhanced owners and staff skills.

The overall “SiT” structure can be summarised as follows:
Step 1 the focus is on establishing local/national knowledge triangles (KT) and conducting a training needs analysis to identify and map two new emerging occupations in the textile sector. The project involves surveying and interviewing various stakeholders, including textile SME owners and professionals, using a mix of methodologies and tools. The goal is to co-create knowledge and take a learner-centred approach. The analysis is used for the identification and mapping of 2 new emerging occupations to boost the green transformation of the textile sector.
Step 2 consists of the development of the training curricula, modules, material and methodologies which will be designed not only by partners but will be strongly informed by input from knowledge triangles representatives and evaluated by experts through design thinking methodology. A selection of specific training modules leads to a complete training for the 2 occupations identified.
Step 3 consists of the development and update of a MOOC platform addressed to HE and VET learners, which is open to students and professionals but is also crucial for the delivery of the

training courses foreseen. FPE works on the design and development of the MOOC platform, which will host the online part of the blended training for VET and HE learners.

Step 4 consists of the training pilot action, during which the newly-developed curricula are tested and delivered through 3 different phases: 1) MOOC (open, online training); 2) Blended training, including Face2Face training and project-based learning (based on the development of green solutions for textile sector and on an international bootcamp); 3) Work-based learning (for both HE and VET learners).

Step 5 focuses on the establishment of local green TCLF ecosystems and local hubs to promote the integration of green principles into local economies. The first activity of this step is the development and signing of a Memorandum of Understanding for local development through green transformation of the TCLF sector in each country. Focus groups are organised to guide.

Step 6 A combination of communication and dissemination activities will support the overall "SiT" implementation among stakeholders. An interactive platform is created to support the creation of local multi-actor networks, share best practices and support the process of green textile business start-up. The platform also promotes education approach by involving textile SMEs owners and professionals in the experimentation and future editions of the training course. Local Hubs are promoted to provide support for green transformation of the TCLF sector.

Project partners

The project involves 15 partners from 8 EU countries, the consortium is made up of organisations from VET, c-VET, HE and business representatives in order to create a bridge between education and labour market.

- ITALIENISCHE HANDELSKAMMER FÜR DEUTSCHLAND e.V. (DE) Coordinator
- VDMD NETZWERK FÜR MODE TEXTIL INTERIEUR ACCESSOIRE DESIGNER INNEN EV (DE)
- CAMARA DE COMERCIO ITALIANA - BARCELONA (ES)
- ICEP s.r.o. (SK)
- ASOCIACIÓN DE CENTROS DE FORMACION PROFESIONAL FP EMPRESA (ES)
- PLOVDIV CHAMBER OF COMMERCE AND INDUSTRY (BG)
- APOSTOLINA TSALTAMPASI KAI SIA EE - OECON GROUP (EL)
- AKMIAE AKMI EDUCATIONAL ORGANISATIONS (EL)
- PIRIN-TEX EOOD (BG)
- LOOV EESTI (EE)
- EESTI KUNSTIAKADEEMIA - EKA (EE)
- VELEUČILIŠTE U ŠIBENIKU (HR)
- ISTITUTO REGIONALE PER L'EDUCAZIONE E GLI STUDI COOPERATIVI IRECOOP VENETO (IT)
- NEVROKOPSKA PROFESIONALNA GIMNAZIA "DIMITAR TALEV"-NPG "DIMITAR TALEV" (BG)
- CAMERA DI COMMERCIO INDUSTRIA ARTIGIANATO E AGRICOLTURA PADOVA (IT)
- ASSOCAMERESTERO - ASSOCIAZIONE CAMERE DI COMMERCIO ITALIANE (IT) ASSOCIATED

2. Bootcamp Background

The Bootcamp has been part of the **trainings' Blended phase**, aiming to integrate Face-to-face training, transformational and active learning, social identity and empathy theories, and project-based learning.

As part of SiT's workplan, this phase is included in **Work Package 4 – MOOC Development and Training Pilot**, aiming at delivering the newly developed training modules and the development of the MOOC from the previous activities, and thus promoting the acquisition of different knowledge, competences and skills (functional, transversal, digital, green) for learners (university students, TCLF SMEs owners, workers, managers), with the final aim of providing them with proper professional competences in order to fill the gap with the labour market needs, upskilling and reskilling of workers/TCLF SMEs owners and staff, to adapt their profiles/companies to the new requirements related to green transition of the TCLF sector.

More specifically, the Bootcamp followed-up on the development of the MOOC platform and consequent piloting and tutoring, as well as the project-based learning that was organized in each country nationally by the respective partners; the Bootcamp aimed to provide participants with the skills needed to open their businesses internationally, according to main green principles, and in an "open" way. It allowed them to develop international and interconnected innovative green solutions and projects, based on different business ideas that are "communicating" and open to each other, according to the green transformation of the TCLF sector. Moreover, the Bootcamp facilitated **transnational mobility**, during which participants developed the projects foreseen within the project-based learning phase, collaborating together with their peers from other EU countries. And, in the next phase, this methodology will be complemented and completed by the **Work-based learning**, which is the last phase of the blended training and will consist of a hybrid format, online and in presence, during which learners involved in the pilot actions will carry on practical activities in real work environments (e.g. placements, job-shadowing, study visits, B2B workshops, organisation of events, etc.), in TCLF companies to develop green solutions.

Taking all of the above into account, the Bootcamp was planned to take place in Thessaloniki, Greece, and to be hosted by the project partner OECON Group, an experienced organization with the capacity to welcome more than 60 participants from all project countries. The programme was designed to provide an immersive learning experience focused on TCLFsustainability, innovation, and social impact, with the overarching goal of promoting more sustainable and circular economic models among SiT's beneficiaries.

3. Bootcamp Preparation

The Bootcamp, organized within the framework of WP4 of the SiT project, brought together 60 participants from 8 European countries, with the goal of redesigning everyday textile products using sustainability principles. The event was centred around the implementation of

a Hackathon for the most part of the 1st day that focused on applying eco-design strategies that span the entire product lifecycle—from material selection to end-of-life.

Partners cooperation

Although OECON Group as the host partner led its organization, the Bootcamp was based on a co-design and co-participatory approach between key project partners in order to cover all aspects of SiT's methodology and be successful. More specifically, there was the following division of roles within the partnership:

- ITKAM (DE) as the project coordinator provided the backbone for the Bootcamp's Agenda, and its representative on the spot led the presentations concerning the project's and the event's contents, objectives, etc.
- OECON Group (GR) as the host partner led the logistics' preparation and practical arrangements, ensuring that participants had all necessary information before booking and starting their travel, upon arrival to the city and venue, and of course during the Bootcamp's actual implementation and afterwards, as part of the social activities.
- VUS (HR) as a University of Applied Sciences with experience in the sector led the development of the two Case Studies that were shared with learners and were especially adapted to combine SiT's trainings and fit into the Bootcamp's Hackathon activity.
- AKMI (GR) as the VET provider from the host country assisted in elements such as defining the evaluation criteria for the Hackathon and preparing the evaluation forms for the Jury, as well as collecting the score and announcing the ranking of teams.
- CCIB (ES) as the project's lead partner in quality assurance, provided all necessary templates for the evaluation of the whole Bootcamp activity by the participants.
- ICEP (SK) as the project's certification expert organization provided the Certificates of Attendance to participants in the closing ceremony of the Bootcamp.

In order to achieve a proper cooperation and coordination for the Bootcamp's preparation, the aforementioned partners had three online meeting in the period before the Bootcamp, as well as bilateral meetings with ITKAM to check that everybody abides to their responsibilities.

While at the same time of course, all project partners were kept informed and worked with their learners and trainers in the months before the Bootcamp's implementation, in order to prepare them and select the most appropriate ones to travel to Thessaloniki.
To this end, the selected participants and learners followed the project's established pedagogies (group discussions, role playing, case studies, etc.), and worked on start-up projects and/or innovative projects based on the green transformation of the TCLF sector for already existing enterprises, with green products/services/processes.

Case Studies for the Hackathon

In preparation for their participation, each beneficiary received a guide on how to approach the Hackathon challenge, that was the core part of the Bootcamp, as well as the steps to follow to achieve a more sustainable product design. Specifically, they were asked to work as part of

pre-allocated Teams on one of the two **Case-study challenges** developed. Each team then had the opportunity to decide internally which challenge to focus on:

- **Case Study 1: Circular Jersey Systems - sustainable management of sports**

Context The sports industry (professional clubs, federations, and amateur leagues) relies heavily on textile products such as jerseys, training kits, and fan merchandise:

- High turnover: Clubs release new jerseys every season, driving overproduction
- Synthetic dominance: Most jerseys are made from polyester, contributing to microplastic pollution
- Short usage cycles: Jerseys are often replaced for branding, sponsorship, or performance reasons rather than wear

- **Case study 2: Circular Hotel Textiles - From Waste to Resource**

Context The hotel industry is one of the world's largest consumers of textiles—and a major generator of waste:

- Massive waste: An average 300-room hotel produces over one ton of textile waste annually.
- Resource consumption: Washing linens for a single room can use up to 60 liters of water, accounting for 15–20% of a hotel's total water and energy use.

The Case Studies as well as the final Hackathon Teams (including the Mentors), were also presented at the beginning of the Bootcamp, along with the corresponding rules, guidelines and the evaluation criteria that will be assessed.

Patchwork Workshop

In addition, particularly in preparation for the Bootcamp's second half-day, all participants received a welcome message from the hosting partner, OECON Group, containing practical information, reminders, emergency contact numbers, and details about the Patchwork Workshop. Participants were invited to bring an old textile item, piece of fabric, or garment, which they could combine with other materials provided on site. With the support of expert technicians and sewing machines, each participant created a unique item to take home as a tangible reminder of the experience.

This activity was particularly well received by both learners and trainers of all ages, as it provided a practical, hands-on complement to the theoretical concepts and creative thinking developed during the Hackathon.

4. Selection of Participants

To foster diversity and interdisciplinary collaboration, the Bootcamp's participants were selected to include target groups directly addressed by the project activities and results in the field of TCLF and fashion overall, namely:

1) **Learners**: students, recent graduates and lifelong learners;

2) **Trainers**, teachers, professors, lecturers and expert educators from all levels of VET;
3) **TCLF sector** business representatives: SMEs owners, young entrepreneurs and sector professionals.

Additionally, some partners per country included a Project Manager or other staff member with the capacity to participate and follow the Bootcamp's activities. The same profiles were invited for the digital participants as well, that included 11 attendees who connected in the morning and in the afternoon hybrid sessions od the Bootcamp.

In several partner countries, the number of interested participants exceeded the available places for the Bootcamp. As the actual travel costs incurred by some partners were lower than initially budgeted, partners were nevertheless required to select the four participants who would ultimately travel to Thessaloniki. To ensure a transparent and merit-based selection process, the following criteria were applied:

- Registration on the SiT Platform (https://platform.sitproject.eu).
- Completion of one or more courses available on the Platform.
- Participation in the national piloting activities.

As a result, all 15 SiT partner organisations were represented at the Bootcamp by four participants each, with the exception of PCCI, which was able to bring five participants. Overall, the Bootcamp was attended by 61 participants (or 60, excluding the Estonian participant who was unable to travel at the last minute).

The distribution of participants by country was as follows:

- Germany – 8 participants
- Spain – 8 participants
- Slovakia – 4 participants
- Bulgaria – 13 participants
- Greece – 8 participants
- Estonia – 8 participants (one participant was unable to travel at the last minute)
- Croatia – 4 participants.
- Italy – 8 participants.

Selection of Hackathon Teams

Accordingly, the Bootcamp's Hackathon Teams were formed based on three main criteria:

- Geographical balance: Each team included at least one participant from each of the 8 represented countries.
- Profile-experience balance: A preliminary registration was used to assess participants' skills and profiles. Based on their input, participants were classified according to their professional and/or technical orientation, and teams were assembled to ensure a balanced mix of both profiles.
- Gender balance: Which was the most challenging to combine with the two aforementioned criteria.

The end result was 5 Teams (Yellow, Red, Green, White, Black) with 8-9 members and 2 Mentors in each one (and with different colour-badges issued for each one and provided during the morning registration of the 1st day) for the Hackathon, plus a 6th colour-badge (Blue) which belonged to the organizing Team and Jury (*see below*). This approach ensured a rich collaboration of cultural and professional perspectives, encouraging creativity and innovation.

The Mentors were selected based on their experience and professional/technical capacity in TCLF, in order to contribute to the Hackathon Teams, especially during the ideation and pitching process, with their practical expertise and seasoned approach. Nonetheless, they were instructed to keep their roles as much supportive as possible, and not to take the lead in the Teams as this role belonged to the learners.

Moreover, apart from the Teams' members and Mentors, there was also a pre-selection of the Jury that had the duty to follow all Hackathon Team and assess them based on the evaluation criteria that had defined beforehand. The Jury therefore included the following 5 members:

- **ITKAM**'s representative (who as the project's coordinating organization also coordinated the Jury);
- **OECON**'s CEO (as a senior expert with +25 years of experience in business development);
- **ICEP**'s representative (who is not directly related to TCLF, but has rich experience as a certification provider);
- **Plovdiv Chamber**'s and **Padova Chamber**'s representatives (to also achieve the geographical and profile/experience balance).



5. Bootcamp Agenda

The Bootcamp's 1,5-day Agenda was co-designed among all partners – and especially ITKAM and OECON Group – as an intensive learning, collaboration, and networking event that combined innovation, entrepreneurship, and sustainability within the TCLF sectors.

Hosted at WEHub in Thessaloniki, Greece, the **1st day** begun with participant registration, followed by a hybrid opening session that welcomed both onsite and online attendees, reinforcing the hybrid nature of the event. During this introductory session, participants were familiarized with the agenda, practical arrangements, and the overall objectives of the event. Interactive elements, including a Mentimeter ice-breaking activity to encourage participant engagement and facilitate the collection of background information about attendees. The opening also included presentations introducing the SiT project and explaining the structure, objectives, and expectations of the Hackathon that constitutes the core activity of the 1st day. Following the introductory presentations, participants were introduced to their 5 international Hackathon teams, promoting intercultural collaboration and multidisciplinary exchange, and officially commencing the Hackathon, which was structured around previously distributed Case Studies.

After the collaborative working sessions and a flexible lunch break, the Bootcamp continued with a hybrid pitching session in which each team presented its proposed solution before a jury. Each presentation consists of a concise pitch accompanied by time allocated for voting and transition between teams. This format enabled participants not only to demonstrate the outcomes of their collaborative work but also to receive structured feedback from experts. The day concludes with the announcement of the jury's evaluations and the formal closing of the Hackathon activities. To complement the professional program, an optional networking dinner was organized in the evening, providing participants with an informal setting to strengthen relationships, exchange experiences, and expand their professional networks beyond the structured sessions.



The **2nd day** shifted the focus from innovation and competition to practical sustainability skills and professional networking. Participants had the chance to engage in a hands-on Patchwork Workshop, conducted in rotating groups to ensure active participation. During this activity, attendees were invited to bring used textiles or garments, which were creatively combined with additional materials under the guidance of expert technicians using sewing equipment. This workshop demonstrated the principles of textile reuse, circular economy, and sustainable design by encouraging participants to transform discarded materials into new products through practical experimentation.

While one group participated in the Workshop, the remaining participants took part in structured speed-dating sessions specifically tailored to the Textiles, Clothing, Leather, and Footwear sectors. These networking activities were designed to facilitate professional introductions, promote knowledge exchange, and encourage the establishment of future collaborations among participants from different countries and professional backgrounds. By alternating between the Workshop and networking sessions, the program ensures that all participants benefit equally from both practical learning and community building opportunities.

The Agenda concluded with an evaluation session, during which participants reflect on their learning experience and receive certificates of participation issued by the project partners, CCIB and ICEP, marking the successful completion of a program that integrated sustainability, innovation, entrepreneurship, practical skill development, and international networking into a comprehensive learning experience.



6. Bootcamp Implementation

The Bootcamp brought together participants from different countries across Europe to work collaboratively on sustainability-related challenges, while developing practical and entrepreneurial skills. It highlighted the creativity, teamwork, and practical application of the knowledge acquired, reinforcing the project's goal of promoting vocational excellence and sustainable innovation in the fashion and textile sectors.

The Hackathon followed a progressive innovation methodology, guiding teams through several key stages of the entrepreneurial process. Initially, participants focused on understanding and defining the sustainability challenges presented in the case studies. They subsequently engaged in ideation and solution design, generating innovative concepts that address the identified problems. The following phase involved developing viable business models capable of supporting the proposed solutions, while the final stage emphasized storytelling techniques that enabled teams to effectively communicate and present their ideas to stakeholders and evaluators.









- Product Lifecycle Exploration: Each team analyzed the lifecycle of their assigned product—from raw material extraction to disposal—identifying environmental impacts and opportunities for improvement.

- Expert Validation: Teams presented their ideas to industry experts, who provided feedback on feasibility and originality.
- Proposal Development: Teams refined their solutions, considering technical, economic, social, and user experience aspects.
- Final Presentations: Each team had 6 minutes to present their proposal to the jury, followed by a brief Q&A session of approximately 6 minutes.

The Jury evaluated the proposals according to the criteria established below:
(1 = Very weak, 2 = Basic, 3 = Good, 4 = Very good, 5 = Excellent)

No.	Criterion	What judges should assess	Points
1	Problem understanding and case relevance	Does the team understand the specific challenge?	/5
2	Feasibility and implementation	Can the solution realistically be implemented? Is there a clear plan, timeline, roles, partners, and resources?	/5
3	Sustainability and circularity impact	Does the solution reduce waste and environmental impact? Does it include reuse, repair, upcycling, recycling, or longer textile lifespan?	/5
4	Business and economic viability	Does the solution make business sense? Can it reduce costs, protect revenue, or create new value? Can it be replicated into smaller/larger companies, and/or different countries?	/5
5	Regulatory alignment	Does the solution help reduce textile waste in line with EU circular economy goals? Does the idea support reuse, recycling, repair, or longer product lifespan?	/5
6	Innovation and creativity	Is the idea original, creative, or different from standard approaches? Does it use technology or a new business model effectively?	/5
7	System thinking and stakeholder integration	Does the solution connect materials, operations, users, suppliers, recyclers, incentives, and end-of-life pathways?	/5
8	Presentation and clarity	Is the pitch clear, structured, convincing, and easy to understand?	/5
Total			/40

Tie-breaker

If two teams have the same score, judges should choose the team with the stronger answer to the following questions:

1. Which solution has the clearest sustainability impact?
2. Which solution is more realistic to implement?
3. Which solution better balances sustainability with business needs?


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Number Reference: 101140058


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Hackathon Results

The Hackathon successfully brought together diverse talent in a collaborative environment, generating innovative proposals for the sustainable redesign of textile products. The team formation methodology—based on geographical diversity and balanced skill sets—proved effective in fostering creativity and mutual learning in textile and fashion eco-design.
The jury said a few words of encouragement to each group before announcing the winning Team – which was in fact by a very close margin.
Red Team: 173 points out of 200 available in total (winner).
Green Team: 164/200.
Yellow Team: 164/200.
White Team: 154/200.
Black Team: 133/200.

Patchwork Workshop and Speed-Dating

Throughout all parts of the event (i.e. Hackathon, Workshop, and Speed-Dating), participants had the opportunity to interact with each other and the hosts, learn about academic institutions, companies in the sector and research centers, combining theoretical sessions with practical activities. This initiative fostered dialogue between professionals, students, and experts, strengthening international cooperation and collaborative learning within the framework of the Erasmus+ programme.



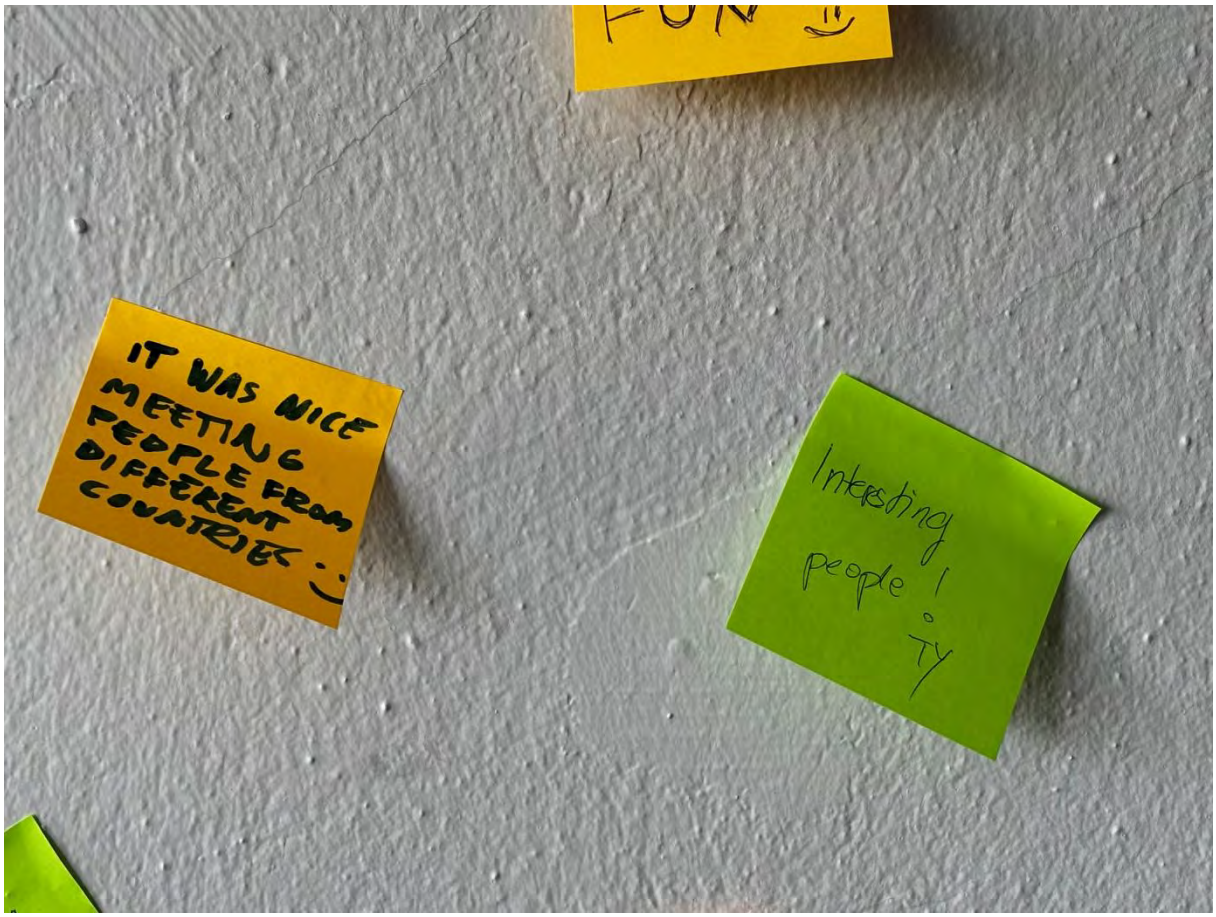








During the closing session, the representatives of the SiT Project from ITKAM and OECON Group expressed their gratitude to all participants and organizers of the Bootcamp. Thanks to their dedication and enthusiasm, the event was a resounding success, taking place in an atmosphere of collaboration, curiosity, and camaraderie throughout the 1,5-days. This spirit was key to enriching the experience for everyone involved. The session finished with the awarding of the certificates of attendance, as a recognition of each participant's active and valuable contribution.



7. Bootcamp Evaluation

The Evaluation Report provided an overview of the feedback received from participants following the Bootcamp, with the aim of monitoring the pilot action and assessing its impact within the framework of the SIT Project. Data were collected through an anonymous post-event evaluation survey distributed to participants of the Bootcamp through Google Forms questionnaire. The questionnaire was composed of the following sections and a total of 31 participants answered it:

1. Content
2. Delivery
3. Assessment
4. Learning Outcome

5. Knowledge
6. Final Remarks

Furthermore, the sections of the questionnaire were composed of:
(a) closed-ended questions using 5-point Likert-type scales, where participants rated their satisfaction regarding different aspects of the Bootcamp from 1 (lowest) to 5 (highest).
(b) open-ended questions.

Conclusively, we can consider the overall feedback as quite positive, since around 80-85% in each question selected the higher scales of satisfaction. Challenges were present, as for example the Wi-Fi connection for more than 60 persons at the same time reached its limits, but the livestreamed sessions were organized as planned and our online participants followed the Bootcamp without any problems and, in general, we are happy to know that the overall experience was a rewarding one!



SiT
Sustainability in TCLF

Agenda

Bootcamp 26 & 27 of May 2026
WEHub, Geor. Andreou 46, Thessaloniki 546 27, Greece

Tuesday 26/05

9:00 GR time	Registration of participants
9:30	**HYBRID SESSION – Livestreamed** - Agenda presentation and practicalities - Short Mentimeter to show info from participants - Presentation of the SiT Project - Presentation of the Hackathon information
10:00	- Presentation of the international teams - Teams get together (*5 teams*)
10:30	Official Start of the Hackathon, based on Case Studies sent Suggested Session 1 – Challenge & Problem Definition Suggested Session 2 – Ideation & Solution Design Suggested Session 3 – Business Model Building Suggested Session 4 – Storytelling
13:00 – 15:00	Lunch break (buffet) - Available for 2 hours and each one can have the break when they want
15:30	**HYBRID SESSION – Livestreamed** - Presentation – 12 min per team (6 min pitch, 3 min per voting, 3 min to start/stop presentations) - Jury present
16:30 – 17:00	Presentation of jury evaluation and closing
20:00	Dinner at **Zithos Dore**, Str. Tsirogianni 9, Thessaloniki 546 21 - We have made a reservation and participants will pay for themselves (voluntary activity)

Wednesday 27/05

9:00	Registration of participants
9:00 – 13:00	Patchwork Workshop, in turns of 30 persons *Participants are asked to bring an old textile/fabric/part of clothe, which will be combined with other textiles/materials that we will have on spot, through the usage of sewing machines, guided by expert technicians.* Speed-dating *For the rest of the 30 persons who will not have their turn in the Workshops, speed-dating activity will be organized (for Textiles, Clothing, Leather, Footwear) where they will be able to meet each other better and establish professional connections.*
13:00 – 13:30	Evaluation and Certificates *- CCIB and ICEP*
13:00 – 14:00	Lunch break (buffet) - Departure

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SiT
Sustainability in TCLF

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SIT Bootcamp evaluation

EVALUATION REPORT

Partner's name:

Cámara de Comercio Italiana – Barcelona (CCIB)

Date: 30/05/2026

1. Objective of feedback collection

The present report provides an overview of the feedback received from participants following the SIT Bootcamp held in Thessaloniki on 26–27 May 2026, with the aim of monitoring the pilot action and assessing its impact within the framework of the SIT Project.

A total of 31 participants answered the questionnaire.

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Sustainability in TCLF

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1. **Partners**

PP1 ITKAM - ITALIENISCHE HANDELSKAMMER FÜR DEUTSCHLAND E.V.

PP2 VDMD NETZWERK FUR MODE TEXTIL INTERIEUR ACCESSOIREDESIGNER INNEN EV

PP3 CCIB - CÁMARA DE COMERCIO ITALIANA - BARCELONA

PP4 ICEP S.R.O

PP5 Asociación De Centros De Formacion Profesional FP Empresa

PP6 PCCI - Plovdiv Chamber Of Commerce And Industry

PP7 Apostolina Tsaltampasi Kai Sia Ee - OECON GROUP

PP8 Akmiae AKMI Educational Organisations

PP9 PIRIN-TEX Eood

PP10 LOOV ESTI

PP11 EKA - Eesti Kunstiakadeemia

PP12 VUS - Veleučilište U Šibeniku

PP13 IRECOOP Veneto

PP14 NGP - Nevrokopska Profesionalna Gimnazia "Dimitar Talev"-Npg "Dimitar Talev"

PP15 CCIAA PD - CAMERA DI COMMERCIO INDUSTRIA ARTIGIANATO E AGRICOLTURA DI PADOVA

2. **Method of Data Collection**

Data were collected through an anonymous post-event evaluation survey distributed to participants of the SIT Bootcam through Google Forms questionnaire.

The questionnaire is composed of the following sections:

1. Content
2. Delivery
3. Assessment
4. Learning Outcome
5. Knowledge
6. Final Remarks

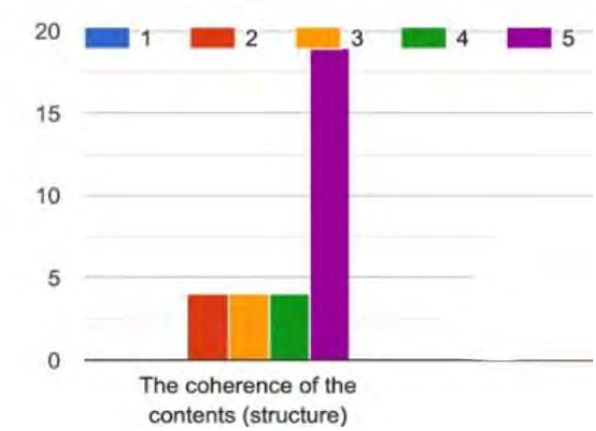
The sections of the survey are composed of:

- (a) closed-ended questions using 5-point Likert-type scales, where participants rated their satisfaction regarding different aspects of the Bootcamp from 1 (lowest) to 5 (highest).
- (b) open-ended questions.

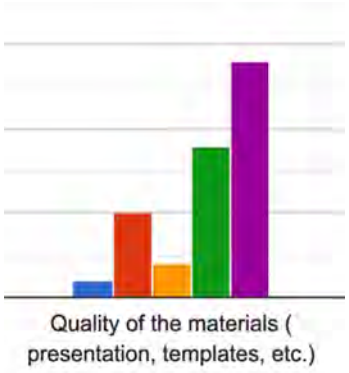
CONTENT

The first section of the report focuses on content and includes 4 closed-ended questions, where respondents were asked to rate their satisfaction with different aspects of the Bootcamp on a scale from 1 (lowest) to 5 (highest).

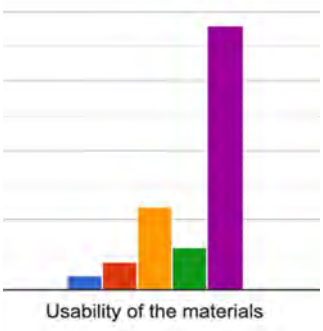
The first question concerned the **coherence of the contents (structure).** The feedback was very positive, with 61.3% of respondents selecting the highest rating (5). The remaining responses were distributed across rating 4 (12.9%), rating 3 (12.9%), and rating 2 (12.9%), while no respondents selected rating 1.



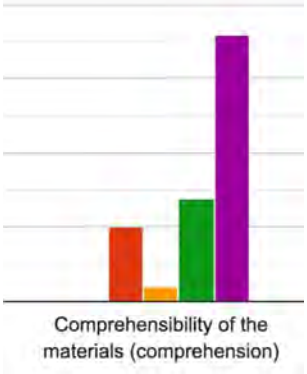
The second question concerned the **quality of the materials (presentation, templates, etc.).** The feedback was overall positive: 45.2% of respondents selected rating 5 and 29.0% rating 4, while lower scores were distributed as follows: 16.1% (rating 2), 6.5% (rating 3), and 3.2% (rating 1).



The third question concerned the **usability of the materials**. The feedback was very positive, with 61.3% of respondents selecting the highest rating (5). The remaining responses were distributed across rating 3 (19.4%), rating 4 (9.7%), rating 2 (6.5%), and rating 1 (3.2%)



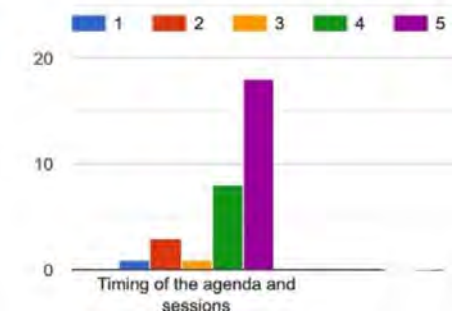
The fourth question concerned the **comprehensibility of the materials**. The feedback was very positive, with 58.1% of respondents selecting the highest rating (5) and 22.6% selecting rating 4. The remaining responses were distributed across rating 2 (16.1%), rating 3 (3.2%), while no respondents selected rating 1.



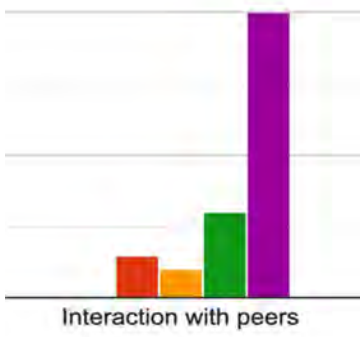
DELIVERY

The second section of the report focuses on the area of delivery and includes 4 closed-ended questions where participants were asked to rate their overall satisfaction with different aspects of the Bootcamp on a scale from 1 (lowest) to 5 (highest).

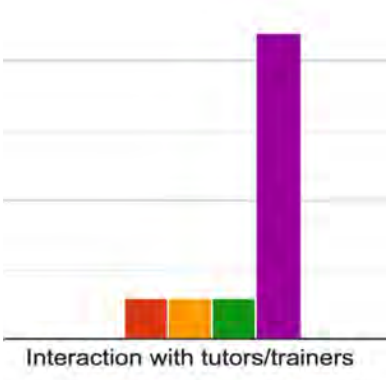
The first question concerned the **timing of the agenda and sessions**. The feedback was very positive, with 58.1% respondents selecting the highest rating (5) and 25.8% respondents selecting rating 4. The remaining responses were distributed across rating 2 (9.7%), rating 3 (3.2%), and rating 1 (3.2%).



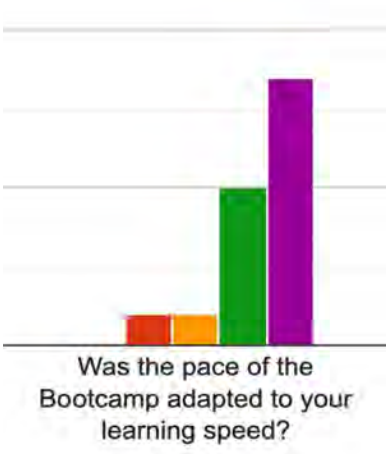
The second question concerned **interaction with peers**. The feedback was very positive, with 64.5% of respondents selecting the highest rating (5) and 19.4% of respondents selecting rating 4. The remaining responses were distributed across rating 2 (9.7%), rating 3 (6.5%), while no respondents selected rating 1.



The third point focused on the **interaction with tutors/trainers**. The feedback was very positive, with 71.0% of respondents selecting rating 5. The remaining responses were distributed equally across rating 4 (9.7%), rating 3 (9.7%), and rating 2 (9.7%), while no respondents selected rating 1.



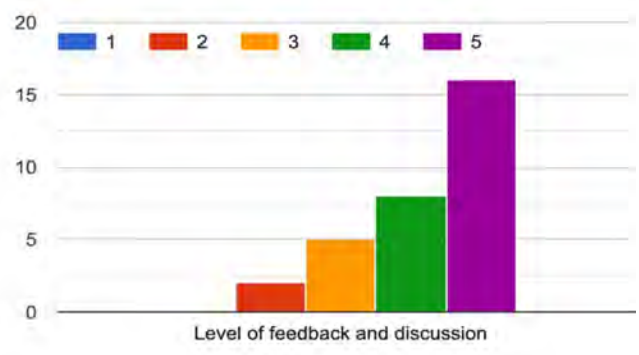
The fourth question asked whether **the pace of the Bootcamp was adapted to participants' learning speed.** The feedback was very positive, with 54.8% of respondents selecting rating 5 and 32.3% selecting rating 4. The remaining responses were distributed across rating 3 (6.5%), rating 2 (6.5%), while no respondents selected rating 1.



ASSESSMENT

The third section of the report focuses on the assessment and includes 2 closed-ended questions where participants were asked to rate their overall satisfaction with different aspects of the Bootcamp on a scale from 1 (lowest) to 5 (highest).

The first question concerned the **level of feedback and discussion**. The feedback was very positive, with 51.6% of respondents selecting rating 5 and 25.8% selecting rating 4. The remaining responses were distributed across rating 3 (16.1%) and rating 2 (6.5%), while no respondents selected rating 1.



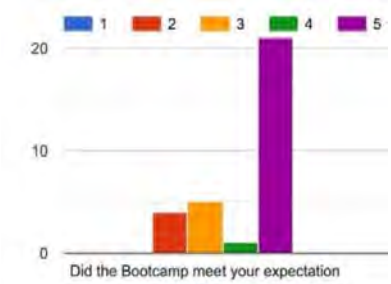
The second point focused on **understanding the feedback process**. The feedback was very positive, with 58.1% of respondents selecting rating 5 and 25.8% selecting rating 4. The remaining responses were distributed across rating 3 (12.9%) and rating 2 (3.2%), while no respondents selected rating 1.



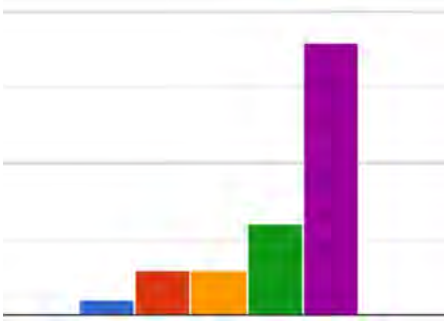
LEARNING OUTCOME

The fourth section of the report concerns the thematic area of the **learning experience** and includes 3 closed-ended questions, where participants were asked to express their overall satisfaction with different aspects of the Bootcamp on a scale from 1 (lowest) to 5 (highest).

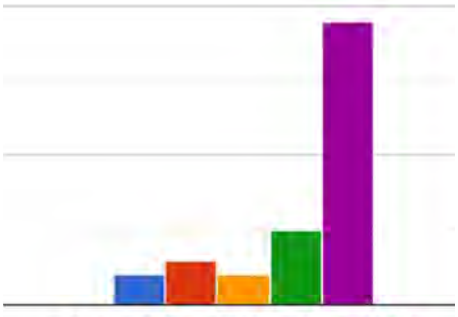
The first feedback question asked whether **the Bootcamp met participants' expectations**. The feedback was very positive, with 67.7% of respondents selecting rating 5. The remaining responses were distributed across rating 3 (16.1%), rating 2 (12.9%), and rating 4 (3.2%), while no respondents selected rating 1.



The second feedback question concerned whether **participants felt they had achieved their learning objectives**. The feedback was very positive, with 58.1% of respondents selecting rating 5 and 19.4% selecting rating 4. The remaining responses were distributed across rating 3 (9.7%), rating 2 (9.7%), and rating 1 (3.2%).



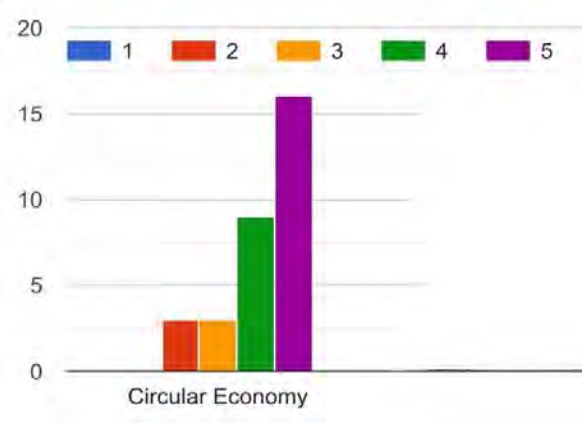
The third question aimed to understand the **participants' self-assessed knowledge after the learning experience**. The feedback was very positive, with 61.3% of respondents selecting rating 5 and 16.1% selecting rating 4. The remaining responses were distributed across rating 2 (9.7%), rating 1 (6.5%), and rating 3 (6.5%).



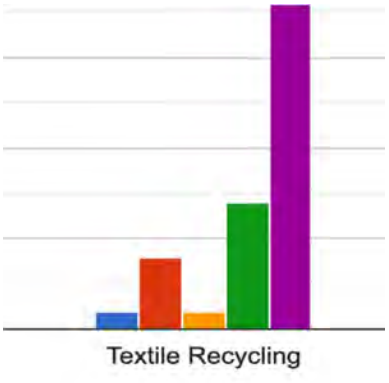
KNOWLEDGE

The fifth section of the report asks participants to self-assess their level of knowledge prior to the Bootcamp on a scale from 1 (minimum) to 5 (maximum). Finally, the last two questions required open-ended responses.

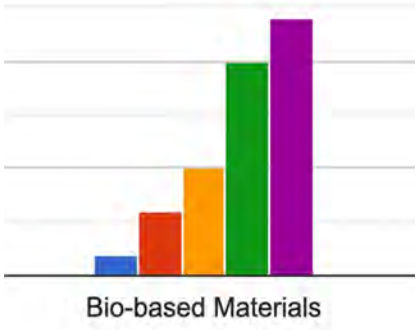
The first point concerning the **circular economy** showed that 51.6% of respondents selected rating 5, while 29.0% selected rating 4. The remaining responses were distributed across rating 3 (9.7%), rating 2 (9.7%), while no respondents selected rating 1.



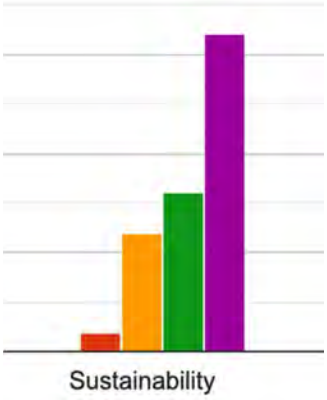
The second point concerning **textile recycling** showed that 58.1% of respondents selected rating 5, while 22.6% selected rating 4. The remaining responses were distributed across rating 2 (12.9%), rating 3 (3.2%), and rating 1 (3.2%).



The third point concerning **bio-based materials** showed that 38.7% of respondents selected rating 5, while 32.3% selected rating 4. The remaining responses were distributed across rating 3 (16.1%), rating 2 (9.7%), and rating 1 (3.2%).

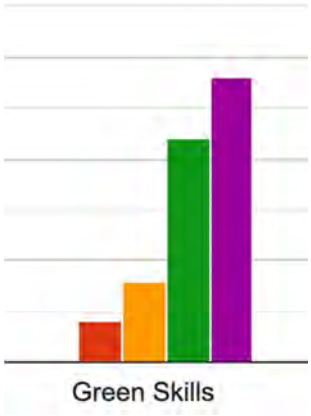


The fourth point concerning **sustainability** showed that 51.6% of respondents selected rating 5, while 25.8% selected rating 4. The remaining responses were distributed across rating 3 (19.4%) and rating 2 (3.2%), while no respondents selected rating 1.



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The fifth point concerning **green skills** showed that 45.2% of respondents selected rating 5, while 35.5% selected rating 4. The remaining responses were distributed across rating 3 (12.9%) and rating 2 (6.5%), while no respondents selected rating 1.



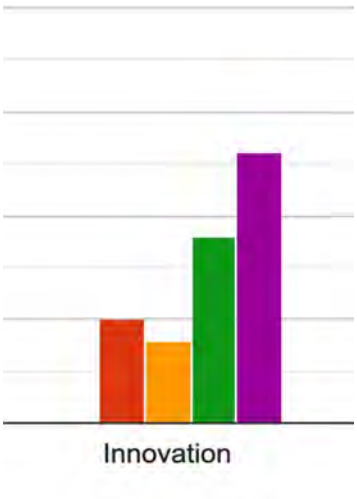
The sixth point concerning **regulation & compliance** showed that 38.7% of respondents selected rating 5, while 32.3% selected rating 4. The remaining responses were distributed across rating 2 (19.4%), rating 3 (6.5%), and rating 1 (3.2%).



The seventh point concerning **leadership & management** showed that 51.6% of respondents selected rating 5, while 25.8% selected rating 4. The remaining responses were distributed across rating 2 (12.9%) and rating 3 (9.7%), while no respondents selected rating 1.



The eighth point concerning **innovation** showed that 41.9% of respondents selected rating 5, while 29.0% selected rating 4. The remaining responses were distributed across rating 2 (16.1%) and rating 3 (12.9%), while no respondents selected rating 1.



With an open-ended question, participants were asked to **describe their current understanding of Textile Recycling and Bio-based Materials.**

Participant (number)	**Answer**	**Key Concepts**
1	N/A	
2	Recycling is the process of recovering fibers or fabrics into new, useful products	Textile recycling
3	In textile recycling advanced bio based material more basic	Textile recycling and Bio-based Materials
4	A lot of opportunities and practices to make the fashion industry more sustainable	Sustainable fashion practices
5	Developing important sectors	
6	It's special for the environment	
7	Very good!	
8	Not very high level	
9	N/A	
10	Better	
11	Everyone has the same issues	
12	That it is the future of textiles because synthetic ones are not sustainable	Sustainable future of textiles

13	I have a solid understanding of how textile recycling supports the circular economy and how bio-based materials serve as sustainable, renewable alternatives to traditional synthetic fibers.	Textile recycling and bio-based materials in the circular economy
14	I learn a lot.	
15	It is much better now after the courses.	
16	Middle	
17	Technician	
18	High	
19	Good	
20	Int	
21	Using them again and hiving them a new life	Textile reuse
22	More aware about the issues sustainability has to afront.	Sustainability awareness and challenges
23	Textile recycling reduces waste by reusing fabrics and fibers, while bio-based materials provide more sustainable alternatives to conventional textiles.	Textile recycling and bio-based materials for sustainability
24	I understand that textile recycling reduces waste, and bio-based materials are eco-friendly and sustainable.	Textile recycling and bio-based materials sustainability
25	N/A	

26	As a fashion designer I'm doing my best to have 0 waste. The small quantities are going to be used during my workshops around the world.	Waste reduction in fashion production
27	I understand that textile recycling helps reduce waste by reusing and transforming materials into new products, while bio-based materials offer more sustainable alternatives to synthetic fabrics and help reduce environmental impact.	Textile recycling and bio-based materials sustainability
28	Textile recycling helps reduce waste through reusing and processing textiles. Bio-based materials are made from renewable natural sources and offer more sustainable alternatives.	Textile recycling and bio-based materials
29	I'm an environmental scientist and i knew mucho about bio based materials	Prior knowledge of bio-based materials

With an open-ended question, participants were asked **what specific skills or knowledge they gained from the SIT Bootcamp.**

Participant (number)	**Answer**	**Key Concepts**

1	N/A	
2	Valorisation processes for converting textile waste materials into value added products	Textile waste valorisation
3	Yes! About sustainability and real case business plans	Sustainability and business planning
4	How to use specific types of materials for more sustainable clothing	Sustainable textile materials
5	Group management	Team management
6	A lot of	
7	Working in a team, project making and discussing sustainability	Teamwork
8	Create a project	Project development
9	N/A	
10	A lot about textile	
11	I didn't really learn something new	
12	Technical vocabulary, EU regulations	
13	I gained key insights into green innovation, environmental compliance, and leadership strategies specifically tailored for sustainable development in the textile industry.	Green innovation and sustainable textile leadership
14	Texture	

15	From the Bootcamp specifically I got new interesting ideas how to solve waste issues both from hospitality and sport sectors.	Waste management innovation
16	Share is fundamental	
17	New skills on Textile sector	
18	Know how to develop better	Skills development and improvement
19	I don't know	
20	Im	
21	Experience	
22	Inspirational ideas	
23	I gained practical knowledge about sustainable textiles, circular economy practices, textile recycling methods, and bio-based materials, as well as a better understanding of innovation and sustainability in the textile industry.	Sustainable textile industry knowledge and circular economy practices
24	I gained knowledge about sustainability, recycling, teamwork, and problem-solving skills	Sustainability, teamwork and problem-solving skills
25	Networking and connecting with people	
26	Contacts!	

27	I gained knowledge about circular economy strategies, sustainable textile systems, recycling solutions, and how to develop innovative and feasible business models for the sports and fashion industry.	Circular economy and sustainable business models in textiles
28	I gained knowledge about sustainability, circular economy concepts, and eco-friendly materials, while improving my teamwork, communication, and problem-solving skills	Sustainability, circular economy and soft skills development
29	More connection	

FINAL REMARKS

With an open-ended question, participants were asked to add **any other feedback/general observations.**

Participant (number)	**Answer**
1	No
2	N/A
3	Everything went well, good partners and level of expertise of the participants
4	No!
5	I need going to the next year 😻😽🥹
6	Nice experience! Probably the infrastructure could have been a bit better (WIFI, screening of presentations), but other than that, everything great! Thank you very much

7	just a big thank you :)
8	Everything was perfect
9	not many specific subject
10	Nice people
11	I would have lined to learn something new
12	not related to course but the room where main activies were is very echoy, it was hard to hear what people were talking
13	Everything was amazing!
14	Is a very nice experience
15	The Bootcamp is a really good way of bringing people together to work on the same topic and through that connect. So i believe that the purpose of exchanging contacts between different country professionals worked well!
16	The speed date needs to be better managed, both in terms of the (repetitive) questions and the noise management. As a disabled person (deaf), I didn't participate in the speed date because of the excessive noise.
17	The place, without internet, poor instalations
18	I dont know
19	N/A
20	Nice job everyone and hope to see you again!
21	Very good vibes!!!
22	A lot
23	It would be nice having the opportunity to develop a real project, take the advantage of having so many professionals in one place to get feedback, discuss and share ideas.
24	Never stop working on this way!

25	Thank you for the opportunity to participate in this inspiring and educational bootcamp. It provided valuable insights into sustainable textile innovation, circular economy solutions, and teamwork. I especially appreciated the practical case studies and collaborative environment.
26	I found the SIT Bootcamp informative and engaging. It provided useful knowledge, practical insights, and a better understanding of sustainability and innovative materials. The activities and teamwork also created a good learning experience.
27	It was all perfect



Co-funded by the European Union

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