



QUICK TIPS

ACTIVITIES THAT QUALIFY FOR RIO MARKERS IN THE EDUCATION SECTOR

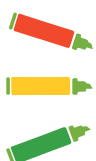
The EU has committed to spend at least 20 % of its budget for 2014-2020 on climate related actions. As regards biodiversity, in 2012 the Union endorsed the Hyderabad objective to ‘double total biodiversity-related international financial resource flows to developing countries’ by 2015 – and up to 2020 – against a baseline value of € 167 million per year. These commitments are expected to be stepped up in the upcoming Neighbourhood, Development and International Cooperation Instrument (NDICI) to at least 25 % for climate action.

Four ‘Rio markers’ were developed to assess the contribution of actions to the objectives of UN Rio Conventions

(two markers related to the Framework Convention on Climate Change, one to the Convention on Biological Diversity and one to the Convention to Combat Desertification and Land Degradation). The Rio markers are used by DG DEVCO to keep track of financial contributions to the Rio themes. In line with a methodology adopted by the OECD Development Assistance Committee (DAC), there are three possible scores (0, 1 and 2) for Rio markers. DG DEVCO assesses that a certain percentage of an action’s budget can be considered to contribute to a Rio theme, based on the score of the corresponding Rio marker, as follows:



**if Biodiversity,
Desertification
or Climate Change**



☐ IS NOT TARGETED

RM=0 0% BUDGET

☐ IS A SIGNIFICANT OBJECTIVE

RM=1 40% BUDGET

☐ IS A PRINCIPAL OBJECTIVE

RM=2 100% BUDGET

The scoring must be carried out in accordance with the corresponding [OECD DAC directives](#).¹

¹ OECD DAC (2018) Converged Statistical Reporting Directives for the Creditor Reporting System (CRS) and the Annual DAC Questionnaire. Annexes – modules D and E (Annex 18 – Rio markers). DCD/DAC/STAT(2018)9/ADD2/FINAL.



Biodiversity

An activity should be classified as biodiversity-related if it promotes at least one of the three objectives of the Convention on Biological Diversity: (1) the conservation of biodiversity; (2) sustainable use of its components (ecosystems, species or genetic resources); or (3) fair and equitable sharing of the benefits of the utilisation of genetic resources.

Eligibility criteria are as follows:

The activity contributes to:

- a) Protection or enhancement of ecosystems, species or genetic resources through in-situ or ex-situ conservation, or remedying existing environmental damage; **or**
- b) Integration of biodiversity and ecosystem services concerns within recipient countries' development objectives and economic decision-making, through institution building, capacity development, strengthening the regulatory and policy framework, or research; **or**
- c) Developing countries' efforts to meet their obligations under the Convention.

The activity will be scored '**principal objective**' (i.e. RM2) if it directly and explicitly aims to achieve one or more of the above three criteria.

Typical activities in the education sector that can qualify for the Biodiversity Rio marker include:

- ▶ Development of training programmes, education curricula, research and knowledge sharing activities principally focused on biodiversity-related subjects (RM2);
- ▶ Mainstreaming of biodiversity themes into teaching, research, training and knowledge sharing activities (RM1).



Combating Desertification

An activity should be classified as desertification-related if it aims at combating desertification or mitigating the effects of drought in arid, semi-arid and dry sub-humid areas through prevention and/or reduction of land degradation, rehabilitation of partly degraded land, or reclamation of desertified land.

Eligibility criteria are as follows:

The activity contributes to:

- a) Protecting or enhancing dryland ecosystems or remedying existing environmental damage; **or**
- b) Integrating desertification concerns in recipient countries' development objectives through institution building, capacity development, strengthening the regulatory and policy framework, or research; **or**
- c) Developing countries' efforts to meet their obligations under the United Nations Convention to Combat Desertification.

The activity will be scored '**principal objective**' (i.e. RM2) if it directly and explicitly aims to achieve one or more of the above criteria, including in the context of the realisation of national, sub-regional or regional action programmes.

Typical activities in the education sector that can qualify for the Desertification Rio marker include:

- ▶ Development of training programmes, education curricula, research and knowledge sharing activities principally focused on desertification- and land-degradation related subjects (RM2);
- ▶ Mainstreaming of desertification and land degradation themes into teaching, research, training and knowledge sharing activities (RM1).



Climate Change Mitigation

An activity should be classified as climate change mitigation-related if it contributes to the objective of stabilising greenhouse gas (GHG) concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system by promoting efforts to reduce or limit GHG emissions or enhance GHG sequestration.

Eligibility criteria are the following:

The activity contributes to:

- a) The mitigation of climate change by limiting anthropogenic emissions of GHGs, including gases regulated by the Montreal Protocol; **or**
- b) The protection and/or enhancement of GHG sinks and reservoirs; **or**
- c) The integration of climate change concerns with the recipient countries' development objectives through institution building, capacity development, strengthening the regulatory and policy framework, or research; **or**
- d) Developing countries' efforts to meet their obligations under the United Nations Framework Convention on Climate Change.

The activity will be scored '**principal objective**' (i.e. RM2) if it directly and explicitly aims to achieve one or more of the above four criteria.

Typical activities in the education sector that can qualify for the Climate Change Mitigation Rio marker include:

Development of training programmes, education curricula, research and knowledge sharing activities principally focused on desertification- and land-degradation related subjects (RM2);

- ▶ Strengthening of quality of higher education on science and technology with a focus on renewable energy (RM1)
- ▶ Off-grid energy access for schools; sustainable school buildings (RM2 or RM1)
- ▶ Integration of environmental/climate education into school curricula (RM2)
- ▶ Developing low-carbon development strategies at primary, secondary and tertiary school levels (RM1)
- ▶ Strengthening vocational school (TVET) curricula to develop new skills in low-carbon technologies such as to develop, install and maintain renewable energy systems (RM1)



Climate Change Adaptation

An activity should be classified as climate change adaptation-related if it intends to reduce the vulnerability of human or natural systems to the current and expected impacts of climate change, including climate variability, by maintaining or increasing resilience, through increased ability to adapt to, or absorb, climate change stresses, shocks and variability and/or by helping reduce exposure to them.

This encompasses a range of activities from information and knowledge generation to capacity development, planning and the implementation of climate change adaptation actions.

Eligibility criteria are the following:

An activity is eligible for the climate change adaptation marker if:

- a) The climate change adaptation objective is explicitly indicated in the activity documentation; **and**
- b) The activity contains specific measures targeting the definition above.

To guide scoring, a three-step approach is recommended as a 'best practice', in particular to justify a Rio Marker 2 score:

- ▶ **Setting out the context of risks, vulnerabilities and impacts related to climate variability and climate change:** for a project to be considered as one that contributed to adaptation to climate change, the context of climate vulnerability should be set out clearly using a robust evidence base. This could take a variety of forms, including use of material from existing analyses and reports, or original, bespoke climate vulnerability assessment analysis carried out as part of the preparation of a project.

- ▶ **Stating the intent to address the identified risks, vulnerabilities and impacts in project documentation:** the project should set out how it intends to address the context- and location-specific climate change vulnerabilities, as set out in existing analyses, reports or the project's climate vulnerability assessment.
- ▶ **Demonstrating a clear and direct link between the identified risks, vulnerabilities and impacts and the specific project activities:** the project should explicitly address risk and vulnerabilities under current and future climate change as identified in the project documentation.

Typical activities in the education sector that can qualify for the Climate Change Adaptation Rio marker include:²

- ▶ Integration of environmental/climate education into school curricula (RM2)
- ▶ Climate-proofing school infrastructure, e.g. constructing/refurnishing buildings capable to withstand the impacts of extreme weather and using schools as multipurpose emergency shelters in case of natural disasters (RM2);
- ▶ Developing new skills in vocational school (TVET) and higher education needed to adapt to the impacts of climate changes such as in climate-resilient design (RM1).

² OECD DAC Rio Markers for Climate Handbook