

**Question for written answer E-000367/2023  
to the Commission**

Rule 138

**Ignazio Corrao** (Verts/ALE)

**Subject:** Cold temperatures and poor air quality in Italian classrooms – protests by teachers and pupils. The case of hypothermia in a 10-year-old girl in Palermo

The hospitalisation of a 10-year-old girl from Emanuela Loi primary school in Palermo due to hypothermia, and other similar cases in schools in Florence, Rimini and Cagliari, have brought parents and pupils out onto the streets to protest against the terrible conditions in many Italian schools<sup>1</sup>.

Italy is second from bottom in Europe in terms of investment in education and school buildings<sup>2</sup>.

In addition, the early school leaving rate is much higher than the European average and moving in the opposite direction.

The NRRP allocates significant resources to school buildings but they will not be sufficient to meet the needs on the ground<sup>3</sup>.

COVID-19 has also shone a light on the issue of air quality in school buildings.

The Italian National Institute of Health's ISTISAN Report 20/3<sup>4</sup> analysed pollution in schools and stressed the need for efficient action to update Italy's school building stock, which is outdated and still has many buildings in energy class G.

It is also important to take into account the WHO report on exposure to physical factors in the school environment<sup>5</sup>.

In view of the above, I would ask the Commission the following questions:

1. Will proposal for a directive COM(2022)542 final<sup>6</sup> set out timelines and procedures for monitoring and improving the school environment?
2. How will the Energy Efficiency Directive (2012/27/EU) improve the energy class of school buildings?
3. Will the Pathways to School Success initiative involve, and take into account the demands of, the staff, parents and students of Italy's schools?

Submitted: 7.2.2023

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<sup>1</sup> [https://www.ansa.it/canale\\_legalita\\_scuola/notizie/tavoli\\_legalita/regione/sardegna/2023/01/30/scuola-da-nord-a-sud-troppo-freddo-in-aule-proteste\\_0af407be-0fdb-4d2c-b853-61e96f5c3bbe.html](https://www.ansa.it/canale_legalita_scuola/notizie/tavoli_legalita/regione/sardegna/2023/01/30/scuola-da-nord-a-sud-troppo-freddo-in-aule-proteste_0af407be-0fdb-4d2c-b853-61e96f5c3bbe.html)

<sup>2</sup> [https://ec.europa.eu/eurostat/databrowser/view/GOV\\_10A\\_EXP\\_\\_custom\\_1618171/default/bar?lang=en](https://ec.europa.eu/eurostat/databrowser/view/GOV_10A_EXP__custom_1618171/default/bar?lang=en)

<sup>3</sup> <https://www.tecnicaldellascuola.it/le-linee-guida-dellue-per-gli-ambienti-di-apprendimento>

<sup>4</sup> [https://www.iss.it/rapporti-istisan/-/asset\\_publisher/Ga8fOpve0fNN/content/id/5294927](https://www.iss.it/rapporti-istisan/-/asset_publisher/Ga8fOpve0fNN/content/id/5294927)

<sup>5</sup> [https://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0009/276624/School-environment-Policies-current-status-en.pdf](https://www.euro.who.int/__data/assets/pdf_file/0009/276624/School-environment-Policies-current-status-en.pdf)

<sup>6</sup>

[https://www.europarl.europa.eu/RegData/docs\\_autres\\_institutions/commission\\_europeenne/com/2022/0542/COM\\_COM\(2022\)0542\\_EN.pdf](https://www.europarl.europa.eu/RegData/docs_autres_institutions/commission_europeenne/com/2022/0542/COM_COM(2022)0542_EN.pdf)