

POST-CONFERENCE REPORT & PROCEEDINGS

REGIONAL DIALOGUE: SCHOOLS CLIMATE ACTION PROJECT (SCAP) 2026

OUR POWER. OUR PLANET

25 April 2026 | Virtual Regional Dialogue

Schools Climate Action Project (SCAP) 2026

gscan.org

REGIONAL DIALOGUE: SCHOOLS CLIMATE ACTION PROJECT (SCAP) THEME: OUR POWER, OUR PLANET™

Saturday, 25 April 2026 | 7:30 AM – 10:30 AM (IST) | Zoom

PARTICIPATING COUNTRIES:



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ABSTRACT BEFORE

APRIL 11, 2026



For registration, concept note,
abstract, kindly use the code or
visit the link below:

<https://linktr.ee/SCAP>

KEYNOTE SPEAKERS:



Dr. Emma Porio

Professor, Ateneo de Manila University
Lead Author, Intergovernmental Panel on
Climate Change (IPCC)
Project Leader and Principal Investigator,
Coastal Cities At Risk in the Philippines-
ADMU



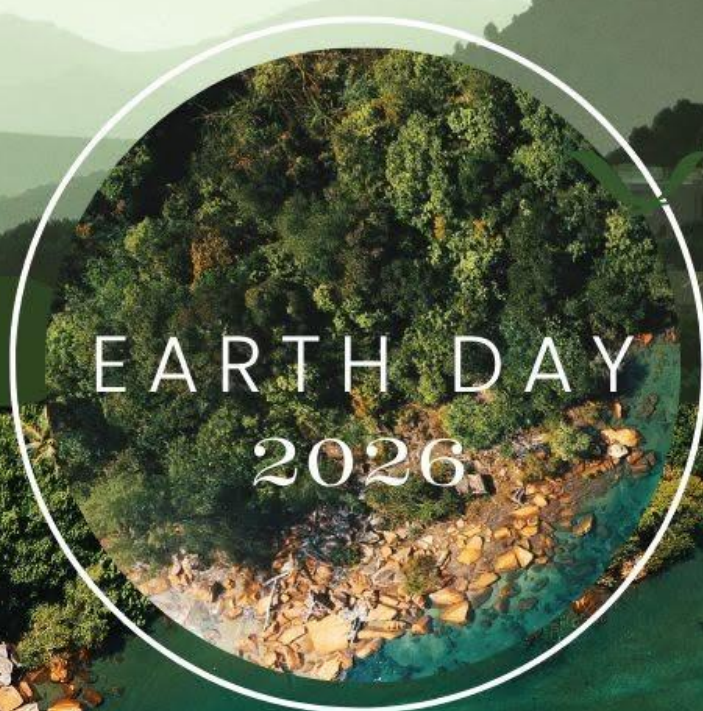
LUCIA VAZQUEZ

Consultant, Global Schools Program,
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Subhajit Mukherje

Founder, Subhajit Mukherje
Awardee, Mother Teresa Memorial Award
presented by Hon'ble Governor of
Maharashtra.



conveners:

Joshua Vidal

Executive Advisor and Founder,
Student Climate Action Project (SCAP)
Research Associate, CCARPH-
Ateneo De Manila
Editor-in-chief, SciTech-The
Publication Office

Special Guest:



Shahnaz Ojha

TGT, Social Science and
Educator, Delhi Public School
Lava, Nagour
Acting Regional Director, School
Climate Action Project (SCAP)

NEELA MAJUMDAR

Director- Education &
Outreach, EARTHDAY.ORG
Asia



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Central conclusion: School climate action becomes most meaningful when learners move from awareness to evidence-based inquiry, prototyping, community partnership, and locally grounded action.

The Regional Dialogue: Schools Climate Action Project (SCAP) 2026, held under the theme “Our Power, Our Planet,” brought together students, youth leaders, educators, schools, and organizations to share initiatives addressing local sustainability practices, environmental design, food systems, climate resilience, and youth-led action.

The conference opened with remarks from Mr. Joshua Vidal, Founder of GSCRAN, followed by a message from Ms. Shahnaaz Ojha, Director of GSCRAN. Keynote addresses were delivered by Dr. Emma Porio, Professor at Ateneo de Manila University and a Lead Author of the Intergovernmental Panel on Climate Change (IPCC); Subhajit Mukherjee, recipient of the Mother Teresa Memorial Award; and Neela Majumdar, Director of Education and Outreach for EARTHDAY.ORG Asia.

The keynote session was followed by thematic clusters of presentations. The programme concluded with a moderated synthesis, an open forum, acknowledgements, and recognition of the event’s partners. The Regional Dialogue attracted over a hundred successful registrants from 13 different countries.

Conference at a Glance

Event	Regional Dialogue: Schools Climate Action Project (SCAP) 2026
Theme	Our Power, Our Planet
Date	25 April 2026
Format	Virtual regional dialogue / shared-screen conference record
Recorded duration	3 hours, 10 minutes, 40 seconds
Registration record	13 countries (82 registrants)/ 30 special invitations

Proceedings Focus

School-based sustainability and environmental learning: Whole-school and campus practices that make sustainability visible in daily routines.

Climate innovation, environmental design, and water: Student concepts and prototypes addressing plastic, water, air quality, and climate risk.

Food systems, youth agency, and climate resilience: Community inquiry, climate-smart agriculture, and student action beyond the classroom.

Partnership and regional exchange: Projects designed to travel through collaboration, communication, and adaptation across contexts.

About These Proceedings

This document is a synthesized proceedings report, not a verbatim transcript. It consolidates the supplied conference video, its audio export, and the registration/abstract dataset into one editorial record. Presentation summaries are included only where the audiovisual record and/or submitted abstract provide sufficient evidence for responsible synthesis.

A source-integrity review found that the separate M4A file is not a second conference session: its AAC stream is bit-for-bit identical to the audio stream embedded in the MP4. The proceedings therefore treat the M4A as a verification copy only. The CSV contains no fully identical rows, but it does contain repeat registrations and duplicate project abstracts. These have been consolidated at the project level in the narrative below and disclosed in the data-integrity section.

The source-integrity findings are preserved in the appendices so that the main proceedings can be read as a conference record while the underlying duplication and evidence checks remain transparent.

1. Participation Profile

Basis: 82 raw form responses. Percentages are descriptive of responses, not a deduplicated attendance count.

Registration Categories

Registration category	Responses	Share
Individual (researcher, scientist, student, teacher)	53	64.6%
School (public and private)	21	25.6%
Organization (public and private)	8	9.8%

Geographic Reach

Country labels were normalized only where the same country was clearly expressed in variant form; Türkiye/Edirne/Turkey variants were consolidated as Türkiye.

Country	Responses	Share
Philippines	34	41.5%
India	15	18.3%
Türkiye	11	13.4%
Pakistan	6	7.3%
Indonesia	5	6.1%
Nigeria	3	3.7%
Bangladesh	2	2.4%
France	1	1.2%
Iraq	1	1.2%
Qatar	1	1.2%
Romania	1	1.2%
Sierra Leone	1	1.2%
United States	1	1.2%
New Zealand	5	(Presenters by invitation)

Interest Areas

The item was multi-select; percentages therefore do not sum to 100%.

Selected interest	Responses	Share of 82
Educating for climate action	62	75.6%
Innovating for climate solutions	60	73.2%
Climate Education Partnerships	51	62.2%
Climate Innovation Challenges	46	56.1%
Climate Justice Initiatives	41	50.0%
Empowering for climate justice	41	50.0%

The response pattern shows particularly strong interest in climate action education and climate-solution innovation, while partnerships, innovation challenges, and climate-justice pathways also attracted

substantial interest. This distribution is consistent with the recorded program, which repeatedly links school learning with locally implementable action.

2. Conference Proceedings

The entries below are synthesized from presentation screens that appear in the conference video and the corresponding abstract/registration records. Where the recording shows only an acknowledgement or title slate, that limitation is stated explicitly. Submitted work that could not be confidently matched to a substantive recorded slide sequence is listed later as part of the abstract record rather than presented as a verified oral presentation.

School-Based Sustainability and Environmental Learning

School-Based Sustainability and Environmental Stewardship

Warsha Sawant / Seth Anandram Jaipuria School, Lucknow | India

The recorded opening segment documents campus-based environmental stewardship, including a green/terrace garden, resource conservation, waste reduction and reuse, and student participation in sustainability. The submitted material connects these practices to environmental literacy, food systems, pollution awareness, and sustained school culture. The emphasis is not on a one-off activity but on repeated routines that make environmental responsibility visible in daily school life.

Student-Led Sustainability Practices for Climate Action

Adani Vidya Mandir Ahmedabad; authors Kashish Sharma and Shahina Shaikh | India

This case study integrates waste management, vermicomposting, recycling, and kitchen gardening. The abstract reports about 110 kg of organic waste diverted per month and a rise in vermicompost yield from 50 kg to 110 kg across six months. The initiative is framed as student-led climate action embedded in STEM learning, demonstrating how material flows within a school can become both an environmental intervention and a learning laboratory.

Pramiti School's Climate Action Practices

Pramiti School | India

Pramiti's contribution presents a whole-school approach that combines eco-conscious architecture, composting, grow-back projects, vegetable and microgreen cultivation, recycled furniture, water and electricity conservation, and cross-age student learning. Recorded slides also show reuse of old notebook pages and cloth, repurposed tires, and discarded containers adapted as bird-water stations. The school's stated next steps include insect hotels and broader networking with schools and communities.

Frobel Cares: A Structured Whole-School Climate Action Model

Frobel Academy | Bangladesh

Frobel Academy describes sustainability as part of its institutional vision and development plan rather than a separate club activity. Grade-level actions include classroom greening, recycled-paper products, energy-saving routines, solar power, rooftop gardening, eco-friendly fertilizer work, and rainwater

harvesting. Student “Climate Warriors” provide a monitoring mechanism through regular updates. The approach links climate learning, accountability, and age-appropriate practical action.

Little Acts, Big Changes

Private Edirne Mektebim College | Türkiye

The project shows how primary learners can participate meaningfully in environmental action through nature observation, waste reduction, energy saving, and communication with partner schools in other countries. The recorded slides foreground shared Earth Day activities and international collaboration. The underlying educational message is that early climate participation can build responsibility, empathy, and global awareness without requiring technically complex interventions.

Climate Innovation, Environmental Design, and Water

Designing a Social Forestry Insurance Model

Zinedine Reza | Indonesia

This contribution proposes a conceptual parametric hybrid insurance model for households participating in Indonesia’s Social Forestry program. The submitted framework combines climate-risk protection with conservation incentives, including a “Conservation for Premium” mechanism that would recognize verified ecological stewardship as part of premium obligations. It also proposes blended green finance and objective climate triggers for faster payouts. As presented, this is a model-design proposal rather than evidence of an already implemented insurance scheme.

Reimagining Straws: *Phragmites australis* as a Grass-Based Alternative

Freya Mirellyn Goenawan and Vezia Suriyan / Xin Zhong School | Indonesia

The project explores common reed grass as a lower-processing alternative to single-use plastic straws. The proposal links the material’s hollow stem, rapid growth, and potential local availability to reduced plastic use and locally based green production. The recorded presentation frames the idea around cost, pollution reduction, and alignment with sustainable-development goals. The project is best read as a feasibility-oriented student innovation that would benefit from lifecycle, food-safety, and scaling validation.

AquaShield: Smart Water Cleaning System

Kavya Govind Agrawal / Sanskar Dnyanpeeth | India

AquaShield combines a bubble-barrier concept for moving floating debris with a magnetic-separation step intended to assist removal of oil and fine impurities. The student prototype uses simple containers, air flow, and magnetic materials and is framed for small water bodies and school-scale applications. The conference record visually confirms Kavya Agrawal’s presentation. The abstract appears twice in the CSV—once under the school and once under Kavya—and is therefore treated as one project here.

Liquid Trees: A Sustainable Solution to Urban Air Pollution

Tanvi Gopal Rathi / Sanskar Dnyanpeeth | India

The submitted project discusses microalgae-based “liquid tree” systems as a supplementary urban air-quality intervention for space-constrained environments. It recognizes that such systems do not replace

ecological functions provided by real trees and notes requirements for monitoring and controlled conditions. The same project text appears in a school-level record and a student-level record, with only a small appended-name difference. It is therefore represented once in these proceedings.

Food Systems, Youth Agency, and Climate Resilience

Reducing Food Wastage in Ejigbo Community, Lagos

Pearls Garden High School | Nigeria

Students investigated food waste and hunger through interviews and community surveys, then organized findings around household and food-service practices. The response moved beyond diagnosis to public communication: the project used school media and a recorded discussion with a food-sustainability professional to promote meal planning and waste reduction. Recorded slides identify the work with SDG 2 and show a design-thinking process from empathizing and defining through prototyping and testing.

Youth-Led Climate Action and Agricultural Resilience in Sierra Leone

Climate Agriculture Youth Equity Network Sierra Leone (CAYEN-SL) | Sierra Leone

The submitted contribution centers youth participation in agricultural resilience, linking climate education, community engagement, climate-smart agriculture, organic fertilizer development, policy advocacy, and collaboration with farmers and local stakeholders. It calls for stronger regional knowledge sharing and investment in youth-led climate initiatives. A matching title slate appears in the later conference record; the supplied video does not provide enough slide detail to reconstruct a fuller presentation narrative.

Entrepreneurship Workshop for Sustainable Development Goals

Murat Kantarcı Science and Arts Center | Türkiye

The abstract presents a Think-Feel-Act educational model intended to turn climate anxiety into agency by combining climate literacy, green skills, entrepreneurship, circular-economy thinking, and student prototypes related to e-waste and renewable energy. A school title/recognition slate is visible in the late recording; a substantive matching slide sequence is not sufficiently evidenced in the supplied video.

From Climate Anxiety to Agency

Delhi Public School, Lava, Nagpur | India

Delhi Public School Lava, Nagpur, India, integrates project-based learning through its interdisciplinary Learning Expedition (LE). Its current expedition, “Let’s Be Earth Heroes: Protecting Life on Land—With Our Community,” empowers students to investigate environmental challenges and develop practical community-based solutions. Using the Starbursting Method, students explored ways to protect forests, wildlife, and land before presenting their findings through visual infographics.

Aligned with SDGs 15 and 17, the project involved a partnership with Gardener School, a Nagpur Municipal Corporation school. Through the LEARN, LEAD, and LIFT framework, climate action was integrated across Science, Mathematics, Languages, and Social Science. Activities included seed-ball making, plantation drives, data collection, environmental advocacy, and the creation of a shared reading space. The expedition culminated in the “Earth Heroes Fair” on 28 February 2026, featuring joint tree planting, a documentary video, and a functional library. The project demonstrated how school–community collaboration can strengthen environmental awareness, empathy, civic responsibility, and student agency.

The Ocean That Connects Us (TOTCUS)

Ninth Barrientos Oyarzun¹, Isidora Barria¹, Cristóbal Canales¹, Yanko Vlahovic¹, Dominic Martínez¹, Evans Leiva¹, Antonella Zambrano¹, Geoff Wood², Matthias Meylemans², and Quillan Drum²

¹ *Liceo Juan Bautista Contardi, Punta Arenas, Chile*

² *Rosmini College, Auckland, New Zealand*

This presentation introduces The Ocean That Connects Us (TOTCUS), a global youth-led citizen science network connecting 25 schools through more than 60 climate-related projects. Originating as a Chile–New Zealand initiative, TOTCUS enables students to investigate local environmental challenges across physical, social, and Indigenous research domains. Through data collection, intercultural collaboration, knowledge sharing, and community action, the programme develops environmental literacy, empathy, and global connectedness while empowering young people to become researchers and climate change-makers.

From Classrooms to Global Arenas: Youth Climate Leadership through Diplomacy, Culture and Sport

Beatrice De Salles | USA

No abstract is traced

3. Moderated Synthesis, Open Forum, and Closing

The Regional Dialogue featured keynote addresses by Dr. Emma Porio, Ms. Neela Majumdar, and Mr. Subhajit Mukherjee.

Dr. Porio’s presentation, “Educating the Youth for Climate Action: Challenges and Opportunities,” emphasized the urgent need to strengthen climate change and disaster risk education. She discussed climate anxiety among young people, gaps in curricula and instructional resources, challenges faced by educators, and youth-centred initiatives that connect learning with community-based climate action.

Ms. Majumdar encouraged students to move beyond environmental awareness and become active participants in climate action. She emphasized that young people can contribute through informed everyday decisions, school and community initiatives, peer engagement, environmental advocacy, and locally appropriate solutions. Her message reinforced the importance of empowering students as leaders, collaborators, and agents of positive environmental change.

Mr. Mukherjee presented good practices and climate innovations developed by his team. He highlighted the value of teamwork, community participation, creative problem-solving, and the practical implementation of environmental initiatives. The examples demonstrated how locally developed ideas can be transformed into meaningful actions and potentially adapted by other schools and communities.

The accepted presentations were organized into four thematic clusters: Global Youth Climate Citizenship and Collaboration; Whole-School Sustainability and Green Campus Practices; Innovation, Policy, and Environmental Design; and Community Resilience, Agriculture, and Food Security. Each cluster was followed by a moderated synthesis and question-and-answer session.

The final cluster concluded with a moderated synthesis and open forum facilitated by Ms. Meryl Grace Alimpago of the Philippines. She guided the discussion, consolidated key insights from the presentations, and encouraged participants to reflect on opportunities for continued collaboration and climate action. The programme ended with the formal acknowledgement of presenters, partners, and participating institutions, followed by a closing message and virtual group photograph led by Ms. Shahnaaz Ojha.

4. Key Conference Outcomes

Taken together, the regional dialogue supports five recurring propositions for school-based climate action.

1. Schools as living laboratories

Projects repeatedly use gardens, waste streams, energy routines, water systems, and school infrastructure as sites for inquiry and action.

2. Youth agency linked to evidence

Several contributions move from awareness to data collection, prototyping, design thinking, monitoring, or model development.

3. Local action with regional relevance

Projects are context-specific—from Ejigbo food waste to Indonesian social forestry—yet framed for adaptation, exchange, or replication.

4. Climate action as interdisciplinary learning

The record connects science and sustainability with entrepreneurship, policy, finance, citizenship, communication, and international collaboration.

5. Partnership as a scaling mechanism

Schools and youth groups use partner schools, community stakeholders, media channels, researchers, and organizations to broaden reach.

Proceedings takeaway: The strongest contributions connect climate learning with observable school or community practice, student agency, evidence, and partnerships that can sustain or extend the work beyond a single activity.

Appendix A. Presentation Crosswalk

Time	Programme Segment	Lead / Notes
7:30 - 7:40 AM	Jana Gana Mana- National Anthem	Secretariat / Technical Team
7:41 - 7:45 AM	Opening remarks	Joshua Vidal, SCAP Advisor
7:45 - 7:48 AM	Welcome Remarks	Shahnaaz Ojha, SCAP 2026, Acting Regional Director
7:48 - 7:50 AM	Introduction of speaker	Joshua Vidal
7:50 - 8:00 AM	Keynote Address 1	Dr. Emma Porio
8:00 - 8:10 AM	Cluster 1 presentations: Global Youth Climate Citizenship and Collaboration	4 accepted presentations
8:10 - 8:13 AM	Cluster 1 moderated synthesis and questions	Moderator
8:13 - 8:15 AM	Introduction of speaker	Shahnaaz Ojha
8:15 - 8:25 AM	Keynote Address 2	Neela Majumdar
8:25 - 8:45 AM	Cluster 2 presentations: Whole-School Sustainability and Green Campus Practices	4 accepted presentations
8:45 - 8:48 AM	Cluster 2 moderated synthesis and questions	Moderator
8:48 - 8:50 AM	Introduction of speaker	Shahnaaz Ojha

8:50 - 9:00 AM	Keynote Address 3	Subhajit Mukherjee
9:00 - 9:15 AM	Cluster 3 presentations: Innovation, Policy, and Environmental Design	3 accepted presentations
9:15 - 9:20 AM	Cluster 3 moderated synthesis and questions	Moderator
9:20 - 9:40 AM	Cluster 4 presentations: Community Resilience, Agriculture, and Food Security	4 accepted presentations
9:40 - 9:48 AM	Cluster 4 moderated synthesis and final open forum	Moderator and participants
9:48 - 9:55 AM	Acknowledgement of presenters, partners, and participating institutions	Convenor
9:55 - 10:00 AM	Closing message and virtual photo	Shahnaaz, Convener

Time	Accepted abstract / Presenter	Country	Cluster	Format
8:00 - 8:05 AM	Beatrice De Salles - From Classrooms to Global Arenas: Youth Climate Leadership through Diplomacy, Culture, and Sport	United States	Cluster 1	Talk
8:05 - 8:10 AM	TOTCUS (The Ocean That Connects Us): A Global Youth-Led Collaborative Network	New Zealand and Chile	Cluster 1	Talk
8:25 - 8:30 AM	Warsha Sawant: School-Based Sustainability and Environmental Stewardship	India	Cluster 2	Talk
8:30 - 8:35 AM	Student-Led Sustainability Practices for Climate Action: Waste Management, Composting, Recycling, and Kitchen Gardening	India	Cluster 2	Talk
8:35 - 8:40 AM	Pramiti School	India	Cluster 2	Talk
8:40 - 8:45 AM	Frobel Academy	Bangladesh	Cluster 2	Talk
9:00 - 9:05 AM	Designing Social Forestry Insurance Model: Innovation of Livelihood Protection and Enhancing Forest Conservation in Indonesia	Indonesia	Cluster 3	Talk
9:05 - 9:10 AM	Reimagining Straws: Implementing Grass-Based Straws from Phragmites australis	Indonesia	Cluster 3	Talk

9:10 - 9:15 AM	AquaShield: Smart Water Cleaning System	India	Cluster 3	Student innovation
9:25 - 9:30 AM	Warsha Sawant: Climate, Conflict, Pollution, and Collective Environmental Action	India	Cluster 4	Talk
9:30 - 9:35 AM	PEARLS GARDEN HIGH SCHOOL	Nigeria	Cluster 4	Talk
9:35 - 9:40 AM	Becoming a Laudato Si Certified School: Caring for Our Common Home	The Philippines	Cluster 4	Talk
9:40 - 9:45 AM	PRIVATE EDIRNE MEKTEBIM COLLEGE	Türkiye	Cluster 1	Talk
9:45 - 9:50 AM	Murat Kantarcı Science and Arts Center	Türkiye	Cluster 1	Talk
9:50 - 9:55 AM	Climate Agriculture Youth Equity Network Sierra Leone (CAYEN-SL): Youth-Led Climate Action and Agricultural Resilience in Sierra Leone	Sierra Leone	Cluster 4	Talk

Editorial Note

Presentation material has been paraphrased for clarity, continuity, and length. Where the recording or submission record did not provide enough evidence for a substantive summary, the proceedings identify the contribution without expanding it beyond the supplied record. Project-level duplicates are represented once, with contributor and institutional credit retained where supported by the source data.

Recommended Citation

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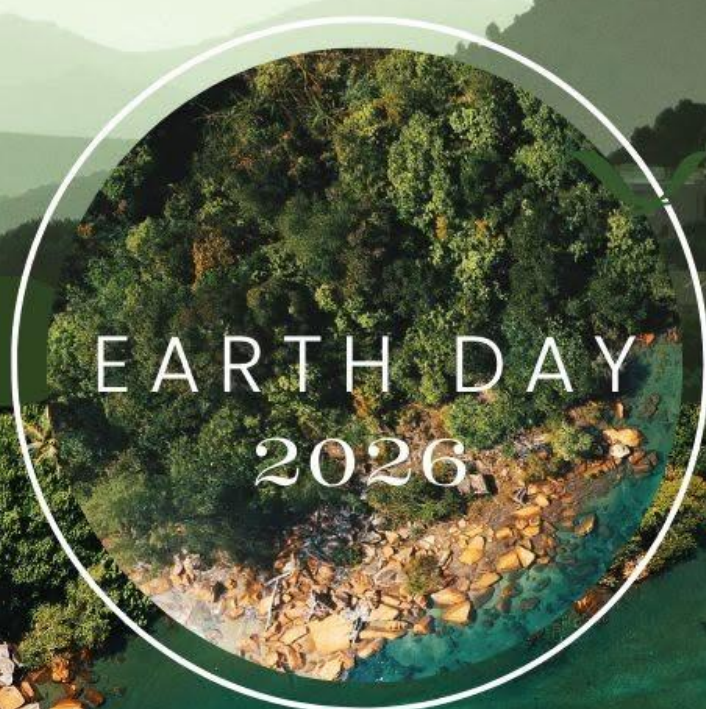
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