

Annex 3. Final Tool for Identifying Greenwashing in Environmental Education Programs and Projects (EPPs)

Criteria	Indicator
<p>1. Coherence between the main activity of the organization and the objectives and content of the EPP it sponsors, designs and/or implements</p> <p>At times, organizations and/or companies that are not dedicated to environmental education (EE), the environment, or education in general (such as foundations, non-profit organizations, banks, or savings institutions) may sponsor, design, and/or implement programs. The aims and objectives of the EPP should align with the mission and values of the organization or company that sponsors, designs, or implements the program.</p> <p>This criterion may help identify greenwashing if there is no clear relationship between the mission and values of the organization or company and the content of the program.</p>	<p>1. Do the mission and values described by the organization incorporate the principles of sustainability?</p> <hr/> <p>2. Does the organization include awareness-raising, training, or education related to the socio-environmental issues addressed by the EPP among its core functions?</p> <hr/> <p>3. Are the organization's activities aligned with the principles of sustainability?</p> <hr/> <p>4. Is there a clear internal coherence between the topic addressed by the EPP and the characteristics of the organization that sponsors, designs, or executes it?</p> <hr/> <p>5. Does the EPP respond to an identified need that is explicitly included in the mission of the organization that sponsors, designs, or executes it?</p> <hr/>
<p>2. Veracity of the information provided by the sponsoring, designing, or executing organization about itself and the EPP</p> <p>Often, designed EPPs may not provide demonstrable evidence of the benefits the organization brings to the issue being addressed, serving instead as a marketing tool to project a green image. The organization may use empty buzzwords (e.g., "ecofriendly", ") or excessively technical language that can only be understood by specialists, potentially leading to confusion or deception.</p> <p>This criterion may help identify greenwashing if the EPP does not actually</p>	<p>6. Does the organization provide objective information about its activities, supported by measurable data related to the program's topic?¹</p> <hr/> <p>7. Does the organization present information using technical language appropriate to the subject matter that is understandable to all audiences?²</p> <hr/> <p>8. Does the organization include information about the values it promotes in the</p>

¹ The organization presents data that provide demonstrable evidence of the benefits it brings to the issue or problem addressed by the program, rather than serving as a marketing tool to enhance its public image.

² The organization, in describing and contextualising the EPP, uses language that avoids empty buzzwords such as ecofriendly, as well as excessively technical information or terminology that can only be understood by specialists, thereby preventing confusion or deception.

improve or address an environmental situation but instead benefits the organization while misleading or deceiving the target audience.

3. A diagnosis of the need for the EEPP to solve socio-environmental problems related to the target audience

EEPPs should be based on a prior study or diagnosis of an environmental issue, which should also be linked to the needs of the target audience.

This criterion may help identify greenwashing and assess the quality of an EEPP, as it ensures that the program is designed with a clear purpose of raising awareness and educating to effect change or address a problem.

EEPP within its annual reports or Corporate Social Responsibility (CSR) reports?

9. Does the EEPP provide information and/or data about the situation that justifies its necessity?

10. Does the EEPP include qualitative and quantitative data that define its starting point and contextualise it (both locally and globally), which are later used to assess its impact?

11. Does the EEPP identify its target audience? If aimed at a broad sector of the population, are specific key subgroups identified for priority focus?

12. Are the defining characteristics of the target audience outlined in relation to their engagement with the program: participation, obstacles, challenges, and/or lack of knowledge?

13. Does the program build upon the prior knowledge or ideas of the participants?

4. Clearly defined objectives and content in the EEPP

EEPPs should clearly state their objectives and content while ensuring coherence between them. They should also align with the objectives and principles of EE, fostering education that actively supports the environment.

This criterion helps assess the quality of an EEPP and aids in identifying greenwashing.

14. Are the objectives well formulated, with clear intent and logical sequencing?

15. Are conceptual, procedural, and attitudinal content and/or competencies well defined and aligned with the objectives?

16. Are the objectives easily verifiable and assessable?

17. Are the objectives designed to encourage critical reflection on the organization that sponsors, designs, or implements the EEPP?

18. Does the program incorporate EE-specific objectives and content relevant to the context in which it is developed?

19. Are the objectives structured around cognitive learning (knowledge and concepts), procedural learning (skills), and emotional/social learning (attitudes and

	coexistence)?
	20. Does the program include content that promotes action-oriented learning, equipping participants with the skills to tackle problems and address real needs within their context?
5. An activity plan aligned with the EEPP's objectives and content An EEPP should have a structured schedule of activities in which the program's objectives and content are sequentially developed and tailored to the characteristics of the target audience. This criterion helps assess the quality of an EEPP and aids in identifying greenwashing.	21. Is there a structured work method with a well-planned and scheduled sequence of activities? 22. Is the applied methodology aligned with the stated objectives? 23. Does the activity plan present a well-adapted format suitable for the target audience? 24. Does the methodology promote understanding, critical thinking, social communication, and action, enhancing social relationships with both local and global environments?
6. Methods consistent with the aims of EE The methodology of EE programs should encourage the analysis of complexity, environmental and social perspectives on issues, and the development of action skills based on critical thinking rather than merely transmitting knowledge. This criterion helps assess the quality of an EEPP and aids in identifying greenwashing.	25. Does the program incorporate analyses of complexity, environmental and social perspectives, and their relationship between quality of life and planetary limits? 26. Are the contents appropriately tailored to the characteristics of the target audience? 27. Does it reflect applicability for each educational level and/or for the different stakeholders involved? 28. Does it build upon the study of relevant and/or locally significant socio-environmental issues? 29. Does the methodology help develop action-oriented skills based on critical and creative thinking and collective construction of knowledge?

	30. Does the methodology encourage critical analysis of the activities carried out by the organization designing, promoting, or implementing the EEPP?
	31. Does the methodology encourage commitment and the implementation of actions to improve the socio-environmental issue being addressed?
7. Resources aligned with the EEPP's objectives and the principles of environmental sustainability and social justice A high-quality EE program must have sufficient and appropriate human, material, and financial resources to be effectively implemented. These resources should also align with the principles of environmental sustainability and social justice. This criterion helps assess the quality of an EEPP and aids in identifying greenwashing.	32. Are the human resources described, and are they sufficient and adequately qualified for the planning and implementation of the program? 33. Are the working conditions of those involved in the program fair and dignified? 34. Are the supporting material resources described, and are they diverse, sufficient, and suitable for each activity? 35. Do the supporting material resources adhere to the principles of environmental and social sustainability? 36. Are the infrastructures used clearly described, and do they comply with environmental sustainability criteria in terms of material types and resource consumption (energy, water, etc.)? 37. Is the source of financial resources that support the allocation of human and material resources explicitly stated?
8. A forecast of evaluation strategies for the EAAP and the subsequent publication of results To measure and assess the impact of an EEPP, it is essential to establish tools and methods for collecting information that will allow for the evaluation of its objectives and purpose.	38. Are assessment tools and strategies in place to measure the extent to which the program's objectives and goals have been achieved? 39. Does the program include synthesis activities and self-evaluation? 40. Is there a continuous evaluation system in place to adjust or adapt the planned activities based on the results of this assessment?

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41. Are the evaluation results used to improve the achievement of socio-environmental improvement objectives?

42. Is the environmental and/or social impact achieved through the project's results clearly presented?

43. Are the evaluation results disseminated to reflect improvements in the socio-environmental issue (and not for the organization's promotional purposes)?
