

Thursday 28 March 2024

15:00 – 17:00 CET



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## Background

To accelerate the implementation of Education for Sustainable Development (ESD) in a decade of action to deliver the Goals and achieve the 2030 Agenda for Sustainable Development, UNESCO launched in October 2022, the global network of education stakeholders: [ESD-Net 2030](#). This Network, based on the success and lessons learned from the previous [Global Action Programme \(GAP\)](#), aims to facilitate the implementation of the [ESD for 2030 framework](#) and its [Roadmap](#) by enhancing **knowledge sharing, collaboration, mutual learning, advocacy, monitoring, and evaluation**, among a wide range of education stakeholders.

To promote knowledge sharing, collaboration and mutual learning through ESD-Net 2030, UNESCO is organizing a **series of interactive learning webinars** in 2024 on relevant ESD topics to highlight and promote innovative practices and key competencies in ESD. The learning webinars will focus on providing concrete and practical ESD activities in line with the five priority action areas outlined in the ESD for 2030 Roadmap: 1) advancing policy; 2) transforming learning environments; 3) building capacities of educators; 4) empowering and mobilizing youth; and 5) accelerating local level actions.

## Objectives

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This session on **Local and Indigenous Knowledge in ESD** will address the importance and relevance of exploring how traditional and cultural practices, and community-based approaches, are integrated into teaching and learning to foster environmental stewardship, social equity, and resilience among present and future generations in Africa and Latin America and the Caribbean.

Indigenous people hold valuable knowledge, values and practices that represent a great diversity and richness of living heritage, which should be preserved and valued. The transmission of knowledge to future generations through orality and formal and non-formal education plays a fundamental role in safeguarding intangible cultural heritage (ICH) and promoting education for sustainable development in communities.

## Date

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The learning webinar will take place on **Thursday, 28<sup>th</sup> of March 2024 at 15:00 pm – 17:00 pm CET.**

## Target Audience

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The primary target audience of this learning webinar series includes education stakeholders seeking to strengthen the implementation of ESD in their learning environments (e.g., teachers, head teachers, community-based educators, teacher trainers, youth leaders, academics, and other education stakeholders). Registration is open to all stakeholders who consider this webinar relevant. We encourage participants to log on 10 minutes before the start of the webinar.

## Modality

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The learning webinar is intended to actively engage ESD stakeholders on sharing and deepening their understanding and knowledge of indigenous and local knowledge in ESD. The webinar will utilize a mixture of presentations and regional discussions in breakout rooms to reflect on local and indigenous knowledge initiatives, regional and local practices.

## How to join the webinar?

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The webinar will be held online. To participate, please register on Zoom here: <https://unesco-org.zoom.us/meeting/register/tZMtd-CtpzstHNy627N0oUrg1kXZD9DYuOpu>

## Programme of the webinar

Outline	
(10 min)	<b>Welcome and introduction to ESD-Net Learning Webinar</b> Introduction of agenda and discussion <ul style="list-style-type: none"><li>• <b>Julia Heiss</b>, Programme Specialist and Team leader for ESDfor2030, Education Sector, UNESCO HQ</li></ul>
(45min) <b>Interpretation EN/FR/SP</b>	<b>Plenary - Overview of local and indigenous knowledge in ESD in Latin America and the Caribbean and Africa:</b> Moderated by Julia Heiss, Programme Specialist, UNESCO HQ  Speakers: <ul style="list-style-type: none"><li>○ <b>Tatiana Pizzi Reynoso</b>, Sustainable Development Consultant, Argentina</li><li>○ <b>Michelle Ati Iglesias</b>, Director, "Weaving knowledge, creating memory" initiative, Ecuador</li><li>○ <b>Jacob Mapara</b>, Professor, Chinhoyi University of Technology, Zimbabwe</li><li>○ <b>Rohey Ceesay</b>, Youth activist, Gambia</li></ul>
(45 min) <b>Breakout Room A Interpretation EN/SP</b>  <b>Breakout Room B Interpretation EN/FR</b>	<b>Breakout Sessions – Regional Group Discussion</b> <ul style="list-style-type: none"><li>• <b>Breakout Room A: LAC Region</b>, moderated by Cristian Bravo, UNESCO Santiago</li><li>• <b>Breakout Room B: AFR Region</b>, moderated by Charles Chikunda, UNESCO Harare</li></ul>
(10 min)	<b>Reporting back, closing and next steps</b> Opportunities and challenges to approach local and indigenous knowledge through education sector in the regions

## Workshop and session information

### Speakers from Latin America and the Caribbean



**Tatiana Pizzi Reynoso**, Sustainable Development Consultant, Argentina

Executive Advisor for the Agency for International Cooperation, Investment and Foreign Trade (ACICE) of the City of Santa Fe, Argentina. Consultant specialist in sustainable development, planning and 2030 Agenda for ECLAC, ILPES and UNESCO. Author of the report: "Report: Local and intercultural practices in Education for Sustainable Development, Environmental Education and Education for Climate Change in Latin America and the Caribbean".



**Michelle Ati Iglesias**, Director of the initiative "Weaving knowledge, creating memory", Ecuador

Professional in applied linguistics from the Pontificia Universidad Católica in Ecuador. She is the director of the *Illari Kunturi* project, a cultural platform that manages, advises and produces artistic and cultural events in Ecuador. Its aim is to revitalize arts and crafts by helping and supporting emerging artists and women artisans to reclaim their knowledge and skills. In 2024, she will organize the second edition of the initiative "*Weaving knowledge, creating memories*" handicraft workshops for women from indigenous peoples and nationalities.

### Speakers from Africa



**Jacob Mapara**, Professor Chinhoyi University of Technology, Zimbabwe

PhD in African Languages from the University of South Africa. Teacher on indigenous knowledge and sustainable technologies at the Chinhoyi University of Technology in Zimbabwe. Prof. Mapara published on these areas and on their relationship with Intangible Cultural Heritage and on the development of robust indigenous theories of knowledge. He is the current Chairperson of the Southern African Intangible Heritage (SAICH) Platform that is hosted by Chinhoyi University of Technology. Chairperson of the Zimbabwe National Intangible Cultural Heritage Advisory Committee.



**Rohey Ceesay**, Youth activist, Gambia

Youth activist in Gambia graduated from Gambia Senior Secondary School where she was president of the Human Rights Club and the UNESCO ASPnet Club. She has represented the Gambian youth perspective on ICH on international events such as: a training on safeguarding underwater cultural heritages with the National Center for Arts and Culture and UNESCO, and in the UNESCO Seoul Global event on the importance of safeguarding the ICH in education. Additionally, Rohey is the founder of the "Artistic Education Center" where students are taught on how to read, write and do public speaking.

### Contact

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