

Visit report ERASMUS Project

Development of the curriculum concerning European ways to sustainability

22/05/16 – 27/05/16 PEABSKOLAN Upplands-Väsby Sweden

Monday - Meeting with school staff; Hans Anderson director of school, and teachers Mikael Evertsson, Patrik Stahl, Per Larsson and Ulf Sterner. The school is run by PEAB, the largest construction company in Sweden.

Hans Andersson explained the digital platform they use which is helping PEABskolan to become a paperless school. The web based platform they use is School soft (www.schoolsoft.se) which is used to set student assessments and provide feedback; it is also used for timetabling and tracking of the whole learning programme. This digital platform reduces the use of paper and photocopying. The use of the platform is evolving with use, which will eventually lead to a virtually paperless learning environment. We were also informed that tablets will be used for all students in the next academic year.

Shadowing teachers Mikael Evertsson and Patrik Stahl, observing professional discussion with students to confirm knowledge and understanding of sustainability and environmental issues. The students were working in pairs researching, sustainability and environmental issues regarding hazardous substances such as, Asbestos, Creosote and PCB in construction and the hazards associated with their uses (health and safety regulations, risks to your health). They had to present their findings by giving a presentation to staff and then answering questions given by staff to confirm understanding. Students then completed a feedback sheet at the end of session on how they thought the presentation went and how the assessment could be improved. Staff then graded presentations and feedback to student.

Tuesday - PEABSKOLAN -presentation by Kristina Gabriell Sustainability Manager PEAB

Peab is one of the leading Nordic construction and civil engineering companies with over 13,000 employees and net sales exceeding 44 billion. Through local familiarity and four specialized and coordinated business areas Peab handles small local as well as large more complex projects. The Group's subsidiaries have strategically located offices in Sweden, Norway and Finland. Peab affects the community and environment for people who now or in the future will live with what we develop, build and construct. Peab is also a large employer with local roots and this comes with a big responsibility. Peab is a catalyst in developing a more sustainable society. This means that Peab complies with external demands and expectations and at the same time acts to create new business opportunities. Peab's operations contribute to society by developing and building new homes and offices, public schools, libraries and hospitals as well as infrastructure such as roads and bridges. We make a difference in everyday life in both small and large communities this way. Peab is a lasting and secure employer that prioritizes health and a safe work environment and which offers personal development opportunities in a company culture based on respect for equal rights and characterized by our core values Down-to-earth, Developing, Personal and Reliable.

Kristina Gabriell also explained one of the most important part of teaching PEABskolan students is to ensure they are aware of the strong ethical stance of the company and the sustainable policies they hold, this will then provide PEAB with a workforce that understands the core values of PEAB and will contribute to the sustainable communities they are involved in constructing.

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In the afternoon a visit was carried out to **Ragn-Sells**, Sweden's foremost expertise in recycling and the environment. They collect, process and recycle waste and residues from industry, organizations and households throughout Sweden. PEABSkolan students carry out site visits and talks so they understand where the waste goes which they create within the construction industry.

Wednesday - Wenngarn

Morning spent shadowing Mikael and Patrik who were discussing with students to try and improve their grades, construction class with Mikael all working on individual tasks, applying for a permit for a licence to build, project planning for materials and costing exercise and method and risk assessment, which had environmental issues such as waste management and handling hazardous substances that are harmful to the environment. Students were mainly working on lap tops, which reduces the use of paper. They used a website to assist them in their research; www.byggai.se

Afternoon visit to Wenngarn, a sustainable community which is being constructed gradually from a former private estate. Passive houses were being built on the site along with new technology/ Smart houses, the first of which we were shown, which at first appears to be an ordinary house. Just like the name, house without cable suggests, the house will not be linked to electricity, water or sewage. With the help of many smart solutions from different companies the building is as environmentally friendly and energy efficient as possible. All electricity used is from renewable sources such as photovoltaic panels and a bio mass generator, all wastewater is treated by a system using a naturally planted tank in the front garden, which recycles the waste and is then used to flush the toilets. The walls are all prefabricated and heavily insulated. Throughout the house the electrical appliances are monitored by a smart box which adjusts the electrical supply to each, so reducing consumption. Future visit planned to take learners to look at passive and cable free houses to further educate them on the processes involved in constructing them.

For further information wenngarn.sisyfos.se.

Thursday- summary / report

PEABSkolan- Further practical teaching could be observed and the opportunity to speak to staff and students, so to understand the Swedish education system further.

One large group of students had been taken out to pick up plastic bottles that had been littered and were taking them to the recycling depot, which is an important method of reinforcing the students part in caring for the environment.

A final meeting was held to review the findings of the visit.

The overall view of the visit showed that with industry being involved heavily in educating the vocational workforce, they can influence sustainability issues from education upwards, thus driving legislation and ethical values in the young people they are training, so developing a more sustainable community. Also the use of digital resources is at a similar level in Germany and the UK, but with the use of holistic assessment being a common practice. Regular site visits to organisations linked to sustainability issues is built into their learning programme where possible, which is important to reinforce the classwork.