

## BLENDING LEARNING BEST PRACTICES

### Template

<b>Open Educational Resources for secondary education The Norwegian Digital Learning Arena (NDLA)</b>	
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Element	Guiding questions
<b>Type of document</b>	Information sheet
<b>Publisher</b>	Fønix AS
<b>Target audience</b>	Adult employees in VET training
<b>Field</b>	Vocational training inside labour market
<b>Objective</b>	<p>The Norwegian Digital Learning Arena (NDLA) is a joint enterprise operating on behalf of the county councils in Norway.</p> <p>Its aim is to develop and publish high quality, internet-based open educational resources (OER) in subjects taught at upper secondary school level and make these freely available.</p> <p>NDLAs vision is to offer open educational learning resources in all subjects in upper secondary education in Norway and to support students and teachers in their active and collaborative learning.</p> <p><a href="#">Forsiden - NDLA</a></p>
<b>Location /geographical coverage</b>	<p>The Norwegian Digital Learning Arena (NDLA) is free and easy accessible from their own website. <a href="#">Forsiden - NDLA</a></p> <p>All teachers in Fønix – working with adult students from working life in VET training – can access the website and freely use the learning resources available there at any time.</p>
<b>Introduction</b>	It is a political goal in Norway to get more unemployed people to choose entrepreneurship as a strategy for new work.

	<p>To help structure and support the individuals in establishing their business, the Norwegian Labour and Welfare Administration (NAV) in cooperation with <b>Entreprenerdy</b> has developed a new online platform for entrepreneurship training for the unemployed.</p> <p><a href="#">Entreprenerdy   Efficient entrepreneurship support programmes</a></p> <p>The platform offers an online incubation programme which replaces business plan assessment phase and training provided locally in the regular programs.</p>
<b>Stakeholders and Partners</b>	<p>Students: Adults (mostly between 25 – 60 years old) in work but without formal competynces as trade certificate etc.</p> <p>Institution: Fønix has extensive experience with internal company training on many different levels – both in public- and private sector. Fønix is a pre-qualified provider of basic skills training (Basic Skills in Working Life – BCWL) by Skills Norway and involved in more than 600 ongoing BCWL-projects in Norwegian companies.</p>
<b>Financing Body</b>	<p>NDLA receive public funding from county authorities and are free for all users.</p>
<b>Context</b>	<p><u>Learning resources and other services</u></p> <p>In addition to offering digital learning resources, NDLA offers digital tools for students, teachers and others to assist the learning process. The aim is to contribute in developing a culture of sharing within upper secondary education in Norway. NDLA’s ambition is that the resources should be under continuous development.</p> <p>NDLA’s long term goal is to inspire to an increase in the use of digital learning material within all subjects in upper secondary school. This will be a gradual process paced by the various counties of Norway, in their capacity of being school owner, and through their joint decisions.</p> <p><u>Distributed organization</u></p> <p>NDLA invites public tenders for digital learning resources which cover part or all the learning targets in the relevant subjects. Publishing companies can submit tenders on an equal basis with other participants. Contributors are, for example, pedagogical personnel from schools, colleges, and universities, plus suppliers of technical solutions.</p> <p>The editorial work in each subject is carried out by an editorial staff with solid professional and pedagogical competence. The members are mostly recruited from upper secondary schools in the counties. All the central resources are presented simultaneously in both Norwegian languages. NDLA uses the publishing system Drupal version 6, an open source content management system. The free software is available to anyone who wishes to develop digital learning resources. Most of NDLA’s content is offered under a Creative Commons license.</p>

<b>The main objectives</b>	<p>The online incubation program develops entrepreneurial competences of the participants, giving them the skills to create and validate viable business ideas.</p>
<b>The description of the practice</b>	<p>The platform is available 24/7 and consist of two modules.</p> <p>First module “Clarification and professional assessment” lasts for 4 weeks and consists of online training and individual mentoring.</p> <p>The training and development offered in it gives the participants the tools and skills to sharpen their business idea, test it in real life and evaluate whether they would like to proceed with their business idea or not. In addition, the participation is offered 1 hour per week of individual mentoring to discuss their progress and business ideas.</p> <p>The main idea with the online incubation programme is that this is 100 % digitalized and only offered online. This includes the individual mentoring every week, but for those who live nearby one of Fønix locations, has also been offered an option for face-to-face mentoring.</p> <p>Upon completion of this module, the mentor and job consultant make an assessment based on criteria such as commitment, business idea tests, acquired competences and progression. The assessment determines whether the participant can continue on Module 2.</p> <p>In the second module “Action plan, company start-up and mentoring” the participants work primarily on getting to market with their product or service and establishing their own company.</p> <p>Thought 22 weeks of the training participants have access to 1 hour per week of individual mentoring.</p>
<b>Outcomes of the practice</b>	<p>The online incubation programme has so far been a success and are now rolled out to several new regions in Norway.</p> <p>It is cost efficient compared to the traditional entrepreneurship program and offers more flexibility and a closer and offers more personal follow-up of the participants.</p> <p>It also emphasizes the importance of being able to offer a geographically independent product that enables participants to participate in the program regardless of place of residence.</p> <p>This is especially important since many of the entrepreneurial ideas are linked to entrepreneurial workplaces that are established locally in connection with the participant's place of residence.</p>

<p><b>Success Factors</b></p>	<p>Since this is a new product, currently less than 100 participants took part in the digital programme monitored by Fønix.</p> <p>Among them approximately 20% found employment and almost 30 % has got the first sales and established a full-time company.</p> <p>However, it is difficult to assess the effectiveness of the online programme due to lack of reliable information for the regular programme offered by NAV.</p> <p>The low dropout rates in module one (21 %) and two (8 %) are encouraging.</p>
<p><b>Constraints</b></p>	<p>No challenges encountered by men and/or women in the use of <b>Entreprenerdy</b> digital entrepreneurship program.</p> <p>In general, more men than women in Norway choose to run their own business. This is also reflected in the number of men (65 %) represented in the traditional entrepreneurship programs in Norway.</p> <p>The government has taken actions to increase the number of women entrepreneurs, and the use of the digital entrepreneurship program by <b>Entreprenerdy</b> shows better opportunities for both men and women.</p>
<p><b>Lessons learned</b></p>	<p>The program offers an individual program with less meeting points between the participants and the mentors and lack of close monitoring is often mentioned as a reason for failure in the traditional Norwegian program for entrepreneurship training.</p> <p>The need for a post-program evaluation to evaluate the success rate one or two years after the end of the entrepreneurship program has been mentioned.</p> <p>Since each individual business case can be linked to a specialist anywhere in Norway, and not limited to a local consultant office, any business idea would be able to find a relevant specialist to help the unemployed in his or hers business case.</p> <p>Individuals working in the digital program will also be able to form groups geographically independent via the platform and social network, and the platform will offer a possibility for continuous monitoring and post-program evaluation at any time.</p>
<p><b>Sustainability</b></p>	<p>The use of <b>Entreprenerdy</b> digital support program for entrepreneurship training only need access to PC and wi-fi connection.</p> <p>This is a very cost efficient tool.</p>
<p><b>Development of the practice</b></p>	<p>The use of the <b>Entreprenerdy</b> program is used with a growing number of Norwegian job seekers aiming to establish their own business.</p>

<b>Conclusion</b>	The new online incubation programme developed by <b>Entreprenerdy</b> are tested out as part of the Norwegian entrepreneurship program since 2019.
<b>Related resources that have been developed</b>	<a href="#">Entreprenerdy   Efficient entrepreneurship support programmes</a>
<b>Language(s)</b>	Norwegian, English, Swedish and Danish.
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