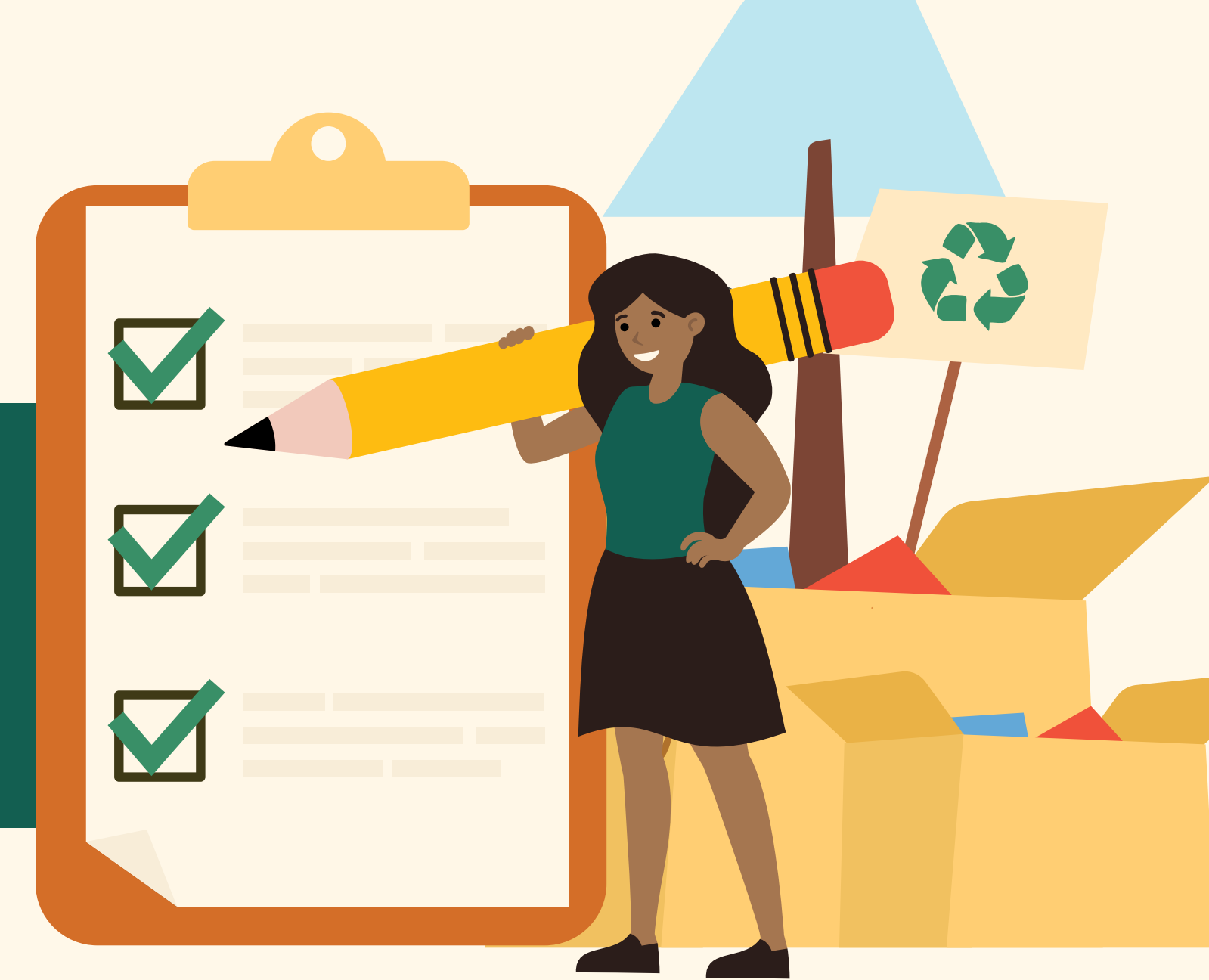


# SUSTAINABLE CONSUMPTION



# SUSTAINABLE CONSUMPTION

- To provide information about sustainable consumption to be applied in educational processes
- Highlight some elements that can contribute to better consumption at local level.



## CONSUMPTION

Actions, and their related effects, undertaken to satisfy present or future human needs, and which form part of the economy. Consumption is linked to human actions or expenditures needed to acquire food or goods or payments for services within a society, and therefore establishes a constant production dynamic. When this action exceeds the purchase necessary for a dignified life, sometimes involving excessive or unnecessary expenses, it is known as “consumerism”, which is considered to be one of our contemporary social, economic and environmental problems.

By 2050, the global human population is expected to reach 9.7 billion people, which is 33% more of us than in 2015<sup>112</sup>. Population growth will generate a significant increase in the demand for resources and materials to meet future needs, which poses a fundamental challenge: we need to establish more sustainable patterns of consumption and production.

## SUSTAINABLE CONSUMPTION AND PRODUCTION

**These concepts involve the use of services and products that respond to basic needs and provide a better quality of life while minimising the use of natural resources and toxic materials, as well as waste and pollutant emissions during the lifecycle of the service or product,** so as not to endanger future generations' needs<sup>113</sup>. It translates into a better quality of life for all and also allows for an increase in competitiveness and a reduction of economic, environmental and social costs. [See more on Sustainable Development Goal 12: Responsible consumption and production.](#)

<sup>112</sup> United Nations. (2021). Shifting Demographics: United Nations. <https://www.un.org/en/un75/shifting-demographics>

<sup>113</sup> United Nations. (2021). Sustainable consumption and production. <https://www.un.org/sustainabledevelopment/en/sustainable-consumption-production/>

## Basic concepts;



### UNSUSTAINABLE CONSUMPTION

Is significantly related to the unsustainable growth of industry, resource extraction, waste generation, energy misuse, pollution and the destruction of ecosystems. Current production generates intense demand for resource extraction to be used in production and satisfaction, and has significant social and environmental impacts. While industry is responsible for transforming production processes and greening value chains, the consumer has a key role to play in the transition to sustainable consumption and production patterns. As an instrument of transformation, environmental education contributes significantly to our ability to build societies committed to caring for the environment and to creating sustainable patterns of consumption.

### CIRCULAR ECONOMY

A circular economy is one of today's sustainable economic models. In this system, products and materials are designed in such a way that they can be reused, remanufactured, recycled or recovered and thus maintained in the economy for as long as possible, together with the resources from which they are made, avoiding/designing and minimising the generation of waste, especially hazardous waste, and greenhouse gases and emissions are preventing or reducing greenhouse gases, which results in a significant contribution to sustainable consumption and production and reduces the adverse effects of climate change.<sup>114</sup>

It can be understood as an economic system that maintains the value of products and materials, and in which systems are improved, enabling human and environmental well-being. Under a circular (not linear) system, based on the principle of "closing the lifecycle loop" of products, services, waste, materials, water and energy.<sup>115</sup>

### SUSTAINABLE LIFESTYLE

A **"sustainable lifestyle"** is a set of habits and behavioural patterns embedded in a social context and enabled by efficient institutions, regulations and infrastructure that frame individual choices, in order to minimise the use of natural resources and the generation of waste and pollution, while supporting justice and prosperity for all.<sup>116</sup> Sustainable lifestyles are embedded in all human interactions, and can be included in five overarching domains: food, housing, transport, shopping and leisure. Sustainable lifestyles vary by context and conditions. Access to sustainable habits is a prerequisite for a healthy planet for future generations. Each and every one of us has an impact on the world. Sustainable lifestyles are therefore essential to our pursuit of happiness and are at the heart of sustainable development.

<sup>114</sup> Working definition of circular economy based on the United Nations Environment Assembly (UNEA-4) resolution on Sustainable Consumption and Production (UNEP/EA.4/Res.1).

<sup>115</sup> Fundación para la Economía Circular (Foundation for the Circular Economy). (2017). Fundación para la Economía Circular (Circular Economy Foundation). <https://economiecircular.org/>

<sup>116</sup> United Nations Environment Programme. (2014). ¿Qué son los estilos de vida sostenibles? (What are sustainable lifestyles?) <https://www.oneplanetnetwork.org/sites/default/files/10yfp-sle-brochure-es.pdf>

# Our connections with consumption:

Human beings make thousands of decisions throughout their lives. For those fortunate enough to have a choice, such decisions can make a big difference. What to eat? Where to live? What form of transport to use to get about? Which clothes to wear? How to use free time?

Regardless of how we answer these questions, the way we ultimately live, or, in many cases, are forced to live, has an impact on our planet. In many parts of the world the amount of stuff (resources) we use to live is increasing, affecting planetary boundaries and the health of the environment.

Our relationship with consumption has developed since the beginning of time, because of human needs. Consumption is essentially linked to survival: being able to feed oneself, protect oneself from the environment, move from place to place, and enjoy leisure. From this “essential for life” perspective, natural consumption is sustainable. Many civilisations throughout human history testify to harmonious relationships with nature and their habitat. For this reason, it is interesting to resuscitate the original concept of natural relations, to **see ourselves as part of nature** and to think about consuming only what we really need: that which is necessary for a dignified life.



Social and economic relations with consumption have changed over time. The expansion and industrialisation of production processes, accompanied by increased advertising, have generated a series of social pressures pushing people to purchase new goods and services, leading many populations to an unsustainable relationship with consumption, and often leading to consumerism.

In addition to inequality between countries, there are also inequalities between the consumption patterns of different income groups. The lifestyles of the richest **10% of the world's population (broadly speaking, most middle-class people living in industrialised countries) are responsible for almost half of global emissions, while the lifestyles of the wealthiest 1% are responsible for about twice as many emissions as their poorest fellow humans 50%** (Oxfam, 2021).

This means we need to move lifestyles into a fair consumption space, so over-consumers will have to shift their consumption practices and reduce their consumption within biophysical limits, allowing under-consumers to use some of the freed consumption space to increase their own consumption and ensure universal health, well-being and dignity.

Informed groups of people are increasingly interested in moving towards a new form of consumption, more closely linked with what is necessary, sustainable and socially just. National governments and cities have declared a climate emergency on the basis of IPCC evidence.<sup>117</sup> With less than ten years to halve global GHG emissions, decisive action is needed.

Moving towards sustainable consumption will require a broad change in values and aspirations and an enabling environment of programmes and infrastructure to support these changes. These strategies will also contribute directly to related agendas such as social justice and the circular economy. Such movement requires commitment by governments, businesses, investors and other institutions that shape the rules and socio-technical context, as well as by individuals.<sup>118</sup>

<sup>117</sup> IPCC (2021) Climate Change 2021: The Physical Science Basis

<sup>118</sup> Akenji and Chen (2016) A Framework for Shaping Sustainable Lifestyles,



# Context in Latin America and the Caribbean:

The Latin America and the Caribbean region consumes more than 9% of the planet's natural resources and generates 6.7% of global GDP<sup>119</sup>. Resource use is generating significant environmental and human health impacts. In terms of the region's energy matrix, the electricity, industry and transport sector is responsible for 35.2% of the region's GHG emissions<sup>120</sup>. To learn more about this sector visit UNEP's latest report *Is Natural Gas a Good Investment for Latin America and the Caribbean?*

Decarbonising the economy involves the production of electricity from renewable sources and the transition to electric mobility based on the use of energy sources other than fossil fuels. Latin America and the Caribbean must promote investments in sustainable infrastructure and practices that ensure resource efficiency in all economic activities. The region has the opportunity to steadily decrease its material footprint by increasing added value, and following more sustainable trajectories.

As one of the regions most affected by biodiversity loss related to land use, the focus should be on the economic sectors that contribute most to such loss, such as agriculture, food and beverage processing and wood and paper production.<sup>121</sup>

Recommendations for decoupling economic growth and resource use include **adopting a systemic approach** and **achieving cooperation between value chain actors** from the **producer to the end consumer**, including by raising consumer awareness through education, and by providing adequate information through labelling and use standards. Accompanied by the standardisation of extended responsibility across production chains.

Other measures include eliminating or reducing fossil fuel subsidies and other distortions that result in inefficient resource use and hinder cleaner technology and input penetration.

We need major changes in the way we live to address current threats and deliver the SDGs. Policymakers can take decisive action, because individuals do not have the capacity to change the interlocking systems that meet our daily needs and allow us to achieve our aspirations<sup>122</sup>. Strategies covering individual economic sectors and lifestyle domains are required. Both national governments and individuals can establish these strategies to promote and facilitate pathways to future sustainable lifestyles.

Finally, efforts must be made to revalue ancestral knowledge and regional customs within a framework of respectful consumption and responsible management of natural resources, considering the survival of future generations.

<sup>119</sup> Economic Commission for Latin America and the Caribbean. (2013). Recursos naturales: situación y tendencias para una agenda de desarrollo regional en América Latina y el Caribe (Natural Resources: Situation and Trends for a Regional Development Agenda in Latin America and the Caribbean). Contribución de la Comisión Económica para América Latina y el Caribe a la Comunidad de Estados Latinoamericanos y Caribeños (Contribution of the Economic Commission for Latin America and the Caribbean to the Community of Latin American and Caribbean States.) <https://repositorio.cepal.org/handle/11362/35891>

<sup>120</sup> UNEP (2019) Zero Carbon. <https://cambioclimatico-regatta.org/index.php/en/documents-and-tools/category/informe-carbono-cero>

<sup>121</sup> Global Material Flows Database(2019) <http://www.resourcepanel.org/global-material-flows-database>

<sup>122</sup> Akenji et al. (2021) 1.5–Degree Lifestyles: Towards A Fair Consumption Space for All

# Context in Ecuador



The Constitution of the Republic of Ecuador establishes that the “State shall guarantee that the mechanisms for producing, consuming and using natural resources and energy conserve and restore the cycles of nature and make it possible to have living conditions marked by dignity”. In 2014, Ecuador established the *Gestión Integral, Consumo y Producción sustentable a nivel nacional (National Agreement on Integrated Management, Sustainable Consumption and Production)*<sup>123</sup>, which aims to provide a tool to encourage the public and private sector to move towards Sustainable Consumption and Production (SCP) patterns, promoting environmental protection, improving quality of life, and supporting sustainable development and good living.

<sup>123</sup> Ministry of Environment of Ecuador. (2013). *Gestión Integral, Consumo y Producción sustentable a nivel nacional (National Agreement on Integrated Management, Sustainable Consumption and Production)*

It also establishes a model based on four main development components, under which actions and strategies will be implemented for the short, medium and long term. These components are: promoting clean processes, promoting clean products and services, implementing decision-making based on information generated in the closed-loop life cycle assessment, and promoting the formation of groups that contribute to building a bio-society.

The Strategic Plan for Biodiversity 2011-2020<sup>124</sup> established the Aichi Biodiversity Targets. Target 4 states that “By 2020, at the latest, Governments, business and stakeholders at all levels have taken steps to achieve or have implemented plans for sustainable production and consumption and have kept the impacts of use of natural resources well within safe ecological limits”. According to information from Ecuador’s INABIO National Biodiversity Institute,<sup>125</sup> the country has implemented a development strategy that defends its people’s rights to live in a healthy environment, as well as respect for the rights of nature and access to modern, renewable and efficient energy sources; in order to contribute to the achievement of Aichi Goal 4, and to promote sustainable development and respect for the environment. To this end, initiatives have been promoted that make it possible to:

- *Raise levels of modernisation, research and technological development in the energy sector.*
- *Include new actors in production processes, deconcentrate production towards the regions to create competitive improvements and take advantage of comparative advantages.*
- *Create rules, standards, regulations and procedures for the prevention, control, mitigation, integral reparation, indemnification and compensation of the impacts of productive activities in strategic sectors.*
- *Implement mechanisms of social participation that provide legitimacy and legal security to the processes of natural resource use in the country.*

The institute states that Ecuador has made significant progress in developing a socially responsible business policy that promotes responsible production and consumption. The most relevant aspect is compliance with legislation and other regulatory bodies created by the control bodies to ensure compliance with environmental principles and the framework of rights enshrined in the constitution and the law. Initiatives such as Punto Verde (Green Dot), and other more local labels, are mentioned, expressing the beginning of a business culture that recognises the value of environmental responsibility.

<sup>124</sup> Secretariat of the Convention on Biological Diversity. (2011). Strategic Plan for Biodiversity 2011-2020 and the Aichi Targets. <https://www.cbd.int/doc/strategic-plan/2011-2020/Aichi-Targets-EN.pdf>

<sup>125</sup> Instituto Nacional de Biodiversidad INABIO - INABIO (Ecuador National Biodiversity Institute). (2019). 4: Producción y consumo sostenibles (Sustainable production and consumption) - INABIO. <http://inabio.biodiversidad.gob.ec/2019/01/30/4-produccion-y-consumo-sostenibles/> Ministry of Education of Ecuador. (2018). Manual de Buenas Prácticas Ambientales para Instituciones Educativas (Manual of Good Environmental Practices for Educational Institutions) <https://educacion.gob.ec/wp-content/uploads/downloads/2018/02/Manual-BPA.pdf>





# Thematic contributions



## Mathematics:

- Establish the systemic relationships and connections between consumption and the various biodiversity components: water, air, soil, climate change, waste and energy. Create a graph showing these links.
- **Help students do the accounts for their daily activities at home, their expenses for both essential and unnecessary basic items such as food or transport, clothing and footwear. Investigate the sustainability and fair trade status of each item.**





## Natural Sciences:

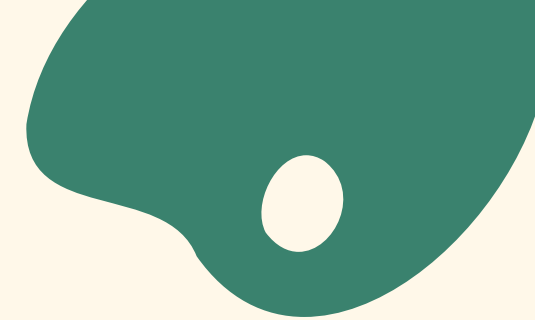
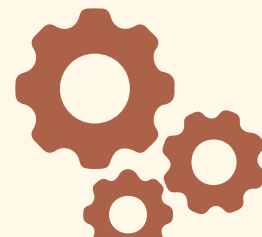
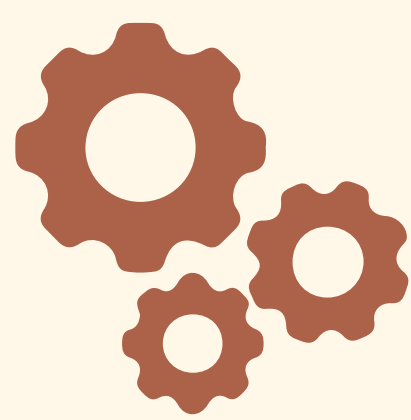
- Invite the class to evaluate consumption of organic or non-organic food, and underscore the importance of considering all the details related to health, good family nutrition and sustainability.
  - Research the health benefits of low-carbon diets. Along with their environmental benefit and cultural aspects.
  - Analyse the chemical components of pesticides commonly used locally or nationally, and their impact on food and agricultural soil. Highlight the importance of these facts for consumption-related decisions.
- Research and map the “journey” or transport made/used by certain foods to reach our table. How many intermediaries are involved? Is there loss and waste? How does this affect producers?**



## Language and Literature:

- Analyse how language can be used to promote unsustainable consumption, fostering images or symbols of belonging to certain social groups, in order to obtain economic gains and unnecessary purchases.
  - Study a few “marketing” expressions, phrases or words in another language (often English) used to persuade the consumer to buy the good or product, assuming it is good quality. Invite the class to write opposing sentences to the arguments studied to raise consumer awareness and promote sustainable consumption.
- Identify articles, books or documentaries that include different visions and indigenous community lifestyles.**





## Social Sciences:

- Discuss the issues related to consumerism: a social phenomenon driven by socio-economic pressures and its adverse effects on the environment with the students. Watch relevant documentaries and videos on this subject.
- Underline the importance of a clear awareness of the social circumstances that accompany our current, unsustainable development processes. Explain some of the reasons why people feel pressured or influenced into certain types of consumption. Encourage students to think critically about their consumption habits, when shopping.

- **Help children reflect on the multiple actions and movements being generated to protect our resources, in a positive and proactive way. Reduce their levels of environmental stress, and help transform their concerns into proposals for improvement.**

Example



## The Arts:

- Describe and show some artistic products made by indigenous peoples or community groups, which are based on the good use of natural resources, and which can be seen as recommendable for sustainable consumption. For example, tapestries dyed with natural dyes, embroidered fabrics, paintings using natural pigments, etc.
- Examine the diverse arts based on natural products and continuing traditions of great cultural value produced by some peoples, and their relation to local or regional sustainable consumption. Encourage the students to create paintings or posters to promote these artforms.

- **Promote classroom spaces for the recovery, repair and reuse of clothing. Encourage swapping to reduce new purchases.**

Example





## Physical Education:

- Demonstrate the importance of cycling, rollerblading and other body-powered means of transport, as part of good physical exercise, and as examples of healthy living for sustainable consumption. Promote the use of public transport as a more efficient way of getting about than private cars.
- **Remind the class that we need to eat foods that give us strength and health, especially when these do not contain pesticides. Underline the importance of being healthy people with sufficient judgement and strength to make decisions. Emphasise that caring for your health is great preventive medicine.**



# Potential interdisciplinary activities

Once teachers have made their subject contributions for classroom use, the Interdisciplinary Committee meets to design and agree on a common Desirable Scenario. For example:

*“Students understand the importance of sustainable consumption, and analyse the role of advertising in social decisions about consumption”.*

Once some details and scopes of the scenario have been drafted and specified, interdisciplinary activities are organised to achieve it at the educational centre and/or in the community.



# PARTICIPATORY STUDY ON ADVERTISING AND CONSUMER DECISIONS

## Main theme and focus:

Students could carry out a participatory study on the role of advertising locally and/or nationally, in making (sustainable or unsustainable) consumption decisions. Advertising is understood as the set of messages broadcast (by radio, television, internet, posters, magazines, newspapers, flyers, etc.), with commercial interests that seek to make people buy and use certain products or goods.

The focus should be designed to help students study the characteristics of such messages, in terms of their target groups (women, men, boys and girls, adolescents and young people, retired people, or the general public), the type of products they promote (sustainable or unsustainable) and the resources used to achieve their objective. The aim is to clarify any (positive or negative) influence advertising may have on the area where the school is located. And to relate this to the importance of promoting genuinely sustainable consumption.

## Main phases and activities:

- 1. Preparatory phase:** With the agreement of the education authorities, a small interdisciplinary group of teachers proposes a participatory workshop to allow students at various levels to carry out a study on the subject of advertising and consumption, explaining that the aim is to analyse the local consumption situation and the actions possible to make the area more sustainable and environmentally friendly. This task could be voluntary but, if well-designed, could be of great interest to students.
- 2. Organisational phase:** Once the group of volunteers has been formed, explain that they will take part in a study on the impact of advertising locally, in order to raise awareness about the consumption patterns of the families and social groups in the community. Participants are then asked to bring in various advertising materials from home (newspapers, magazines, posters) related to the consumption of various products and goods. They are also asked (where possible) to take pictures of posters, or advertisements they see on TV referring to these issues, as well as recordings of radio ads, or online publicity (social media, news, etc.), if they have easy access to them. The teachers do the same, in order to provide an interesting range of items for study.

### 3. The implementation phase of the participatory workshop:

The group of teachers divides the students into four or five working groups, depending on the total number of participants. The advertising materials collected are distributed, and the groups are asked to analyse and compare them, looking at the following aspects (which can be expanded or reduced): fields of advertising interest; target audiences; images and focus:

- **Fields of advertising interest:** a. Clothing and footwear; b. Food; c. Grooming and beauty products; d. Material goods (e.g. cars, TVs, mobile phones, video games, toys, etc.)
- **Target audience:** a. Women; b. Men; c. Boys; d. Girls; e. Youth and Adolescents; f. Older people.
- **Images and focuses:** a. Type of people shown in the advertisements (local, international, etc.); b. Main focus to grab attraction; c. Most common words used to “convince”.

They are given a simple table (shown below) to allow them to first establish the relationships between the fields and the target groups, by filling in the relevant details in each case, for example, teenagers-clothing and footwear (smart clothes, sport shoes, etc.), boys, girls-food (hamburgers, ice cream), goods (toys), clothing, etc.

Fields Addressees	Clothing and footwear	Food	Grooming and beauty products	Material goods
Women				
Men				
Boys				
Girls				
Young people and teenagers				
Older people				

**Once this task is complete, they are asked to analyse the details shown in the table, such as:**

- What differences can you observe between advertising that targets men and advertising that targets women?
- What aspects were used most often for women and which for men?
- What items are especially targeted at children? And girls?
- What kind of goods are advertised to adolescents and young people?

**Start a class discussion about what they have observed in the materials, answering questions such as:**

- Which images were used most frequently? What type of image? And what kind of people or places were shown?
- Which words were used to convince people to buy the product? Were any foreign language words used?
- Were there any messages promoting sustainable consumption?

Based on these comments, ask the students to *write down the group's main conclusions*, so that these can be presented along with the table of results, for sharing and comparison with the other groups. Conclude with a series of recommendations to improve the situation and progress towards sustainable consumption.

**4. Conclusions of the participatory workshop phase:** After the presentation of the groups' results, tables and conclusions, open a debate to reach the final conclusions and collective recommendations. The group agrees to carry out a specific action to raise awareness of the facets of advertising and its relationship with local consumption. For example, the group could make a presentation about the situation and its relation to sustainable or unsustainable consumption to the educational community. Raise potential actions to improve on the findings, and emphasise local, sustainable consumption.





# PRESENTATION ON THE SUBJECT OF ADVERTISING AND CONSUMERISM TO THE EDUCATIONAL COMMUNITY

## **Main theme, approach and guidelines:**

A school presentation to raise awareness of the importance of sustainable consumption and the situation regarding advertising is organised with the participation of the educational community, to publicise the student study on advertising and local and national consumption, its conclusions and recommendations.

Start with a short introduction by a staff representative, explaining the topic of sustainable consumption, highlighting its importance and relation to sustainable development, and the need to progress towards a healthy, values-driven and ethically responsible life. Subsequently, the same person or another teacher provides an overview of the students' work in the participatory workshop, for example, covering the materials used, fields of interest, target groups and the images and guidelines analysed.

The floor is then given to a delegate representing the groups that took part in the study, so that they can explain the content of the tables and their similarities and differences. A group delegate then expresses the conclusions and recommendations. The floor is opened to parents, students and other participants to allow them to express their opinion about the results. This phase allows people to exchange opinions and suggestions.

The session conclusion is designed to achieve general agreement between the participants, with the aim of moving towards sustainable consumption. And the students are thanked and encouraged to continue to contribute ideas.

## Evaluation of the activities carried out



The **Desirable Scenario** designed in the **Interdisciplinary Roundtable** is taken as the main reference for evaluating the activities carried out. In the case of consumption this was: “Students understand the importance of sustainable and fair consumption and analyse the role of advertising in social consumption decisions”. For evaluation purposes, two main objectives can therefore be considered to have been pursued:

- Analyse consumption from the point of view of the influence of advertising
- Clarify the issue to improve the education community’s awareness

Four general criteria could be used to evaluate the activities carried out. These can be developed into specific indicators at the educational centres, according to the various educational levels/ages, different subjects and based on the established pedagogical approaches.

EVALUATION CRITERIA	MAIN FOCUS	CENTRAL THEME: SUSTAINABLE CONSUMPTION						COMMENTS AND PROPOSALS
		ACTIVITY 1. Participatory study on consumption and advertising			ACTIVITY 2. Presentation of results to raise awareness			
KNOWLEDGE <i>Consumption. Sustainable consumption and production</i>	<i>Extent to which understanding of key issues has been achieved</i>	LEVELS			LEVELS			
		HIGH	MEDIUM	LOW	HIGH	MEDIUM	LOW	
<b>PARTICIPATION, INTEREST</b> <i>Creation and participation in the interdisciplinary group; incorporation of volunteers, thematic contributions</i>	<i>Level of participatory process, motivation and commitment</i>							
<b>OUTPUTS OBTAINED</b> <i>Design of relationships table; results and conclusions of the participatory analysis workshop.</i>	<i>Achievement of visible, concrete results</i>							
<b>FOLLOW-UP PROPOSALS</b> <i>Gather opinions and agreements</i>	<i>Presence of new ideas, projects and suggestions</i>							

# Rationale for the Guidelines

**Environmental education is transversal. As an effective and transformative tool, it is key to the fulfillment of the Sustainable Development Goals.** The Environmental Education Guide is presented as part of the 2021- 2022 Work Plan and at the request of the member countries. The guide contains ten thematic environmental booklets designed to be reference material for primary school teachers and environmental trainers to support the inclusion of environmental themes and concepts in the formal and informal education sector. They were developed to generate collective reflection that helps people identify ways to solve environmental challenges.

**The Environmental Training Network** is an intergovernmental platform, coordinated by the United Nations Environment Program (UNEP) and comprising eighteen environmental education focal points within the Ministries of Environment. The network aims to strengthen and share knowledge and experiences in environmental education in the region, and defines itself as a community that promotes action, cooperation, and the exchange of experiences and knowledge in environmental education, both face-to-face and online.

The Network reports to the Forum of Ministers of Environment of Latin America and the Caribbean. The Environmental Education Decision was adopted in Cartagena, Colombia, 2016, consolidating regional commitment to environmental education as a key element to transform values, behaviours and visions. During the XXI Meeting of the Forum of Ministers of Environment of Latin America and the Caribbean (Buenos Aires, Argentina, 2018), in the Declaration of Buenos Aires, the countries agreed: “To strengthen environmental education as a cross-cutting issue and provide more support to the Environmental Training Network of Latin America and the Caribbean to promote cooperation in the exchange of experiences among the countries of the region, generating synergies with other initiatives and Rationale for the Guidelines networks that promote environmental education”. It also responds to the UN Decade on Ecosystem Restoration: Action 3. Take ecosystem restoration into schools with the inclusion of a notebook focused on Ecosystem Restoration in Latin America.

