Luxembourg, 12 April 2013

Environmental and Social Data Sheet

Overview

Project Name:	Irish School Programme II
Project Number:	2012 0531
Country:	Ireland
Project Description:	Part-financing of the school capital investment programme defined and implemented by the Department of Education and Skills (DES) of Ireland for the period 2012-2015.
EIA required:	In practice, none of the school infrastructure works included in the project is expected to warrant an EIA however, if required by the competent authority the promoter should make the Non-Technical Summary (NTS) of the Environmental Impact Analysis (EIA) available to the EIB.

Summary of Environmental and Social Assessment, including key issues and overall conclusion and recommendation

Council Directive 2011/92/EU on Environmental Impact Assessment does not specifically cover educational activities, leaving at the discretion of the responsible national authorities to request an EIA on the basis of the location and scale of the works concerned. In principle, the Directive can capture projects if they are of such a scale as to count as urban development. In practice, none of the school infrastructure works included in the project is expected to warrant an EIA.

The environmental aspects and energy efficiency norms of the construction that will be applied to the school designs are excellent.

The overall environmental and social impact of the project is considered acceptable with minor negative residual impact.

Environmental and Social Assessment

Environmental Assessment

The Departments Technical Guidance Documents, which set the benchmark for low energy design in schools, include a clear focus on energy efficiency and are based on proven energy research projects.

It has been demonstrated that all Primary Schools designed and built in line with the technical guidance documents can have an energy performance that is more than twice as efficient as International best practice and nearly five times more efficient than schools built in the late 80's.

The Departments policy is supported by a strong research programme with over thirty research projects currently at various stages of development and evaluation.

A hybrid approach is taken with respect to low energy design in schools based on maximising natural resources and energy efficient technologies. Schools are positioned to maximise gain from the sun during the day for passive solar heating and natural daylight. Passive solar design saves 20 % of early morning heating period and adequate natural daylight when combined with automated lighting systems in the classrooms can eliminate the need for electrical light for up to 80% of the schools teaching hours.

Energy efficient boilers and individual room temperature controls combined with a strong emphasis on air tightness testing and high insulation levels minimise heat requirements. Water usage is minimised through automatic shut off taps and dual flush toilets, while local water blending valves are provided to prevent scalding. Where possible, rain water recovery is also provided for.

Public Consultation and Stakeholder Engagement, where required

The Promoter will ensure compliance with national and European environmental and nature regulations and facilitate the access by the public to environmentally relevant information in accordance with the Bank's Transparency Policy.