

underline the nouns in the sentences.
 underline the verbs.
 the cat ran up the tree.
 please pass the butter.



Individual Study Visit Report

Participant Name	Krzysztof Jan Bahrynowski
Reference Number	2010-SV-02-GB-LLP-05390
Visit Reference Number	241
Visit Location (country)	OSLO - NORWAY

Innovation and creativity in adult education in the Municipality of Oslo Norway, Transversal Study visit.

Group Photograph of Transversal participants from right to left (sitting) Greece, Italy, Romania, Hungary, Finland, Belgium, Northern Ireland, Germany, Germany, France, Lithuania and Austria (standing left to right) Norway, Norway, UK .



Oslo City Hall Symbol



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"Oslo is the cultural, scientific, economic and governmental centre of Norway. The city is also a hub of Norwegian trade, banking, industry and shipping. It is an important centre for maritime industries and maritime trade in Europe. The city is home to many companies within the maritime sector, some of which are amongst the world's largest shipping companies, shipbrokers and maritime insurance brokers. Oslo is a pilot city of the Council of Europe and the European Commission intercultural cities program." Quoted from <http://en.wikipedia.org/wiki/Oslo>.

Norway has hydro-electricity and still has its own North Sea fuel. It is energy rich. It exports drinking water and ice from the fiords. Though Oslo was recently the centre for global politicians to meet regarding climate change there seems to be no visible push yet to organise recycling as in the European Zone (European Union) and UK. Norway has a buttoned up efficiency and charm and there does not seem to be a political panic over waste management and environment management systems as in the UK. I saw a number of small two seat electric cars; models not seen in the UK. They did not seem to have the classic curves of an Italian design but were angular and functional. "Farris" a water bottler uses polycarbonate bottles and charges an extra 1 Norwegian Kroner as a deposit to induce their return and when these plastic bottles are returned, they are used again. Norway is not a member of the EU and the Norwegians that I met don't wish to be in it. Norway contributes to the European Union financially but it does not feel that it gets much back in return.

Oslo Adult Education, Oslo Voksenoppl ring (Oslo VO) is the legal organisation for adult learning in the Oslo municipality. http://www.english.oslovo.no/omskolen1/About_The_Oslo_Adult_Education.html

Oslo VO comprises 5 centres and one administrative unit; the Service Centre. Concise details are found on the website above and websites below.

Oslo VO Servicecenter:

Registration office, Norwegian Society Courses, counselling and information, administration.

Oslo VO Sinsen:

Lower and upper secondary school and examination centre.

Oslo VO Skullerud:

Norwegian language courses, Basis and Special Education

Oslo VO Smedstua:

Norwegian language courses and Basis

Oslo VO Rosenhof: Quo Vadis

Norwegian language courses and Basis skills.

Oslo VO Nydalen:

Special Education



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http://www.sinsen.oslovo.no/filarkiv/English_versions/images/Adult_ed_Oslo_total_h_08.pdf This website has names and addresses of all the centers described in this report.

<http://www.english.oslovo.no/tilbud/tilbud1.shtml> This website describes courses available in adult learning centers.

<http://www.english.oslovo.no/> Website of Oslo Municipality describing Adult education in Oslo

All the participants gave a presentation about their country and institution. Dropbox <http://db.tt/7gCshp3> has all the presentations from participants and the group studyvisit report.

During the presentation and study visit Joanna Pinewood Education Limited's adult learning activities were described and changes in UK funding towards education due to the effects of recession of 2007 to 2010. Learning resources of useful websites stored on its website www.jp tutors.com were shared and described.

We shared resources on http://jpetutors.com/index.php?option=com_content&task=view&id=61&Itemid=97 our



European page which describes a Grundtvig adult learning project "Let's Do It Creatively ... for the benefit of Adult learners "in which Joanna Pinewood Education is involved. Resources developed during the project where shared ref : <http://letsdoit.upol.cz/doku.php>.

Oslo Adult Learning needs, since the early part of the last decade (2002?), have been centralised and financed by the department of education of Oslo Municipality and some financing for integration and citizenship from the Norwegian government.

Adult Learning in Oslo is usually free.

Most Adult learners in this report are New Norwegians and 60% are women. Adult learners have a choice in the direction of their learning and future career. If the speciality is not available it is purchased.

This is Norwegian law.

The centres work together under the management of a single hub in Oslo municipality where most of the Norwegian population lives.

The organisation **Oslo Adult Education, Oslo Voksenoppl ring (Oslo VO)** which is responsible for adult upper education prepares adult learners for Norwegian exams in Norwegian language, history and citizenship which are the main core and priority for New Norwegians.

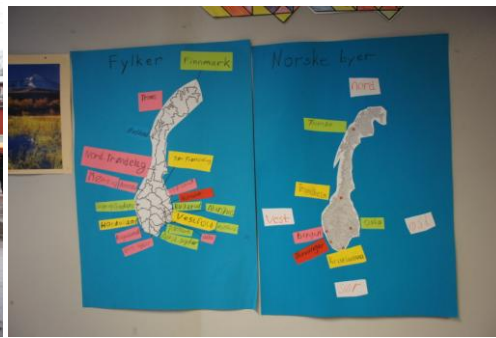
Quo Vadis which has many women learners who have not yet completed primary education and beginners the roman alphabet. The initial priority for New Norwegian adult learners is the ability to recognise the Norwegian alphabet and sign their signature in roman letters. The ladies learn traditional Norwegian folklore skills like weaving mats and rugs, knitting shawls and caps which are popular Norwegian goods. They are paid to work here and at the same time learn Norwegian language, geography and history. Quo Vadis catering staff are adult learners who understand halal cuisine. Learners pay for the food in Norwegian kroner and in this way learn about Norwegian coins and paper denominations.



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The Quo Vadis centre is safe because there are no male adult learners so the ladies are able to learn in a relaxed atmosphere. The law regarding payment of benefits for children was recently changed and this has caused a drop in roll by poor New Norwegian mums attending this institution.

Adult education in Oslo has an estimated dropout which varies at about 30% amongst New Norwegians, this is at the registration period but no signs were given as to how feedback could be obtained to reduce this dropout.

The law only allows working persons with less than secondary education to join these centres. Learners might take a considerable amount of time to reach their qualifications; they are not limited by time. If it takes five or seven years to take a matriculation certificate, the authorities seem still to be happy. New Adult learners who hope to do it faster are often disappointed. 2 to 3 years is usually a minimum time for success.

There are Norwegian born adults who do take up courses at these centres but they need to have no secondary school qualifications.

It is possible that the drop out would be closer to 50% or more in upper secondary education if not for the innovative use of retired teachers who give tuition on a one to one basis or in small groups. This support is unlimited in time



They do not give knowledge but facilitate and act as catalysts. This support prevents a dropout but the asset provided is not statistically assessed but it could be close to 50%. Their database and computer system does not collect any feedback. This tuition is regarded as an innovative practice which works because it is flexible and emphatic. This type of tuition is a separate educational industry in the UK but it has not become commercialised in Norway because the support is free, paid for by the Oslo Municipality.



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The marvel that I observed in the Norwegian system in Oslo is that teachers and tutors are proud of their work with their learners and they will support the adult learners after classes, they motivate and facilitate them. The Norwegian teachers and tutors do act as catalysts and do not see their adult learners as future competition in their industry.

Registration of adult learners in the Oslo Municipality is centralised (imagine the old ILEA service in London.) at a specialist “top state of the art” centre, Oslo VO Servicecenter, which keeps a database of all the adult learners qualifications and experiences and tracks them but does not analyse the adult learning drop out.

New Norwegians are advised ... by city police about their legal rights to a free education. To obtain this free adult education in Oslo they can only register at the Oslo VO Servicecenter. Once they are in that computer system theoretically they can be tracked. All qualifications of the adult learner are held on this computer database.



The central hub, **Oslo Voksenoppl ring Sinsen** organises financing from the Oslo Education department and buys services from for the other centres in their partnership. The centres are autonomous and decide how the money will be spent. They can be in partnership with an industrial sector.



Where there is a shortage of staff in an industry or a forecast of a shortage as in the elderly care industry or in retail pharmacy industry, New Norwegians or Norwegian born in the targeted industry can attend courses that improve their training and have their skills improved. However there are too few qualified assessors available to teach and assess the required skills. Adult learners learn through philosophical enquiry, reflective appraisal and role-play. During our study visit we were able to witness an unrehearsed role-play, in English, between a lady “pharmacy assistant” and a lady “customer” in a mock shop in the class room which could fit perfectly in Boots or a high street Pharmacist perfectly.

Interestingly Norwegian Language teachers teach language through other subjects’ e.g. nutrition, biology and chemistry but these teachers have to innovate and create their own materials and worksheets as the topics available are for children and not for adults so the Norwegian language teachers find that they must research new subjects which they facilitate for the New Norwegian adult learners.



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Innovations are due to a comprehensive computerised communication intra network that informs teachers and staff. Many computers are available in the centres but there are insufficient Norwegian teachers to teach. So the process of learning is slow but the Norwegian Authorities as yet do not appear to worry about the cost unlike UK Authorities.

In a computer suite at a primary level, "Quo Vadis" the classrooms were small and there were two rooms of computers and the teacher went from groups in one room to groups in another room. She was not giving knowledge out but facilitating and guiding the women individually or in small groups. She was their catalyst. The New Norwegian women adult learners were learning topics online and were improving their ICT skills during that process and learning Norwegian by following the instructions provided online. In the small groups the adult women learners were helping each other. The women whispered and worked together.

In an upper secondary there are there were insufficient Norwegian teachers, this centre had an administrator who is from Lithuania a qualified librarian of its online library. The registration adult learning centre in the city centre is managed by a German lady. So not all staff are Norwegian born. One member of teaching staff at the secondary level is Ethiopian.

The adult learners are given the freedom and responsibility and trusted to register the borrowing of their books. At the doorway exit there are alarms as seen in UK libraries that automatically bar exit of books not correctly removed. However the VO centres have to keep 30% of their book budget for replacement of lost books. Some adult learners do not return books and disappear and cannot be tracked. We were often reminded that adult learners could not be charged for overdue or lost books as Norwegian adult education was free. This was one disappointment felt but shrugged off at all levels of educators.

The "esprit the corps" is high, positive and noticeable amongst the educators and administrators of Oslo VO.

The Norwegians are proud of their language, history, geography and culture and these take priority in the education of New Norwegians. When an adult learner knows good Norwegian through their system in Norwegian, history and maths they can apply for better employment with better pay and citizenship if they wish. However if citizens from the UK, Germany or France are to work in Norway and their qualifications are more than secondary they would not have the legal right to free education to learn Norwegian. They would have to pay for it themselves or induce their future Norwegian employers to provide the necessary finance. Therefore some highly qualified New Norwegians in poorly paid jobs might not reveal their true qualifications in order to access free Norwegian adult education.

As long as a legal resident of Norway is legally employed and has not officially completed their secondary education they will receive free Adult Education whatever their age and there is no time limit.

People that are unemployed and need education to get better jobs cannot learn at the Oslo VO but are taught at different centres. The adult learners are motivated by work and money to obtain better qualifications and not just a desire to learn.



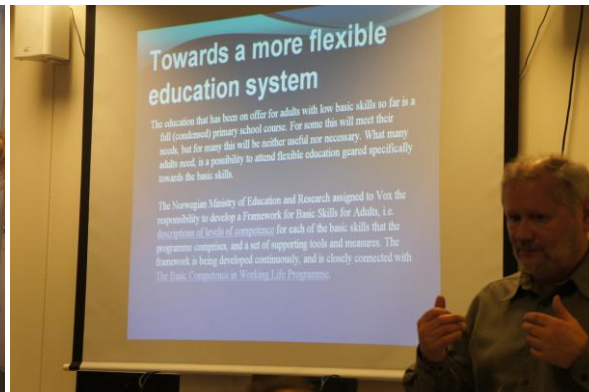
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Only on one occasion did the senior head teacher of Quo Vadis adult learning centre said that men could not enter a particular classroom however the administrator spoke to the classmates and we were allowed access. We could not photograph any of the female adult learners. When one lady participant took a photograph of some traditional Norwegian weaving, an Islamic lady adult learner became excited, however at my suggestion the photographer showed the image on the camera screen to the adult learner; she was not on the photograph and her anxiety fell. Unfortunately the adult women learners would not allow photographs to be taken of them in the classrooms. This is a cultural shame because the clothe designs, accessorises and style of some of the women adult learners dress were very individual and innovative in design. At the library- computer suite of Sinsen there were 3 African-Norwegian adult learners; a young woman in the foreground would not have her photograph taken. If persons are political refugees escaping a tyrannical regime they would fear having their photograph published.

All Norwegian women are stylish, do their hair and makeup and wear jewellery or trinkets of silver. Most Norwegian women wear beautiful silver rings with large coloured pebbles or gemstones or as broaches mounted in silver. New Norwegians from Lithuania, Russia or Ukraine dress stylishly but differently and style their hair differently than Norwegians of many generations. They wear less jewellery. The "new Norwegian" women from Somalia, Iran, Iraq or Kurdistan or Ethiopia (they are not called immigrants or migrants) still dress in their traditional dress with scarves and veils on their hair. They are very relaxed and confident and do not cover their face when I, a male, enters the classroom.

The male support of personalised or one to one adult learning in the central adult centre dressed with tie and jacket and trousers but younger and other mature Norwegian educators in outlying centre did not follow this dress code but dressed casually in shirt and jeans. In the outlying centres there was little to differentiate the male Norwegian educators from their smart male adult learners.

Everybody in Oslo in the shops or business speaks English. We were told that many female shop assistants are Swedish as are many qualified nurses. Once in a shop I was greeted in Swedish and not Norwegian by a female shop assistant.

In Oslo, I actually only heard Polish voices in the streets twice, unlike London where it is heard in many districts, during my six days and I saw 3 Polish car registrations. I saw twice as many German car registrations; the rest of the cars were Norwegian registrations. One of the Norwegian adult learner providers mentioned that her family had an apple farm in the north where a good Polish agricultural worker was shared. I was surprised when a Russian woman spoke to a Somali man in English; there is a demand amongst New Norwegian adult learners to learn English as a



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second language in order to communicate with their friends and tourists. On the Oslo light railway, struck up a conversation with a Chinese woman (a Norwegian university student born in Norway) who held an English copy of "Mrs Galloway" by Virginia Woolf. I had the opportunity to talk about Grundtvig, Comenius and Erasmus. My German and Greek colleagues from the study visit joined the conversation and a Norwegian lady who she was a tourist guide and teacher joined our conversation. She had not heard of Grundtvig and I was able to talk to her about Joanna Pinewood Education's Grundtvig LLLP "Let's Do It Creatively ... for the Benefit of Adult Learners. I recommended that she could find more information about the project in Wikipedia.

We were given a pass for the whole week for the public transport which included the light railway, street trams and buses. The trams were great and after work, on Wednesday afternoon I boarded a tram and got lost. But this is the best way to sightsee Oslo. Eventually after two hours I became proficient in understanding the tram system and recognised many of the education centres and sights that we had visited during the past 3 days. Oslo is rich in bronze sculptures, especially works by Vigeland. Eventually I caught a tram that took me to a stop close to our hotel in Munch gate, so called, after the artist. Taxis are expensive for the unaware. Two participants of the study had to use a taxi for a journey of a few hundred metres on the last day and paid 300 NOK which is approximately 37.50 Euros. The efficient public transport system took us to all the adult learning centres in the Oslo municipality's framework. Every place is easily reached by tram and walking. Unlike other capital cities there appeared to be fewer private cars on roads. On Saturday morning Oslo city centre reminded me of London of a Sunday morning in the 1980's.



After discussions and report writing the director of Oslo municipality Adult Education centre would take us walking around Oslo.

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The Director's relaxation is ski-walking.



We did visit

the fiords on Tuesday late afternoon and were taken by motor barge to the different islands and headlands. If Norwegians don't ski, they sail, and there are over 1,000,000 registered boats in Norway. I was told that large Elks will swim across the fiord from Island to island or coast and shipping is warned immediately. I asked our guide if she was Swedish. We had been warned that Swedish workers had a warmer personality. She folded her arms with an elfish grin. She was a young lady who could count her Norwegian ancestry for seven generations she told me. She did say that her mother was French born of Norwegian parents.

The Norwegians connected to the fiords with work or sports were very easy going. Local fishermen sell their catch in the harbour so the Norwegian diet is varied and interesting. As well as farmed salmon stew and thick trawled cod soup, we ate mackerel baguettes, once we had light curried mutton or goat meat balls with basmati rice and fresh green and tomato salad cooked by New Norwegian adult learners of Quo Vadis.

A group photograph near the Olympic Ski centre.



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On Thursday evening we visited the Director's beautiful home above Oslo, a short walk from the light railway, and joined her for a private dinner on her home-made two plank pine dining table that could sit all 20 people involved in the study visit. The two planks came from a tall fir tree from her husband's woodland. How she brought the table into her home is another story. The evening meal was candle-lit with spruce decorations. We ate with gusto farmed or culled reindeer meat stew with boiled potatoes and mixture of brussel sprouts and carrots. Doinna from Romania, our video reporter, made the participants sing songs. We made the Norwegian educators sing a song and everybody joined in. The table was very comfortable and we were loathe to leave it but the Director had her system and she was right because we had coffee and a special favourite Norwegian desert of the adult learner teachers in her lounge. A fantastic cake! but not if you have a nut allergy. Mary from Northern Ireland organised the volunteers to fill the dishwasher and we drank more wine and coffee made by Roeland our Belgium coffee expert.

Doinna had everyone sing more songs or tell a story or joke to her video cam. The Director was sorry to see us go but we had to get back to the Oslo's centre and our hotels as it was getting late.

At Joanna Pinewood Education limited I used ideas from Oslo to counsel a Russian from Moscow, "a new Britisher" who wants to become a "new Australian" on the equivalence of his qualifications in the UK. I did a one to one conversation class with him and we compared the Norwegian and UK systems and the Russian system of Education. I found that the best source of information for equivalence of qualifications is the "British refugee council" (a charity) and a website called <http://www.naric.org.uk/> which charges less than £100.00. The Norwegian system is free.



I showed photographs of the Oslo study visit, of Vigeland park <http://www.vigeland.museum.no/en/vigeland-park/history/wheel-of-life> , of the interior of the Oslo City Hall http://www.radhusets-forvaltningstjeneste.oslo.kommune.no/english/the_city_hall/ with its murals and Nobel prize chamber to a Chinese art student of mine that I tutor biology for his university entrance and he was quite inspired. He had heard of Munch <http://www.munch.museum.no/exhibitions.aspx?id=212> and Vigeland but never seen so much of their work and whilst my photos are not the best he was inspired.



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