



CLIMATE TEENS INNOVATION BOOTCAMP 2026

PROGRAMME IMPACT REPORT

10–12 August 2026 | Abuja, Nigeria

Theme: Teens Taking Action



Implemented by The Ebaidebheki Initiative
with technical partnership from Clean Technology Hub



Executive Summary

The Climate Teens Innovation Bootcamp 2026 was a three-day youth climate learning and innovation experience delivered in Abuja from 10 to 12 August 2026 by The Ebaidebheki Initiative (TEI), with technical partnership from Clean Technology Hub (CTH). Its purpose was simple: give young people the knowledge, exposure and confidence to see climate change not only as a challenge, but as a space for innovation, careers and action.

Twenty young people were accepted into the cohort. Attendance was 16 on Day 1, 16 on Day 2 and 13 on Day 3. Participation was affected by travel, health, academic and family commitments. Three participants received transport support throughout the programme; this experience reinforced how important transport and inclusion support will be for future cohorts.

The programme moved from understanding climate realities in Nigeria, to exposure to clean technology and green careers, and then into team-based problem solving and solution development. Participants explored renewable energy, clean cooking solutions such as briquettes, circular economy ideas, climate-related enterprise pathways, and the role of technology in addressing local problems. The innovation activities used simple materials—including cardboard, paper and sticky notes—to help teams map waste uses, identify placement opportunities and shape solution ideas.

The most encouraging outcome was the breadth of ideas that emerged. Participants proposed solutions spanning solar-powered market fans, plastic-to-school-furniture recycling, climate communication through WhatsApp and solar-powered speakers, rooftop gardens, biochar, flood-water reservoirs, solar energy for heatwave-prone communities, improved waste management, thermal-sensor solar systems and a solar-powered drone concept for waste collection and recycling.

The bootcamp also brought together teenagers with different educational backgrounds, including three university students aged 18–19. Their participation demonstrated that climate action can connect with disciplines beyond explicitly climate-labelled courses. The programme created a shared space where younger teenagers and university students could learn together, exchange perspectives and see different pathways into the green economy.

This report is intended for organisations, funders, sponsors and partners considering investment in youth climate education and innovation. It focuses on what was delivered, what participants experienced, what they produced and what the first edition has made possible. The next phase is envisioned as a longer 5–6 day experience, allowing more time for mentorship, solution development, pitch practice and stronger pathways from ideas to action.

20	16	13	3	3	11
young people accepted	Day 1 attendance	Day 3 attendance	university students	participants with full transport support	youngest participant

The opportunity ahead

The first edition demonstrated the appetite for climate learning among young people. With stronger transport support, a 5–6 day format and continued partner involvement, the model can move from a three-day introduction into a deeper youth climate innovation pathway.

1. Programme at a Glance

Programme	Climate Teens Innovation Bootcamp 2026
Dates & location	10–12 August 2026 Abuja, Nigeria
Theme	Teens Taking Action
Lead organisation	The Ebaidebheki Initiative
Technical partner	Clean Technology Hub
Format	Three-day facilitated learning, technology exposure, teamwork and innovation activities

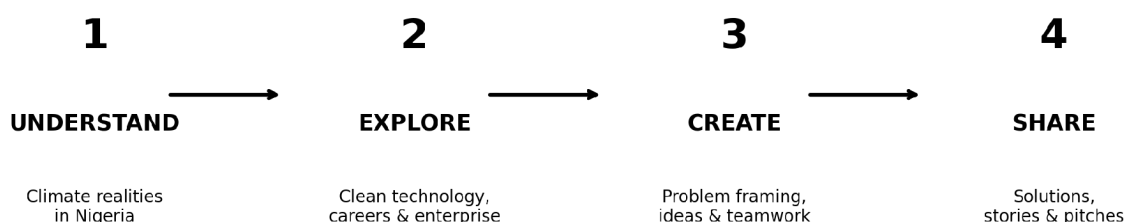
The programme was intentionally designed to connect climate understanding with practical opportunity: clean technology, green careers, enterprise thinking and youth-led solutions.

2. Why This Programme Matters

Young people are living with the consequences of climate change while also entering a labour market increasingly shaped by the green economy. The bootcamp was built around the belief that climate education should therefore do more than explain the problem. It should help young people understand where they fit into the response.

- Make climate change relevant to everyday Nigerian experiences such as flooding, heat, waste, energy and food security.
- Introduce clean technologies and climate solutions in ways young people can understand and discuss.
- Show that green work includes technical, business, policy, communication and creative pathways.
- Give participants a structured opportunity to turn a community problem into an early-stage solution idea.
- Create a bridge between climate learning, innovation and future opportunities.

3. The Learning Journey



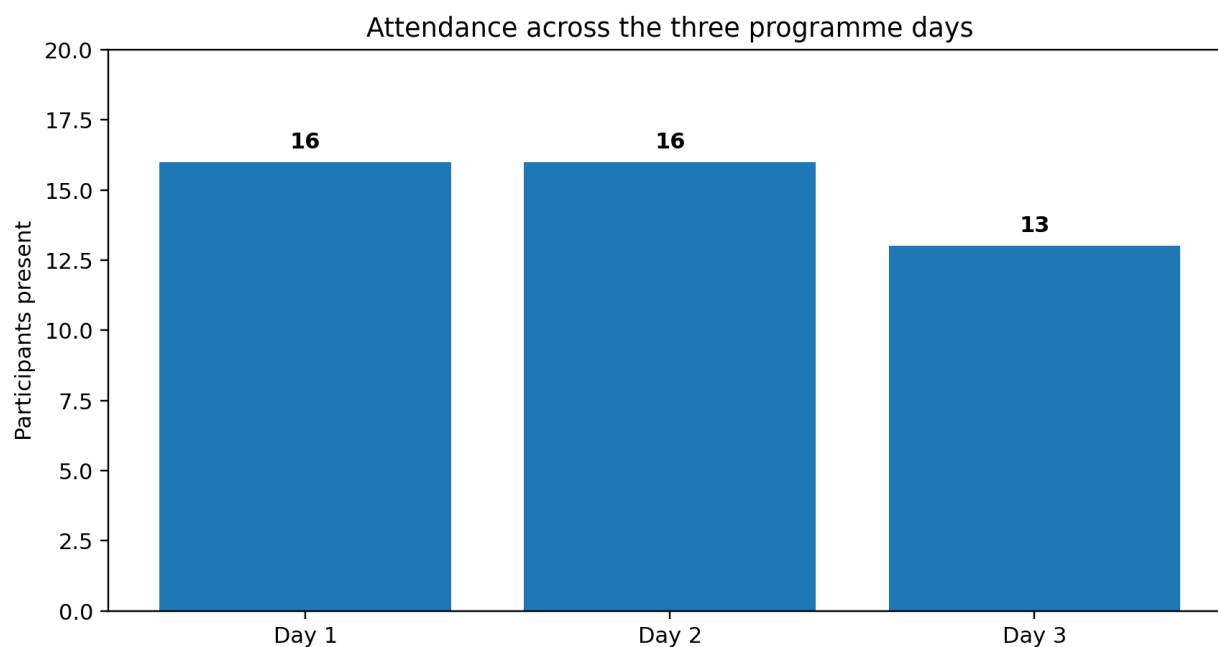
The programme was built as a progression rather than a set of disconnected lessons. Day 1 established a shared understanding of climate realities in Nigeria. The subsequent sessions connected that knowledge to clean technology, clean cooking, circular economy thinking, green careers and enterprise. The final stage asked participants to apply what they had learned to problems they could recognise in their communities.

What participants encountered

- Climate change fundamentals and Nigerian climate realities.
- Renewable energy and the role of clean technology in communities.
- Clean cooking approaches, including briquettes and the wider clean-cooking ladder.
- Circular economy and practical thinking about waste and resource use.
- Green careers and the different roles young people can play in the climate economy.
- Enterprise development and how climate ideas can become useful, viable interventions.
- Team innovation exercises using paper, cardboard and sticky notes to map problems, waste uses and possible solution pathways.

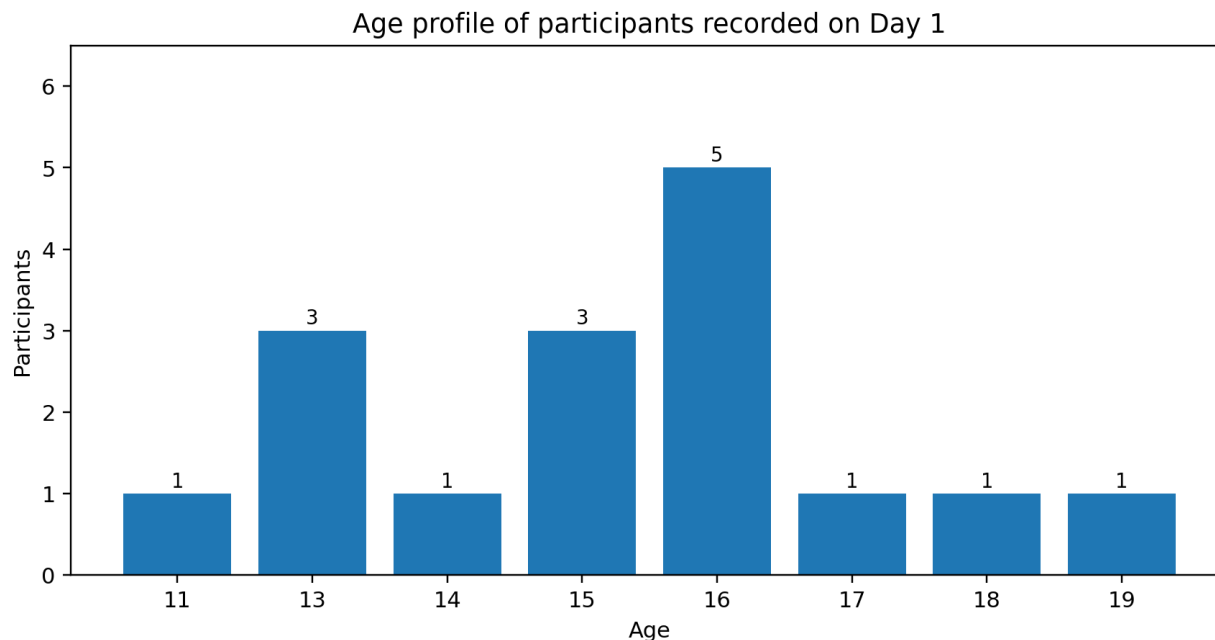
4. Participation, Reach and Inclusion

Twenty young people were accepted into the cohort. The programme team deliberately retained a broad age range, creating a learning environment where younger teenagers and older youth could engage with the same climate challenge from different perspectives.



Attendance varied for reasons outside the programme itself. Two accepted participants who had planned to travel to Abuja could not return in time for the programme, and one teenager missed the programme because of a health challenge. On Day 1, one 18-year-old Computer Science student was unavailable because of a school-project clash but joined on the remaining days. On Day 2, one participant dropped off because of a prior family commitment. On Day 3, three participants were absent because of previously planned family travel.

Age profile



The Day 1 registration record captured 16 participants aged 11 to 19. The age spread helped create an unusually diverse learning environment for a youth programme, with the youngest participant at 11 and university-aged participants at the upper end.

Inclusion lesson

Transport support was available for only three participants throughout the programme. The experience showed that transport is not simply a logistics line in a budget: it can determine whether a young person is able to participate consistently.

5. A Cross-Disciplinary Climate Generation

Three university students, all aged 18–19, participated in the programme. One was a 200-level Environmental Management student at Federal University Oye-Ekiti (FUOYE). The other two came from the Air Force Institute of Technology in Zaria and the African University of Science and Technology (AUST) in Abuja.

Their participation mattered because it reinforced a central message of the bootcamp: climate action is not reserved for students whose course title contains the word 'environment'. Through the programme, participants were encouraged to connect climate challenges with their existing interests, technical skills and future professions.

For TEI, this creates an important pathway for future cohorts: intentionally bring together young people from environmental, technology, engineering, business, communications and other fields, then help them identify where those disciplines can contribute to climate solutions.

6. From Learning to Ideas

The clearest immediate evidence of the bootcamp's creative effect was the range of solutions participants proposed. These were early-stage ideas rather than fully validated products, but they

showed that participants were beginning to connect climate problems with technologies, community needs and practical interventions.

Participant solution	What the idea aims to do
Solar-powered fans for market stalls	Use solar energy to reduce generator dependence and improve comfort for traders and customers.
Plastic waste into school desks	Recycle plastic waste into durable school furniture while reducing waste and supporting schools.
Green WhatsApp Radio	Use WhatsApp voice messages and solar-powered speakers to share simple climate information, including in local languages.
Cool roof gardens	Use rooftop gardens to reduce heat, improve urban greenery and potentially support small-scale food production.
Waste-to-biochar	Turn suitable farm and food waste into biochar to reduce burning and support soil improvement.
Flood-water reservoirs	Capture excess floodwater in reservoirs for later use, including possible water supply and energy applications.
Solar energy for heatwave-prone communities	Expand access to solar power to improve resilience in communities facing extreme heat and unreliable electricity.
Community waste-management systems	Promote waste separation, recycling and cleaner public spaces through stronger community systems and policy.
Thermal-sensor solar system	Explore a durable solar-powered system using thermal sensors, motors and weather-protected housing.
Solar-powered waste-collecting drone	An 11-year-old participant proposed a solar-powered drone that could collect waste and support recycling.

These ideas cut across energy, waste, water, food systems, heat resilience, communication and technology. The breadth is important: it suggests that when young people are given a framework for looking at climate challenges, they do not all arrive at the same answer.

7. A Standout Story: An 11-Year-Old Thinks in Systems



The idea

The youngest participant, aged 11, was determined to be part of the programme despite the transport constraints affecting the cohort.

After the programme lessons, he developed and presented an idea for a solar-powered drone that could move around collecting trash and supporting recycling.

The concept has not been technically validated, and the report does not present it as a finished product. Its significance is in what it represents: a young participant encountered climate, waste and technology concepts and combined them into an original solution idea.

8. The Value of the TEI–CTH Partnership

The partnership between The Ebaidebheki Initiative and Clean Technology Hub brought together complementary strengths. TEI provided the youth engagement, climate education and programme leadership environment, while CTH provided a clean-technology and innovation setting that helped participants see climate solutions beyond the classroom.

The result was a stronger learning journey: young people could move from understanding climate change to discussing technologies, clean cooking, circular economy approaches, careers and enterprise opportunities in a single programme.

TEI contribution	CTH contribution
Youth mobilisation and programme leadership	Clean technology and innovation environment
Climate learning and local relevance	Exposure to clean technology and enterprise
Youth participation and inclusion	Technical context and practitioner exposure
Innovation activities and programme follow-through	A setting where climate solutions can be explored practically
Study material, feeding and branding	

9. What the First Edition Demonstrated

- Young people engage strongly when climate change is linked to problems they already recognise.
- Exposure to clean technology and green-economy examples helps move climate conversations from abstract concern to practical possibility.
- A mixed-age cohort can work when activities are framed around ideas and participation rather than academic performance.

- Green-career conversations broaden the meaning of climate action beyond traditional environmental roles.
- Simple materials can support meaningful innovation activities; early-stage ideation does not require expensive prototyping equipment.
- Young people can generate surprisingly ambitious solution concepts when they are given permission to imagine and pitch.

10. What We Learned for the Next Cohort

The first edition also provided practical learning that can strengthen the model. These are not signs that the programme was poorly planned; they are the normal insights that come from running a first edition and seeing how young people, families, schedules and resources interact in practice.

Learning	Why it matters
Transport should be planned as part of participation.	Reliable support can widen access and improve attendance consistency.
Innovation needs time.	A longer format would give participants more space to test ideas, improve problem statements and practise communicating solutions.
Pitch development deserves dedicated attention.	Young people need repeated opportunities to explain the problem, user, solution, climate benefit and pathway to action.
Mentorship can extend the value of the bootcamp.	Strong ideas can benefit from access to technical, business and communication mentors after the programme.
Follow-up will turn a good experience into a stronger evidence base.	Simple post-programme tracking can show which ideas continue, which skills are used and which participants stay engaged in climate action.

11. The Next Step: A 5–6 Day Youth Climate Innovation Model

The first edition was intentionally compact. The next opportunity is to build on what worked by extending the experience to approximately five to six days, subject to funding and partner support. The aim is not simply to add more sessions; it is to create more time for participants to absorb, practise and apply what they learn.

Proposed stage	Focus
Day 1	Climate realities and local problem mapping
Day 2	Clean technology, renewable energy and clean cooking
Day 3	Circular economy, waste, climate technology and green careers
Day 4	Innovation development, user needs and solution refinement
Day 5	Mentorship, enterprise thinking and pitch development

Day 6

Pitch showcase, reflection, recognition and next-step connections

What additional investment would unlock

More young people reached; stronger transport inclusion; deeper technology exposure; dedicated mentorship; better-developed solution pitches; and a clearer pathway for the strongest ideas to continue after the bootcamp.

12. Why Partners Can Invest

The bootcamp offers a practical entry point for organisations that want to invest in youth, climate action, skills development and the green economy. Support can be structured around the full experience or targeted to specific components.

- Sponsor participant places, especially for young people who would otherwise face transport or access barriers.
- Support a 5–6 day edition with stronger innovation and pitch-development time.
- Provide mentors, facilitators or technical experts.
- Provide learning materials, technology exposure and innovation resources.
- Create internship, shadowing or career-exposure opportunities.
- Support post-bootcamp mentorship or small grants for promising youth-led ideas.
- Help TEI strengthen monitoring, documentation and follow-up so emerging outcomes can be tracked over time.

The value proposition is straightforward: investing in young people creates a pipeline of climate-aware citizens, innovators, communicators, entrepreneurs and future professionals who can carry climate action into many parts of the Nigerian economy.

13. Emerging Outcomes

Area	What was observed
Climate understanding	Participants received a shared foundation for understanding climate change and its Nigerian impacts.
Technology exposure	Participants encountered renewable energy, clean cooking and circular economy concepts in a practical learning environment.
Career awareness	Participants were introduced to multiple ways of participating in the green economy.
Innovation confidence	Participants moved from identifying problems to proposing solutions and presenting ideas.
Cross-disciplinary thinking	University students connected climate action with existing fields of study.
Youth voice	Participants had a structured opportunity to express what climate action could look like in their communities.

14. Conclusion

The Climate Teens Innovation Bootcamp 2026 was a first step in building a stronger youth climate innovation pipeline. Over three days, young people were given a space to understand climate realities, encounter clean technology and green-economy opportunities, work with others and imagine solutions of their own.

The ideas generated, from solar-powered fans and recycled school furniture to flood-water management, biochar, climate communication and a solar-powered waste-collecting drone, show the range of ways young people can begin to think about climate action when the right environment is created.

The next opportunity is to deepen that environment. A 5–6 day model, supported by partners and funders, can give participants more time to learn, test, refine, receive mentorship and communicate their ideas. The ambition is not simply to run a longer bootcamp, but to build a repeatable platform through which young people can move from climate awareness to climate capability, and eventually to action, careers and community impact.

15. Evidence and Reporting Note

This report is an external programme impact report, not an academic evaluation. It is grounded in programme materials, participant registration records, facilitator content, participant solution ideas and information supplied by the programme team.

- Twenty participants were accepted into the cohort; attendance figures are reported as 16 on Day 1, 16 on Day 2 and 13 on Day 3.
- The Day 1 registration record contains 16 participant records, with ages ranging from 11 to 19.
- Three university students aged 18–19 participated, including a 200-level Environmental Management student from FUOYE and students from AFIT and AUST.
- Three participants received transport support throughout the three days.
- Participant ideas are early-stage concepts and should not be interpreted as technically or commercially validated products.
- Long-term outcomes such as enterprise formation, employment or sustained climate action have not yet been measured and are therefore presented as future monitoring opportunities rather than current claims.

TEENS TAKING ACTION

From climate learning to climate solutions.