

Environmental and Social Data Sheet

Overview

Project Name:	EDUCATION BOUCHES-DU-RHONE
Project Number:	2018-0435
Country:	FRANCE
Project Description:	The project comprises the new construction, reconstruction, extension and renovation of lower secondary school schools, known as <i>collèges</i> in the French <i>département</i> of Bouches-du-Rhône. The project is part of the <i>département's</i> investment programme known as "Plan Charlemagne". Overall, the Plan Charlemagne seeks to provide additional capacity of school places, improve energy efficiency, improve accessibility and enhance the learning environment.

The project involves 22 school sites or project components as follows:

- 4 new schools to be constructed on new sites;
- 3 schools to be reconstructed on the same site;
- 3 new multi-use school buildings;
- 6 school sites will undergo to varying levels of new construction, extension, renovation and/or modernisation works; and
- 6 other school sites will undergo various renovation and rehabilitation works that will seek to improve internal modernisation of space improve, energy efficiency and the use of renewable energy.

EIA required: Yes (two locations only)

Project included in Carbon Footprint Exercise: no

Environmental and Social Assessment

Environmental Assessment

The project comprises the development and improvement of learning spaces at 22 school sites across the Bouches-du-Rhône *département*, in the south of France. The project involves new construction of four new schools, two existing schools will be rebuilt on new sites, plus the reconstruction of three schools on the same site. Further, the *département* will build three new multi-use halls providing sports and wider community facilities complementing the education provision. There will also be significant investments for smaller scale new construction works providing extensions to existing schools, renovation and rehabilitation that will modernise internal spaces enhancing the learning environment, improve the building fabric, fenestration and insulation properties, replace obsolete heating and ventilation systems

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and thus improve the energy efficiency of the buildings. In addition, the investments will seek to improve accessibility across these schools for children with disabilities.

Schools and education facilities of this kind are not specifically mentioned in the EIA Directive 2014/52/EU amending EU Directive 2011/92/EU, though Annex II of the Directive in relation to urban development covers the project. All projects are fully covered by an approved land use plan, which can only be changed with a public consultation and the approval of the competent authority. The *département* has confirmed that two of the proposed schools sites will require an EIA. The promoter confirmed that new construction works are being executed within predefined plots of land that have been identified for the purpose of this new construction. As the competent authority requires an EIA for two of the project components, the promoter shall be required to provide to the EIB the full EIA document.

The design for many of the school sites remains to be finalised. However, the *département*, as part of the Plan Charlemagne, has confirmed that it will meet *Réglementation Thermique* (RT) 2012 for all of the new buildings and many of the renovated schools site. That will mean the buildings will qualify as nearly zero energy buildings (NZEB) under the current benchmark for France. In addition, the *département* is seeking to achieve compliance with the incoming RT 2020 benchmark that will increase the energy performance of buildings, reduce energy wastage and increase installation of renewable energy generating apparatus.

Other Environmental and Social Aspects

There is a demographic need to provide more school places at the lower secondary level of education, for which the *département* is responsible. The *département* also includes the city of Marseille, which its metropole area has significant pockets of immigrant population and challenging socio-economic needs, recognised by the designation of REP and REP+¹ in these areas. As a result, the project will be supporting the improvement of education facilities, learning environments and educational outcomes in REP and REP+ designated areas.

Conclusions and Recommendations

The project is enabling the *département* of Bouches-du-Rhône to create and modernise its lower secondary school estate infrastructure across its administrative area of responsibility. The project will contribute to the enhancement of learning environments and improve the working environment for teachers and staff alike. Due to the investment and use of new materials and technologies, the new and renovated buildings will increase the overall energy efficiency of the school infrastructure with the old buildings being demolished.

The EIB will request a copy of the full EIA for the two school sites where this has been identified as a condition to disbursement. In addition the EIB will request that copies of the Energy Performance Certificates (EPC) or equivalent will be provided on completion of all of the project components.

In light of the above, the overall environmental and social rating of the project is therefore considered to be acceptable for the Bank's financing.

¹ REP (Réseaux d'éducation prioritaire) and REP+ (Réseaux d'éducation prioritaire renforcée) are designations for disadvantaged areas in France that are being prioritised for investment by the French government.