

FUTURE LEADERS BOOTCAMP FOR GIRLS 2026

SUMMER ACTIVITIES REPORT

Discovery Day: July 18, 2026 | Residential Bootcamp: August 1–8, 2026

Assouindé, Sud-Comoé, Côte d'Ivoire

IMAGINE • INVENT • INSPIRE



**Presented by Ameri-STEAM Program
In partnership with Oracle Academy**

Empowered Girls, Empowered Communities, Empowered Girls, Empowered Country

Reported by Sylvie Tanflotien | Founder & President, Ameri-STEAM Program

WATCH THE 2026 BOOTCAMP HIGHLIGHTS

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EXECUTIVE SUMMARY

The 2026 Ameri-STEAM Summer Activities in Assouindé connected community outreach with an intensive residential learning experience for girls and young women. Discovery Day on July 18 recorded 23 attendees and introduced families, alumnae, educators, and prospective participants to the program. From August 1–8, twenty-five girls completed the full residential Bootcamp and received Certificates of Participation.

Under the theme “Imagine • Invent • Inspire,” the Bootcamp combined digital literacy, Microsoft Office, coding and 3D animation with Alice 3, English communication, leadership, public speaking, environmental science, group projects, sport, wellness, and mentorship. Instruction was adapted to participants’ starting levels, particularly in computer use.

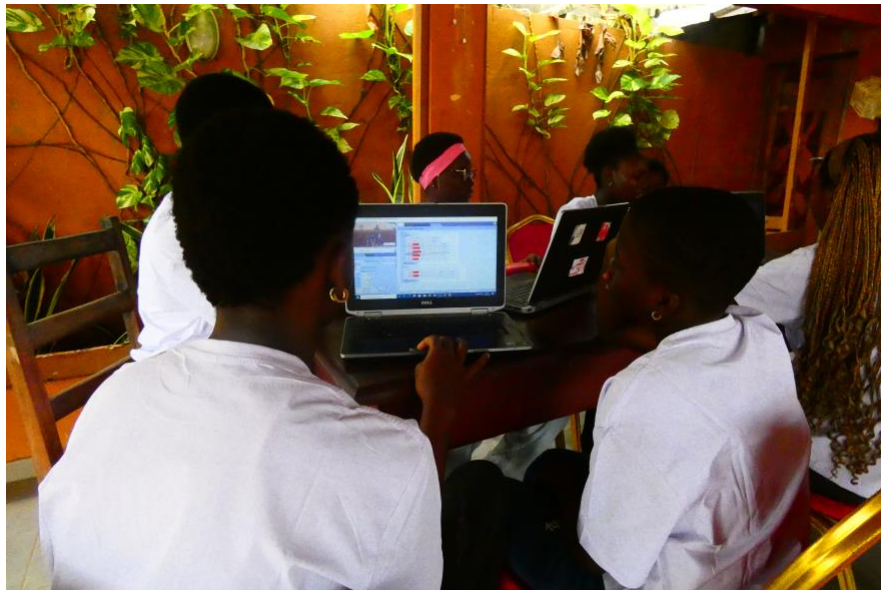
Participants completed six community-centered projects addressing issues they identified as relevant to young people and their communities. The program was further enriched by live and prerecorded contributions from professionals in Côte d’Ivoire and abroad, including Oracle Academy representatives and other guest speakers.

OBSERVED DIGITAL PROGRESS

According to the technology trainer, approximately 70% of participants were able to create a complete Alice 3 animation by Day 4.

2026 AT A GLANCE

23	~50	25	6
Discovery Day attendees	Summer engagement	Bootcamp completers	Community projects



Hands-on digital learning during the 2026 Bootcamp

1. FROM DISCOVERY TO IMMERSION

Discovery Day — July 18, 2026

Discovery Day served as the community entry point for the 2026 summer cycle. It introduced prospective participants and families to Ameri-STEAM, reconnected alumnae, showcased selected STEAM and leadership activities, and supported recruitment for the residential Bootcamp. The official attendance sheet recorded 23 attendees, including students and young women, education professionals, technical contributors, community representatives, and Ameri-STEAM supporters.



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Discovery Day community engagement



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Alumna / participant engagement

Residential Bootcamp — August 1–8, 2026

The eight-day residential Bootcamp gave participants time to learn, practice, collaborate, and prepare team projects in a supportive environment. Twenty-five girls completed the full program, including the required group work and final presentations.

GEOGRAPHIC REACH

Primarily Sud-Comoé (Grand-Bassam, Assouindé, Bonoua, Noé and Yaou) and Abidjan (Abobo)

A Connected Learning Model

The program intentionally connected technical learning with communication, leadership, science, wellness, and community problem-solving. Computer skills supported project preparation; Microsoft Office supported documentation and presentations; coding introduced computational thinking and digital storytelling; and leadership, English, and public speaking helped participants communicate their ideas.

LEARNING PATHWAY

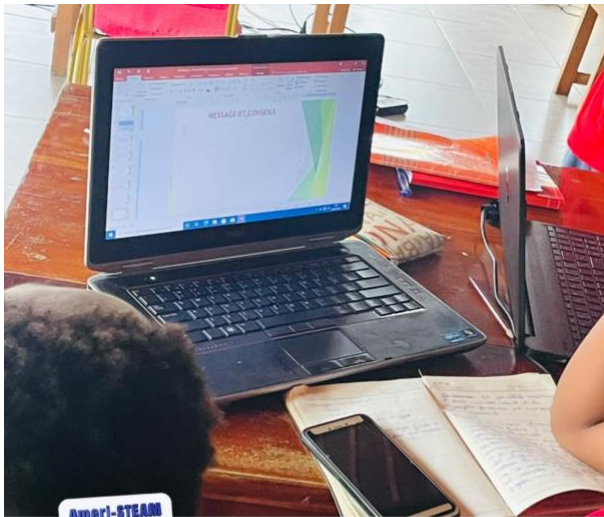
Discovery → Participation → Immersion → Skills Development → Teamwork → Community Problem-Solving → Presentation

2. CORE LEARNING & SKILL DEVELOPMENT

Technology & Digital Skills

Participants entered the Bootcamp with different levels of computer experience. The training therefore began with foundational skills such as mouse and keyboard use, software navigation, basic shortcuts, and file handling before progressing to Microsoft Word, PowerPoint, and Alice 3.

With Alice 3, participants learned to create scenes, position characters and objects, use visual programming blocks, control movement and timing, and build simple 3D animations. Later in the week, some created animations incorporating dialogue, voice, and coordinated movement.



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Alice 3 / digital project work



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Collaborative technology learning

Leadership, Public Speaking & English

Leadership activities encouraged girls to recognize their strengths, voice, choices, education, creativity, and ability to create positive change. Vision-board and identity activities helped participants connect personal goals with future possibilities. Public speaking was developed progressively through discussions, teamwork, and final presentations. English communication was reinforced through STEAM activities, reading, technology, and project work.

Environmental Science

Environmental science focused on plastic pollution through “The Final Straw?” Participants read the article, watched related educational videos, and completed vocabulary activities linking science, English comprehension, environmental awareness, and problem-solving.

3. COMMUNITY PROJECTS & PROFESSIONAL EXPOSURE

Six Community-Centered Projects

Participants identified social and environmental concerns affecting young people and their communities, then organized them into six project themes. Each team used a common framework: Problem → Causes → Consequences → People Affected → Possible Solutions → Awareness Message / Action.

Group	Community Challenge
1	Respect, Inclusion & Social Media
2	Environment, Pollution & Waste
3	Protecting Natural Resources
4	Youth Health, Drugs & Risky Behaviors
5	Early Pregnancy & Girls' Education
6	Social Protection, Health & Citizenship

The project process integrated research, digital skills, critical thinking, collaboration, creativity, communication, public speaking, and civic awareness.

Guest Speakers & Professional Exposure

Live and prerecorded sessions connected participants with professionals whose educational and career journeys expanded their understanding of what is possible.

Guest Speaker	Role / Affiliation
Bekere Amassoma	Program Manager, Oracle Academy, Sub-Saharan Africa (Nigeria)
Falnan Silue	Senior Principal Customer Success Manager, Oracle — Canada / U.S. & Canada strategic customers
Falikou (Fal) Diabaté	Management Consultant — USA
Mr. Aboubacar Coulibaly	Ministry of Foreign Affairs — Côte d'Ivoire
Bernadette Bilé Kra	Application Engineer, ASML
Meredith Brown	Rowan College at Burlington County — USA

4. OUTCOMES, EXPERIENCE & RECOGNITION

Documented Outputs

25	6	25	~70%
Full Bootcamp completers	Projects completed	Certificates awarded	Alice 3 milestone by Day 4*

*Trainer observation; not a formal pre/post assessment.

Observed Changes

- Increased digital confidence and independence, particularly among participants with limited previous computer experience.
- Greater willingness among some participants to communicate, collaborate, ask questions, and express themselves.
- Stronger teamwork and project ownership as six teams moved from identifying a problem to presenting a shared final result.
- Broader awareness of community issues and exposure to professional pathways beyond participants' immediate environment.

Residential Experience & Recognition

The residential model also emphasized sport, dance, meditation, shared responsibilities, outdoor activities, a beach outing, and a campfire. These experiences supported teamwork, discipline, social connection, and the sense of community that developed across the week.

All six groups presented their projects across August 7–8. Twenty-five girls who completed the full program and required project work received Certificates of Participation.



Residential experience / beach activity



Certificate of Participation

5. PARTNERSHIP, LESSONS & NEXT STEPS

Partnership & Acknowledgements

Ameri-STEAM extends its sincere appreciation to Oracle Academy for its continued partnership, educational resources, professional engagement, and support of technology learning. We also thank the guest speakers, trainers, counselors, alumnae, families, volunteers, and local supporters whose contributions made the 2026 summer activities possible.

What We Learned

- Start with the learner: participant readiness should be assessed before technical training begins.
- Adaptability matters: foundational digital skills may be necessary before coding and advanced activities.
- Projects make learning meaningful by connecting STEAM and communication to real community concerns.
- Functional computers and reliable Internet are essential to equitable digital learning.
- Exposure and continuity matter: guest speakers and returning alumnae help girls imagine and sustain broader possibilities.

Next Steps

Future priorities include earlier digital-readiness assessment, stronger technology infrastructure, simple monitoring and evaluation tools, continued community-centered projects, a structured alumnae and mentorship pathway, and longer-term partnerships that can support equipment, connectivity, participant access, and follow-up learning.

LOOKING AHEAD

Ameri-STEAM will continue refining a model that combines digital skills, leadership, communication, science, mentorship, and community problem-solving—while expanding opportunities for girls to learn, create, and lead.

Conclusion

The 2026 summer cycle began with discovery and culminated in girls creating, collaborating, and presenting ideas of their own. The value of the experience can be seen not only in software learned or certificates received, but also in growing confidence, teamwork, curiosity, and the ability to imagine new possibilities for the future.

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