

# A Road Map to Zero Carbon

Summary

# Robin Nicholson

## Task Force on Zero Carbon Schools

- Nothing is easy
- POE vital
- Lack of knowledge
- Keep it simple

# Valerie Bragg

## Novel learning and teaching methods

- Teachers are not facility managers
- Students don't learn as they used to
- Light and Air
- Keep it Simple

# Paul Eslinger

## Reducing energy use

- Learning is the priority
- IT loads are decreasing
- School as a learning resource
- Life cycle costs – value engineering

# Andrew Wright

## Sharing energy supply

- Heat load 'Spikey' and low heat load:  
gas, biomass, district, chp
- Solar thermal – cost effective
- Solar PV - education - ?
- Wind – 'secondly data' – off-site large
- 'Design out' not 'design in'

# Ian Taylor

## Designing low carbon schools

- POE
- Passive design – reduce energy
- Health
- Life cycle
- Low carbon – “Take care”

# Mike Entwistle

## Exploring potential technologies

- Predicted versus measured
  - BB87, Carbon Calculator
- Reduce energy use first -100kw night load
- no magic technology
- ‘un-manageable complexity’

# Derek Clements-Croome

## Defining intelligent schools

- Quality, DQI – regulations are not enough
- Intelligent buildings address stakeholder needs – control
- Air quality in schools – high levels of CO<sub>2</sub>
- Whole life value

# Colin Ashford

## Acquiring Competencies

- General ignorance – training needed
- High CO2 - cognitive impairment
- Services not functioning to design
- Competences linked to RIBA

# Gordon Hudson

## Delivering in PFI

- PFI – pay for service – daylight, how?
- Building services poor – windows unusable
- 1930's light and airy = health
- BBs used as design standards

# John Palmer

- Minimise technology
- Keep it simple
- POE
- Take care – all schools are different
- Regulations are not enough and do not set benchmarks with simplistic models
- Attention to ventilation and well being
- Training for competences