

Luxembourg, 27 January 2022

**Public**

## Environmental and Social Data Sheet

### Overview

Project Name: IRISH SCHOOLS PROGRAMME IV  
Project Number: 2021-0093  
Country: Ireland  
Project Description: The project will finance the latest phase of the school capital investment programme defined by the Irish Department of Education (DoE). It comprises the renovation, extension and new construction of 30 schools throughout the country.

EIA required: To be determined

Project included in Carbon Footprint Exercise<sup>1</sup>: No

### Environmental and Social Assessment

#### Environmental Assessment

The Project comprises both new construction (reconstructions and extensions) and major renovation of schools. Schools and related facilities are not specifically mentioned in the EIA Directive 2014/52/EU amending Directive 2011/92/EU, though the projects may fall under Annex II of the Directive in relation to urban development. Some of the project schools have already been screened out for requiring an Environmental Impact Assessment (EIA) as they have received their development consent, whilst others remain to be assessed. In case the competent authority assesses the project to be subject to an EIA, the Promoter shall provide a copy of the full EIA to the EIB prior the commencement of the works for the affected school.

The Promoter confirmed that the schools will be developed on sites within an approved land use plan. None of the project components are to be located within Natura 2000 sites, however one school required an Appropriate Assessment. The Promoter shall make available the relevant building permits once obtained.

In respect to energy efficiency, the Promoter has in place a strategy that combines the use and installation of the best available technologies and renewable energy apparatus, which intend to exceed the national NZEB requirements by approximately 20% for the new constructions. Overall the Promoter will achieve a building energy rating (BER) of A3 for new constructions and a minimum BER of B for renovations. The Promoter shall provide a copy of the design stage Energy Performance Certificate (EPC), energy model simulation or energy performance audit obtained in line with the EU Directive 2010/31/EU demonstrating an energy

<sup>1</sup> Only projects that meet the scope of the Carbon Footprint Exercise, as defined in the EIB Carbon Footprint Methodologies, are included, provided estimated emissions exceed the methodology thresholds: 20,000 tonnes CO<sub>2</sub>e/year absolute (gross) or 20,000 tonnes CO<sub>2</sub>e/year relative (net) – both increases and savings.

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performance of 20% or better than the current Irish building codes for the new school constructions and the expected energy savings for the renovations to be financed.

The Project schools will also include rainwater capture devices to reuse the rainwater within the buildings and/or their estate. Furthermore, some school locations will require enhancement of the drainage infrastructure to prevent future flooding impact to the buildings. The Project has been assessed for Paris alignment and is considered to be aligned.

### **Social Assessment, where applicable**

The Promoter has included many design measures that seek to promote passive surveillance in the schools (additional window reveals on internal corridors to classrooms) thus reducing the occurrence of bullying or other anti-social behaviour.

Moreover, schools will be able to choose to install gender-neutral toilets, whereby the design of the toilets promotes equality between male and female students (same number of full height cubicles) and shared washing basins. This innovative design aims to enhance accessibility and inclusiveness and reduce the risk of bullying.

To promote gender equality, the Department of Education created a Gender Balance in STEM (Science, Technology, Engineering and Mathematics) Advisory Group, responsible for oversight, development and delivery of relevant gender balance actions within the STEM Education Implementation Plan 2022-2026. The action plan intends to redress gender imbalances in STEM subjects and promote gender equality by reducing barriers and creating inclusive educational experiences for all learners. An undertaking will be included where the promoter will be required to monitor progress in female uptake of STEM subjects through the project's implementation and report on this at project completion.

### **Other Environmental and Social Aspects**

Positive social and environmental outcomes are expected because of the Project especially in respect to an improved energy efficiency of the building estate and for a safer and healthier learning environment for pupils.

## **Conclusions and Recommendations**

Positive social and environmental outcomes are expected as a result of the project by means of constructing and/or renovating buildings with high energy efficiency and providing a safer and healthier environment for young people and school staff.

The Promoter shall provide to the EIB a copy of the energy model simulation or energy performance audit for the design stage for each school. In addition, the promoter shall provide a copy of the Energy Performance Certificates or equivalent of all the project components at completion of the project, as well as proof of certification where obtained by the promoter. In case the competent authority requests an EIA, the Promoter shall make the whole EIA document available to the EIB before construction of the affected school.

In light of the above, the Project is considered acceptable for EIB financing.