

Environmental and Social Data Sheet

Overview

Project Name:	Irish School Programme	
Project Number:	2011 0628	
Country:	Ireland	
Project Description:	Rehabilitation and construction of public school buildings in Ireland for the period 2012-14	
EIA:	Required	Maybe
	<p>Certain sub-schemes might fall under Annex II of the EIA Directive and could be subject to EIA. If required by the competent authority the provider should make the Non-Technical Summary (NTS) of the Environmental Impact Analysis (EIA) available to the EIB.</p>	

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 it 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 renewal. 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 materials that will be applied to the school designs are excellent.

Following the analysis of environmental and social data, the project is acceptable to the bank.

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 School's designed and built in line with the technical guidance documents can have an energy performance that is more than twice as efficient than 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.