

Promoting "active empathy for life" in the new generations

A path to achieve it

There are many things we must do to face current local and global problems. But the only thing we cannot stop doing is building values and positive attitudes in favor of life and nature in the new generations. This will sustain the Sustainable Development Goals and other efforts to achieve a better world.

❖ Sustainable Developing Goals

In 2015, all countries of the United Nations approved the 2030 Agenda as a roadmap to face the growing problems afflicting our planet and move towards a more inclusive, peaceful, prosperous and environmentally sustainable world. The 2030 Agenda has 17 Sustainable Development Goals (SDG) that include: End of Poverty; Zero Hunger; Health & Well-being; Quality Education; Gender Equality; Clean Water and Sanitation; Affordable and Clean Energy; Decent Work and Economic Growth; Industry, Innovation and Infrastructure; Reduced Inequalities; Sustainable Cities and Communities; Responsible Production and Consumption; Climate Action; Submarine Life; Life of Terrestrial Ecosystems; Peace, Justice and Strong Institutions; and, Partnerships for the Goals. These in turn have 169 goals to be achieved in the year 2030, that is, in 10 years. According to science, this is the time we have left to react, to turn from an unsustainable world and move towards a sustainable one. It is clear that it will not be easy to achieve this as many deny it and others consider it impossible. For this reason, we consider that one more SDG is needed; one containing the ethical and spiritual dimension of the human being that gives us a sense of unity and interdependence with our environment and inspires us to improve ourselves, modifying our behavior and practices in favor of a better world. This SDG is "Active Empathy for Life": the ability to prioritize the common good through daily actions that generate well-being in ourselves, others and nature. It is the SDG that is not seen but is there, which is transversal to the others, and that will contribute to sustain and catalyze the achievements obtained in the 17 UN SDGs. The "SDG 18", an unofficial goal for sustainable development promoted by ordinary citizens, and civil society groups and organizations.





❖ SDG 18: Active Empathy for Life

In 2019, the Association for Children and their Environment (ANIA) together with 30 other Peruvian groups and organizations, mostly led by young entrepreneurs, adopted Active Empathy for Life (AEF) as SDG 18. We are convinced that to solve global problems and move towards sustainable development it is essential that the new generations grow up with AEF, and for this to happen we need Mother Earth as an ally. Who better than life herself to teach us to know her, love her and care for her.

The targets of SDG 18 are:

18.1	Promote Active Empathy for Life in the world.
18.2	Value nature as holder of fundamental rights and as Mother Earth, as well as the ancestral knowledge that cares for her.
18.3	Value and empower new generations as agents of change for sustainable development.
18.4	Promote the 17 Sustainable Development Goals of the United Nations (UN).

To help achieving these goals, we have created the website www.ods18.com where we people of all ages, groups and organizations can participate and promote SDG18.

❖ Children's Land (TiNi)

To promote active empathy for life in new generations, ANIA creates the Children's Land initiative: land of children and youngsters.

A Children's Land is a space of land granted to children and youngsters, from ½ meter, where they raise life and biodiversity with care, connect to Mother Earth and generate well-being for themselves, others and nature. Children's Land methodology has an affective, playful, and intercultural approach that can be adapted to various social, economic and cultural realities. It can be implemented at home, in the educational institution, neighborhood or community, in urban and rural areas, in public and private spaces, and in various ecosystems. There are Children's Land in pots as well as in 20 hectares as the children's forests. Children's Land provides the opportunity for children and youth to exercise their ability to transform the world and to be valued and recognized as agents of change by society.

In the Children's Land, they play, learn and start growing food, medicinal and pollinator plants, plant and care for beneficial trees, create and protect habitats and shelters for animals, care for and reuse water, reuse solid waste, express their art and feelings, value their culture and identity, among other actions. In educational institutions, a Children's Land has the following objectives: 1) Incorporate Mother Earth as a teacher in active empathy for life, 2) Institutionalize Mother Earth's classroom as part of the educational infrastructure used by teachers as a pedagogical resource to implement learning sessions in the various curricular areas with a sense of purpose, and 3) Develop an emotional bond with Mother Earth in students and other members of the educational community.

In 2012, UNESCO recognized the Children's Land methodology as a good practice in education for sustainable development at a global level. In 2013 the Ministry of the Environment did the same for Peru. In 2015, the Peruvian Ministry of Education institutionalized Children's Land under the name of "EsVi - Spaces for Life", and in 2017, the Ecuadorian Ministry of Education under the name of "Children's Land for Good Living". In Colombia and mainland Chile it is known as "TiNi", in Rapa Nui as "Poki Henua", in El Salvador as "Land of childhood", and in Brazil as "Tinis, terras das crianças". In Canada and India as "Children's Lands" and in Japan as "Sanktos". Children's Land is also known as "Children's Forest", "Children's Garden" and "Children's Orchard".

❖ Strategy for the strengthening, scaling and sustainability of Children's Land

The strategy to implement a Children's Land includes multiple actors and spaces that converge to create a strong relationship of children and youngsters with nature, empowering them as agents



of change, and making them develop active empathy for life by exercising responsible citizenship from an early age.

- **From formal education spaces:** Promotes the incorporation of Mother Earth as a teacher and helps to implement and institutionalize her “classroom” in schools (Annex 1 and 2), with the participation of education authorities, directors, teachers, students and parents.
- **Platform [escuelitatini.com](http://www.escuelitatini.com):** A multimedia platform created as a pedagogical resource in the context of the pandemic to facilitate the teaching work at initial and primary level with educational recreational material that promotes the common good, care for the environment and development of a sense of purpose in students. It has narratives in short story, audio and video formats, with learning sessions and game cards for all grades and curricular areas. The stories focus on Children's Land and provide practical information for creating Children's Land at home at school. The platform has a section for the family that complements and strengthens the teaching work (www.escuelitatini.com).
- **From non-formal education spaces:** Promotes Children's Land at homes (Annex 3), neighborhoods (Annex 4), and public and private community spaces (Annex 5) with the participation of families, neighborhood councils, groups of children and youngsters as well as institutions that support their well-being and the conservation of nature.
- **From the local government:** Recognizes and promotes children and adolescents as agents of change for sustainable development through an ordinance. Accordingly, a committee of children and adolescents is formed to express the concrete actions they will take to contribute to their environment from their home, neighborhood, community and school. In this context, Children's Land becomes the “spearhead” indicator to promote and put into practice other valuable actions proposed by children and adolescents. Public authorities, families, the private sector and organizations that promote conservation and sustainable development participate, as well. In Peru, there is a reference experience with the Municipality of Alto Larán, Chíncha, Ica, within the framework of the Educca program of the Ministry of the Environment (see Annex 6).

To contribute to the sustainability of Children's Lands in schools, neighborhoods and communities, ANIA has developed two initiatives: Bono SAVE and Carbon for Education.

- *The Bond for Environmental Services in Values and Education (SAVE Bond)*, allows to channel resources from the private to the public sector to help sustain natural and green areas and initiatives involving domestic and wild animals generating knowledge, skills and values in favor of life and nature in children and youngsters. Examples of existing recipients of a SAVE Bond are Children's Lands in neighborhoods and communities, “EsVi - Spaces for Life” and “Children's Land for Good Living” in schools, as well as a wave called “Moana” in the coast of Lima that facilitates surf therapy.
- *Carbon for education (CxE)*, facilitates the adoption of sustainable lifestyles by reducing the carbon trace (footprint) and increasing the positive impact on the environment (handprint). CxE allows people and organizations, through micro-commercialization, to offset the carbon footprint generated by the annual use of the cell phone, the habitability of a home, the use of land vehicles and national and international air transport. In doing so, about a third of the resources collected is invested in creating and sustaining Children's Land and EsVi in Peru and other countries. The carbon credits acquired are internationally certified by VCS (Verified Carbon Standard), and CCB (Climate, Community and Biodiversity), and registered in Markit.

❖ **Additional initiatives for promoting active empathy for life.**

To complement and strengthen Children's Land, ANIA has implemented the following initiatives:

- Ania and Kin are two characters who, through their written stories, animations and other means, seek to inspire children to become agents of change by building a strong relationship with Mother Earth, creating a Children's Land and adopting healthy and sustainable lifestyles. Currently, ANIA and Kin animations are on TV Peru.
- Monumental trees is an initiative promoted by ANIA in Peru to identify, recognize and value trees that stand out for their size, shape, age or for being the protagonists of traditions or historical events. Today this initiative has been adopted by the Ministry of the Environment and the Forest and Wildlife Service (SERFOR) and is promoted nationally as "patrimonial trees" (See Annex 7).
- Ecohome seeks to empower children and youngsters as agents of change from their homes, guiding them to adopt sustainable practices and lifestyles. It also seeks to be recognized as an indicator of a sustainable city. As a result of this initiative, the Municipality of Miraflores created a platform called "Ecohogares" for families residing in its district (<https://www.youtube.com/watch?v=DztMz5uJtY>).



ANIA, the Association for Children and their Environment, is a non-profit association founded in Peru in 1995 with the mission of promoting active empathy for life through innovative initiatives that connect new generations to Mother Earth and empower them as agents of change for sustainable development (www.aniaorg.pe).

ANIA focuses its work on the population under 18 years of age. For this we use the terms "girl and boy", "adolescent" and "youngster".

CREA EN TU ESCUELA EL "AULA DE LA MADRE TIERRA"

Pasos para incorporar a la Madre Tierra como maestra en tu escuela en el marco del Proyecto Educativo Ambiental Integrado (PEAI) Espacios de Vida (EsVi).

DESDE LA GESTION INSTITUCIONAL

INCLUYE EL ENFOQUE AMBIENTAL EN TUS DOCUMENTOS DE GESTIÓN INSTITUCIONAL:

- Compromiso de gestión**
Desde la aplicación del enfoque ambiental
- PEI (Proyecto Educativo Institucional)
✓ Visión
✓ Diagnóstico
✓ Propuesta Pedagógica (basado en los saberes, valores y características culturales y lingüísticos de los estudiantes)
- PAT (Plan de Acción Tutorial)
✓ Incorpora el EsVi como recurso pedagógico para crear el aula de la Madre Tierra y promover la empatía activa por la vida.
- PCI (Proyecto Curricular Institucional)
✓ Incorpora a la Madre Tierra como maestra y su "aula" como un medio para la intervención pedagógica

VISIBILIZA EL ENFOQUE AMBIENTAL A TRAVÉS DE:

- Una Resolución Directoral (RD) que institucionaliza PEAI EsVi como parte de la infraestructura educativa (adjunta croquis que define el lugar y área).
- Una RD que incorpora a la Madre Tierra como maestra.
- Una imagen de la Madre Tierra como maestra junto a las fotos de los otros docentes.

- Un mural con la visión inspiradora que incorpore a los estudiantes como agentes de cambio y el cuidado del ambiente.



- Un cartel en el EsVi que diga: "Aula de la Madre Tierra".

DESDE LA GESTION PEDAGOGICA

- Implementa el EsVi como Proyecto Educativo Ambiental Integrado con la participación activa de los estudiantes y el apoyo de la comunidad educativa.
- Aprovecha el EsVi (el "Aula de Madre Tierra") para transversalizar el bien común y el cuidado del ambiente en todas las áreas curriculares.
- Aprovecha el recurso educativo de la www.escuelitatini.com en tus experiencias de aprendizaje.

El recurso pedagógico "Espacios de Vida – EsVi", nace de la metodología TiNi producto del convenio No 022-2015-MINEDU/ANIA. En la actualidad la iniciativa TiNi promueve activamente el enfoque ambiental en las escuelas, la incorporación de la Madre Tierra como maestra y su "aula" en el marco del PEAI EsVi. ¡No olvides registrar el PEAI EsVi en la matriz de logros ambientales del MINEDU!

Annex2. Example of a Children's Land at school



Annex 3: Examples of Children's Lands at homes



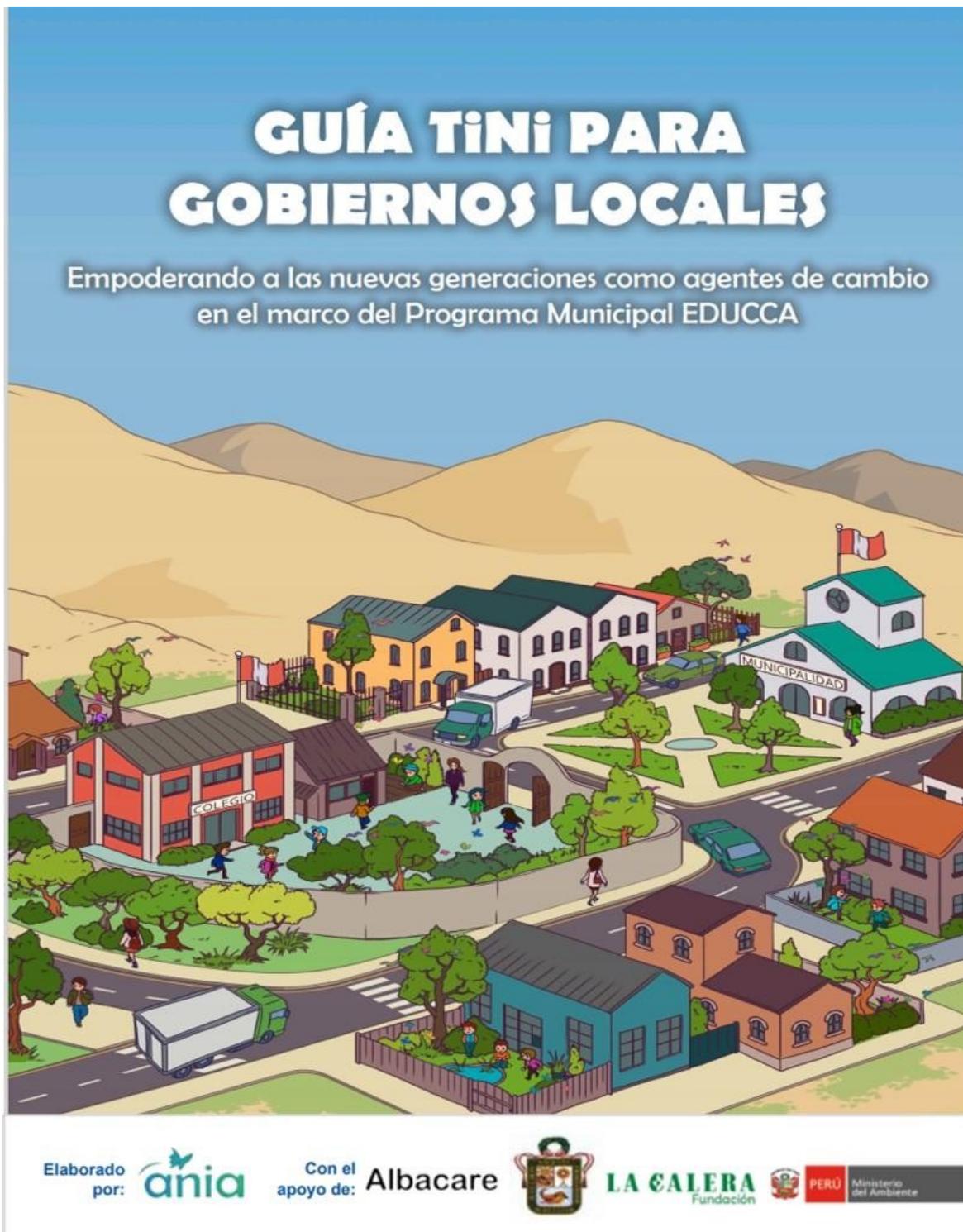
Annex 4: Example of Children's Land in the neighborhood



Annex 5: Examples of Children's Lands in communities



Annex 6. Guide for Local Governments to empower children and adolescents as agents of change in the framework of the Educca program



Annex 7. Monumental and patrimonial trees



Cedro – Pomabamba Ancash



Eucalipto – Piscobamba Ancash

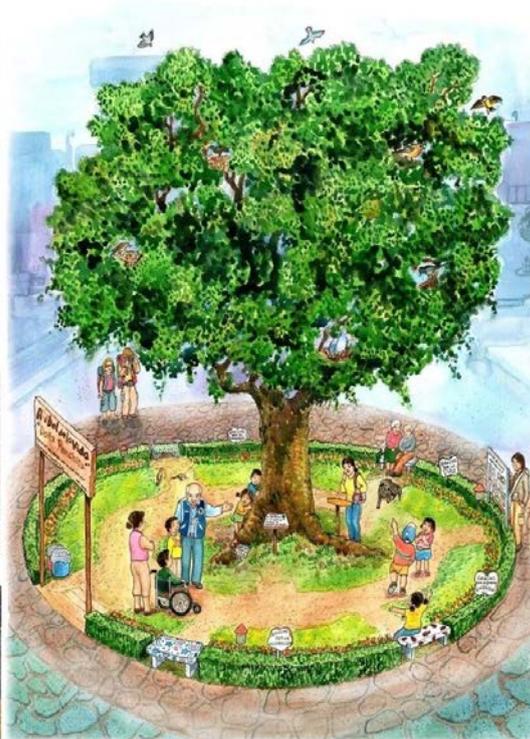


Olivo – Algarrobal Moquegua



Olivo – Yauca Arequipa

Arboles Monumentales ya declarados



Molle – Mariscal Nieto Moquegua



Algarrobo – Tambogrande Piura



Molle – Tacna Tacna



Olivo – Pacocha Moquegua