

# Motivate Support Strengthen

## Best Practices Report

for Volunteers Working with Children

Motivate. Support. Strengthen

**Project Title:** Motivate. Support. Strengthen. Educational Programme for Volunteers Working with Children



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## Abbreviations

| Abbreviations | Description  |
|---------------|--|
| AKS           | Leisure offer at school  |
| CTW           | Change the World   |
| FAIF          | Furuset Allidrett IF   |
| FIF           | Furuset IF (Sports Association)  |
| LO            | Landsorganisasjonen i Norge - The national labor organization in Norway    |
| NAV           | Administration of Work and Welfare   |
| NGO           | Non Governmental Organization  |
| NHO           | Næringslivets Hovedorganisasjon- The Confederation of Norwegian Enterprise |
| NOK           | Norwegian krone  |
| PACT          | Partnerships Achieving Communities Tackling early school leaving           |
| PP            | Participatory Processes  |
| SAIFF         | Sagene International and Multicultural Volunteer Center                    |
| TAK           | Tøyen Academy  |
| TSK           | Tøyen Sports Club  |
| UiO           | Universitetet i Oslo- University of Oslo                                   |

## 1. Background: from the project

The concept of the project is the result of partners' experiences in the field of burnout, stress, decreased motivation, and even the so-called syndrome of secondary traumatization of NGO volunteers after having dealt with painful stories of their proteges.

Many NGOs do not have a professional training program dedicated to volunteers. Such volunteers, working with proteges at risk of exclusion (children having problems at school, living in difficult conditions or having a traumatic past) are themselves exposed to burnout, stress, or demotivation. Therefore, the challenge for NGOs is not only recruiting dedicated volunteers but also motivating, supporting, and strengthening them, which would have a crucial impact on the increase of commitment and satisfaction with their co-operation with NGOs.

Volunteering with a two-way flow of energy (from volunteers to NGOs and back to volunteers) is a special type of exchange in which both, NGOs and volunteers benefit. This is, even more, the case if in return for a long-term commitment, the volunteers receive support in their individual development, leading to increased self-awareness, better ability to cope with difficult and stressful situations, strengthening resilience, and greater flexibility. Thus, people involved in voluntary work, apart from valuable experience, also gain skills and competencies that are extremely useful in their professional life.

## 2. Context: Norwegian NGO and Sagene Municipality

### 2.1 Voluntary work in Norway: (From Norwegian Helsinki Committee)

In Norway there are a total of 115,000 NGOs, this is a large, dynamic, and innovative sector. The participation of the Norwegian people in NGOs is high and reaching 80%.

The role of civil society is as follows: Establish channels of political influence, evaluate and criticize the work of the government, engage and educate the public, train members to understand democracy and its rules, provide a wide range of services, and represent the interests of different groups in society.



Currently, the number of NGOs working at the local level is decreasing while those working at the national level are increasing.

On the one hand, among the NGOs that work at the local level, there are more NGOs in the area of culture, sports, and organizing the local community. These organizations carry out activities for their own members at the local level.

On the other hand, among the NGOs that work at the national level, there are more NGOs that work with social and leisure matters, organizing activities for a larger group.

Although NGO memberships have slightly decreased, the number of volunteers has increased (over 148,000 man-years in 2016 from about 115,000 in 2009).

Regarding the political work and influence of NGOs, it can be said that: Regular contact with decision-making bodies has decreased, but the number of contacts has increased (Contact with parliament and ministries).



Decrease in traditional corporate representation of organizations in decision-making bodies but at the same time wider spectrum of strategies to influence decision-making (Lobby, Advocacy, Campaigns addressing specific causes).

Some of the NGO's Competences and contribution areas are:

- Advocacy, awareness-raising, and outreach to citizens
- Citizen activism, volunteering, and civic participation
- Capacity building of civil sector, including sustainability, networking, and accountability
- The partnership between NGOs, public and private sector entities
- Participation in policy and decision-making processes, including promoting an enabling environment for civil society.

## 2.2 Introduction to the Municipality of Sagene

The Municipality of Sagene was an industrial area, but today it is mainly residential, with public and private services such as schools and kindergartens, and infrastructures such as roads and public transport. Since 2001, around 5500 new homes have been built in the district, and about 3,000 more will probably be built over the next ten years. The Municipality of Sagene is Oslo's most densely populated district. Over the last decade, Sagene has grown by 8,000 and has now over 37 000 inhabitants. According to Oslo's population projections (2013-24), we can expect 44 000 inhabitants in 2024.



The Sagene Municipality has become a very attractive place to live, and the high demand for housing leads to higher property prices. The square meter price has more than doubled over the last ten years.

Sagene is a district with high population density and large social span within its population. The differences between people can be seen in diverse fields such as house quality, income, education, health, and opportunities for active participation in society.

Sagene has Oslo's highest density of public housing, with approximately 2300 apartments. Communal apartments are assigned to people who have the lowest incomes.

The Sagene Municipality has recently been Oslo's cultural district and has hosted and facilitated a varied cultural life for different ages and interests. Also, the district has focused

on sustainability and the environment for several years and has won the prize "Oslo's greenest district" twice.

**Age groups:** The district has changed from having a large elderly population to have many young adults and many children. 55% are in the age group of 20-39 years. 8% are children under school age, and 6% are children and adolescents aged 6-19 years. 24% are adults aged 40-66 years. Only 4% are aged 67-79 and 2% are over 80 years.

**Household Types:** Many in Sagene live alone. 66% of the district's households are single, 18% are couples without or with adult children, and 14% are households with children. Average in Oslo is 53% single, 21% of couples without or with adult children, and 21% are households with children.

**Level of education:** 58% of the district's population has higher education, and this is among the highest share of Oslo. The average in Oslo is 47%.

**Income:** The income for those under 40 years is slightly higher or average, while it is below average for those over 40 years.

**Employment:** Sagene has a high percentage of the population in work, at 73%, against 69% on average in Oslo.

**Immigration:** 25% of the district's residents are immigrants or first-generation Norwegians.

**Child poverty:** 22% of the district's children are considered poor, which means approximately 870 children. By comparison, the average in Oslo is 15%.



### 3. Best Practice Research Methodology

Change the World is a Norwegian NGO that has been operating for 30 years. During this time it has developed a network of contacts and has extensive knowledge of what happens in the area of volunteer work in Norway.

Based on its experience and the requirements of the project, CTW contacted certain key people within its network of contacts to define the best possible cases for this report.

Additionally, other cases that may be current for the purpose of this project were thoroughly searched on the web.

Furthermore, CTW established a continuous dialogue with partners in Poland during this process. This allowed adjusting the choice of the best cases according to the objectives of the report.

Once a list of cases was made, the candidates were contacted by email. In the mail, the project was described and an interview was requested. In some cases, telephone contact was made. Despite being a pandemic time, the response was very positive. Only one of the candidates replied that he/she had no time and was replaced by another one of similar characteristics.

8 interviews were conducted, of which 7 were in person and 1 through the internet. The interviews were recorded and transcribed into Norwegian. In some cases, the interviewees sent some documents to complement the information provided during the interview.

In each interview, the interviewee was asked if he/she knew of other projects that could be relevant to be considered for the report. This is how the Alna School project was included in the list of cases.

Finally, the information of each case was complemented with additional details of the organization collected from the internet, either its website or some social network.

#### 4. Overview of the sample

This report will show several example cases (Best practices) of working with children in difficult situations, where different organizations carry out the work with the contribution of volunteers.

Several good projects were chosen within the Sagene municipality. This municipality has been working for years to empower civil society to be an active participant in the development of its community. Sagene has become a showcase for its successful work done over the past 15 years. Sagene has received visits from many of Norway's other municipalities and representatives from other countries interested in learning first-hand about its work.

The following best-practices have been chosen from the Sagene municipality:

- Neighborhood improvement on Drøbakgata Street- Here we will learn about one of the first works carried out by the municipality of Sagene to involve civil society, including them as volunteers in different types of activities. Today there are several groups that are managed independently and that collaborate with the municipality.
- Sagene Club - Torshov. Here we will see one of the most recent works carried out in a new neighborhood in the municipality of Sagene. We will notice how an activity center for children with problems in their homes, was transformed into a community center, making the most of the guidance and experience of other successful projects of the municipality.
- SAIFF Sagene International and Multicultural Volunteer Center. Here we will meet one of the many volunteer centers in Norway. Its activity is focused on immigrants and its goal is to activate and support existing volunteerism in the local community.
- Partnerships Achieving Communities Tackling early school leaving (PACT). Here we will find out about a project that tries to systematize the method used in the municipality of Sagene focusing on the School Help project and its volunteering.

In this report, we wanted to include a case of an organization that worked in a traditional way. Therefore, we chose:

- Red Cross Volunteer work: "Youth Volunteer Improvement Project". This is a red cross project that analyzes the volunteer activities of 4 centers for children and young people, in order to find new ways of recruiting volunteers and methods to keep volunteers active for a longer period.

Among the most innovative cases for working with volunteers, we find the excellent work done by 2 sports clubs. One in the neighborhood of Tøyen and another in Alna in the city of Oslo.

- Tøyen Sports Club (TSK). Here we will see the positive transformation of a poor neighborhood in record time with a great contribution of volunteers who were trained by them (TSK).

- Tøyen academy. Here we will get to know the TSK tool, the school, where volunteers are trained, and in this way, the local community is empowered through the training of its young leaders and the organization of different community activities.

- Alna school - Furuset IF. In this case, we will see the pioneer club in doing social work for the local community and the training of volunteers through its Alna School, which since 2013 have empowered several generations of young volunteers to serve the community.

## 5. Presentation of best practices

### 5.1 Neighborhood improvement on Drøbakgata Street

Interviewee: Esmail Faraji, consultant, chief project coordinator.

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The situation of the buildings located around Drøbakgata Street was quite precarious, with many social and order problems. Several local articles denounced this situation. Due to this, the "Department of Youth and Children" of Sagene's Municipality and NAV (Administration of Work and Welfare) of Oslo decided to launch a joint initiative to improve the living conditions of the local community around Drøbakgata Street.

This street is located in the municipality of Sagene, Oslo, it has a large number of social houses and many immigrants living in the area. Considering the experience of other projects that the municipality had carried out before, a holistic approach was used in this project in order to achieve its goals, working with the people of the community in a process, including them in the definition of the needs and involving them as volunteers in the solutions.

**Below** are a series of activities related to children and youth that have been carried out in this initiative.



### **Mini Club:**

In the municipality of Sagene, there are very few offers of activities for children under 11-12 years old. Also, most of the apartments around Drøbakgata are small, as well as the interior courtyards of the buildings.

Parents in the local community took the initiative to approach the municipality and asked about activities for the children. This is how the Mini Club started, with offers for children from 1st to 4th grade, using the premises of the municipality located in Drøbakgata 1.

The club started its activities 7 years ago, in 2013.

At the beginning of the club, it was an employee of the municipality who carried out the coordination, using 4 hours per week. Starting in 2019, parents took over the coordination.

Nowadays, activities are defined, led, and organized by parent volunteers.

There are always 4 adult volunteers each week who are responsible for every activity. This role rotates among parents of participating children. In addition, recently, 2 young volunteers have joined who have organized some of the activities for the children. They are highly motivated, have experience working with youth, and love to do this work. These volunteers do not receive any financial compensation.

Between 30-70 people participate, including children and adults in each activity.

When they were many people, they lent SAIFF's premises to carry out the activity. You can read more details in the description of SAIFF's case in this report. After a while, the cooperation did not work. After a break from the Mini Club, the parents decided to return to Drøbakgata's premises with capacity for 30 children/youth plus 5 adults. They currently continue to use this location, but there is a need for a larger location.

Different types of activities are carried out in the Mini club, such as: Drawing, painting, board games, role-playing games, etc.

There is minimum financial support from the municipality consisting of approximately NOK 300 for each event.

### **Volunteers' motivation:**

The children's need for their activities is what motivates parents to volunteer. As children get older and older, parents stop volunteering. But, as some leave, new young children arrive and their parents become the new volunteers. In this sense, the flow of the volunteers required to carry out the "Mini Cub" work is assured.

### **The environmental ambassadors:**

They are a group of young people between the ages of 10 to 15 years old, that started operating in 2016. They carry out various activities related to the environment.

12 young people participate and meet every Friday at Drøbakgata 1.

The youth department of Sagene municipality is in charge of the coordination, while the parents of the young people are the volunteers who perform the activities.

Funding comes from the Green Fund of the Department of Culture and Local Area of Sagene's municipality. NOK 300-400.

Children and young environmental ambassadors will be part of the green roof project on the roof of Sagene's village house. On the second floor above the cement, a small oasis has been created where various structures have been installed for the cultivation of edible, medicinal, and ornamental plants. Here young environmental ambassadors can learn how to plant, care for, harvest, and eat their own food. Everybody can enjoy the flowers and vegetables that are produced.

Furthermore, environmental ambassadors learn to recycle clothing, creating new things with used clothing, such as a shopping bag and gloves.

The ones who teach are volunteers from a women's sewing group, which also meets on Fridays at Drøbakgata 1.

Inspired by the idea of reusing things, the environmental ambassadors installed a kiosk for the free exchange of different items: book, clothes, video, toys, etc. Neighbors leave what they don't need in the kiosk, which is still in good conditions and can be useful to others, then they can take what they need. This kiosk is self-service.

They also learn about various aspects of the environment such as: The importance of proper water usage, waste sorting, mindful energy consumption, and so on.

The children and young environmental ambassadors received a distinction for their work for the environment: The fight against garbage.

Concerned about what happens in regards to the pollution of the Oslo fjord, due to the garbage that is swept along by the rains, they took the initiative and collected plastic waste, cigarette butts and other garbage that could be found in their neighborhood.

### "School help" to do homework:

- Drøbakgata project also has "School help", carried out with the participation of parents as volunteers. This activity is described in detail in the PACT case in this report.

### Parents group:

Also, different groups of parents have been organized to carry out different activities for the benefit of the local community.

There is a group organized to take youngsters to play soccer. Especially useful for single mothers who do not have time to go with their children.

Another group helps the neighbors of the community with small repairs that are necessary for a home. This offer is especially useful for the elderly and the single mothers.

There is another group that takes the girls to practice basketball. This allows some parents to authorize young immigrants to participate in this activity since they are accompanied by adults.

There is also a group of parents who participate as volunteers in the Night Patrols that are present in places that could be problematic (vandalism, drugs, etc.). They have 3 bases where they can get together, have coffee, and talk. Night Patrol is a joint effort between the municipality of Sagene, Salto (crime prevention in Oslo), NAV (Labor and Welfare Administration), the Oslo Police, and civil



organizations. You can read more in the SAIFF case, under Night Patrol, in this same report.

### Final reflection

- The key element for the success of a social intervention project and the voluntary involvement of the participants is that the interest of those involved is genuine, that the facilitator listens to the real needs of those involved, and that the coordinator provides according to these needs.
- It is better to do preventive work than corrective work. It is much cheaper for society. Besides, the community receives the benefits of a better place to live and develop, as well as being involved in a participating civil society.
- Interdisciplinary work is essential. It is required that all knowledge and resources at disposal, are put at the service of solving community problems.
- A very important factor is to recognize and honor the volunteers' participation. With their work, they make a huge contribution to society. If the working hours of the volunteers are calculated in NOK, it turns out to be millions of Norwegian kroner, which the municipality saves or otherwise the district would pay.

### 5.2 Sagene Club – Torshov

Interviewee: Leader, Espen Lindholm Larsen

<https://www.oslo.kommune.no/natur-kultur-og-fritid/fritidsklubber/torshovdalen-aktivitetshus/#gref>  
<https://www.facebook.com/Torshovdalen>

#### About Sagene Club – Torshov

The club is an open house for all residents in the municipality of Sagene. At the club, residents can borrow the facilities, use the kitchen, and attend fun events throughout the year. The activities offers are for children up to 7th grade with their families.

The club was a child welfare institution with offers for up to 20 children per week, but in 2017 the municipality of Sagene decided that it would become the house at the service of the local community. Sagene Club - Torshov belongs to the department of Culture, local environment, and urban development of the municipality of Sagene.

In 2017, the club started a collaboration with the Drøbakgata project (see the 'Neighborhood improvement on Drøbakgata Street' case in that report). The consultants, Ismail and Ressa, had experience working in the local community and also had contact with parents in the area, while the club had a venue and a set of activities they could offer. The first thing they did was to start a process in which the club's employees began to meet parents, many of them immigrants, establishing a relationship of trust. After this, the parents began to send youngsters to the club activities and to get involved as volunteers. It was a slow process, it requires patience and it is important to recognize that it takes time to build trust and get to know the neighbors.

## Context

The club is located in an area with many municipal houses where there is a large majority of Somali immigrants. Many of them have large families, live in small apartments, and have difficulty finding work, which is why this an area with high unemployment.

## Great Holiday Activities

The club organizes great activities during the autumn, winter, Easter and Christmas holidays. Those who carry out these activities are mostly parent volunteers. Paid staff are on-site for only a few days, but activities run throughout the holiday period.

During activities, children and teenagers can go skiing and snowboarding in winter. The Sagene Club - Torshov has availability of the necessary equipment which children can borrow. Also, it has a large hall where young people can watch movies, practice theater or dance; in the coffee room, they can play different games and cook together; in the workshop/garage they can make repairs; and/or play soccer in outdoor areas. The content varies from time to time, the parent volunteers are the ones who decide the program. In that sense, it is a bit more disorganized in comparison when Norwegian employees arrange the program.

## Cultural festivals

Parent volunteers host a large family cultural party where neighbors are invited and approximately 100 people participate. The club gives some financial support for food, and the parent volunteers are responsible for the activities. This has had an empowering effect, especially for unemployed parents, as they feel that as volunteers they can contribute to society. Besides, it has served immigrants to meet and network among the Norwegian community.



### Special holiday offers

The Sagene - Torshov club has also tried special offers during the holidays, such as: trips to the amusement park (Tysenfryd), visits to the cinema, among others. These activities were very popular, however, they turned out to be very problematic, given there was a great demand but a limited number of tickets. In other words, many people were interested in getting tickets and those who did not get any were very dissatisfied. Therefore, after a trial period, they decided to suspend this offer.

### Family trip to the farm

Here the family gets together to visit a farm. The participants were parent volunteers with their families. Around 80 people participate in this activity. This activity is also very popular and in great demand.

### Theater group

There is a group of actors who use the facilities to practice, since they do not have their own place. They have agreed on an exchange service that is formally approved by the municipality where there is no money involved. In return, the theater group offers free workshops for children and youth, they make some free performances or give some free tickets for their performances.

### Art for all

This is an offer to open the art world to children and young people. Art is usually reserved for academics or wealthy people, but anyone can do something that impresses others. For this reason, the club executes this project, and the goal is to make art available to young people who otherwise would not have had contact with that world. They offer dance, theater, and concerts, with instructors who have special experience in storytelling, dance, and theater.

### Other employees carried out activities

The garage/workshop opens every Tuesday and Thursday. Here young people can make and repair their small home car or test-driving with quad bikes. They can also repair bicycles, furniture, etc. This is a joint effort between parent volunteers and the employees in charge of the workshop.



## Volunteers' Motivations

Based on their experience, the Sagene Club - Torshov believes that there are 2 groups of volunteers.

1. The idealists. Those who want to do something for others: Young, old, disabled, etc. We found many of them at Red Cross. In the club, we do not find this type of volunteer.

2. Those who do something for their own interests. Volunteers help organize activities for children and youth because their own children participate in activities. E.g. Parent volunteers who participate in the activities of a football club because their children participate in it, or parent volunteers who organize large activities with Somali families where their own families participate.

There are some honorable exceptions of volunteers who have no children but still wish to do something for others.

## Reflection on volunteering

- There is less and less idealistic volunteering. Society is becoming increasingly individualistic. People volunteer in their local community while their children participate in activities. But once their children grow up, they end their engagement. This is the reality. Although it must be recognized that in organizations such as the Red Cross, it is still common to find volunteers driven by idealism.

- When you work with different cultures and give others the possibility to influence, different ways of doing things arise. When Somali volunteers host a cultural evening, many people come with their contribution, the program runs on the go, everyone helps and everything is self-managed. Everything is a bit more organic. However, when the organizing volunteers are Norwegian, they all need to be planned in advance: Who does what, when and where things will be placed, the program must be decided in advance. It works perfectly, but do you have to structure everything in an event like this? Couldn't it be more spontaneous? Both ways of organizing the activity work anyway.

If both parties understand each other and are flexible, a third way of organizing activities could be found, where the best of each culture could be brought out.

- It is important that the club works in collaboration with the volunteer residents of our local community. Therefore, the Club invites the parent volunteers who wish to do some activity for the children, youth, and families of the local community, to get in touch and work together to improve the quality of life in the community.

- Some young people who have participated in Sagene Club - Torshov years ago, have returned as adults and have expressed their desire to contribute as volunteers. They have a sense of belonging to the place, they have good memories of their stay at the club, and when they learned from adults. These little things have great meaning for young people when they are growing up, especially for those who may have difficulties at home.

## Vision of the future for the club:

Currently, the premises are not suitable for so many people, but once the premises are expanded and reconditioned, they can be used by more people in the local area, thus expanding the sense of ownership among the neighbors.

The youth will be able to organize a cafeteria on weekends, the parent volunteers will be able to carry out activities for the youth, the employees will carry out their activities with the children and youth, while the people of the neighborhood will be able to come and enjoy the

new facilities that will be built around the Club. This way we will have a live, integrated, and safer place, where the volunteers will play a great role and the children and youth will develop in a calm and enriching environment.

### 5.3 Tøyen Sports Club (TSK)

Interviewee: Sindre Andrese Head Teaching Inspector at: AKS (Leisure offer at school), Tøyen School and Activity School

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#### Context in the Tøyen neighborhood (year 2014)

- Tøyen is a neighborhood within the municipality of Gamle Oslo, City of Oslo, Norway.
- 65% of children grow up in poverty in Tøyen.
- In Tøyen there are more than 1000 municipal houses in the area, 15% of all municipal houses in Oslo.
- Many large families with children live in small apartments.
- More than 30% of Tøyen's population moves to another place annually. This makes it incredibly difficult to plan for the long term.
- 90% of the children who go to Tøyen School are poor.
- Parents with resources send their children to schools in other districts, to a private school, or they move.
- Life expectancy is 10 years less than in the western districts of Oslo.
- 60% of the children at the Tøyen School are Somalis.
- There were few options for leisure activities, and those that existed were too expensive for parents.

- Only 5 children from the whole Tøyen school participated in leisure activities after school hours.
- There are no sports halls or meeting places to build community.
- It was common to find young children between 5 and 6 years old on the street around midnight in the care of older sisters between 10 and 12 years old.

### **Tøyen Sport Club (TSK) begins on 9.6.2015**

Faced with the difficult situation of the Tøyen neighborhood, Sindre Andrese, the inspector of Tøyen school, together with other local actors decided to found the TSK, with the following vision: "STK will be the most important club in the country".

#### **Objectives:**

- STK will be much more than a sports club and will occupy an important place in the development of the local community. In a community that has the greatest mobility in the country and with the highest proportion of families living with few resources and little space.
- It will strengthen the school/AKS (Leisure offer at school) and simultaneously, it will strengthen the leisure offer after 16:00.
- Help young people complete secondary education.
- Tøyen Sports Club will make a contribution to the quality of life improvement of the local population.

### **Tøyen Arena**

A first priority task for TSK was to get a multipurpose sports hall to "build community". This objective was met and on August 28, 2019, Tøyen Arena was inaugurated. A large sports hall located in the middle of the local community and with large green areas around it.

STK is now in the process of making Tøyen Arena home to our club operations, and at the same time, it is one of the largest gathering places in our local community.

### **Membership**

The membership costs NOK 100 per year, plus a friendly gesture for the neighborhood, For example: Help an elderly woman wash the stairs, prepare a cake for the activity, etc. Members can participate in all activities, with a maximum of one hour per activity per week.

### **Activities offered to the community:**

TSK's facilities currently offer more than 125 hours of activities per week for the local community (Gamle Oslo and Grünerløkka Municipality) divided into 26 different activities. TSK has an offer for each age group and gender. All activities are called "low threshold offers" and TSK provides all the necessary equipment.

### **Tøyen Daytime Arena:**

The offer of daytime activities is used by 8 different schools/AKS (Leisure offer at school), approx. 30 kindergarten, Fountain House (institution that deals with mental health), peace army (with its department that works with drug addicts), Red Cross (with its department that works with immigrants).

In addition, TSK rent premises for local organizations that work with inclusion and integration. The room can be divided into 3 parts of approximately 280 square meters each and has a wardrobe for 30 people.

### Afternoon/Night TSK:

TSK offers 27 different sports for 165 hours a week. Some examples are: Soccer, basketball, skiing, taekwondo, karate, chess, as well as yoga, dance for pregnant women, virtual reality and, Lego club.



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TSK offers 27 different sports for 165 hours a week. Some examples are: Soccer, basketball, skiing, taekwondo, karate, chess, as well as yoga, dance for pregnant women, virtual reality and, Lego club.

90% of activities take place at Tøyen Arena and the rest at the house of activities K1 (community house), Tøyen school, Biblo (children's library), Deichman Tøyen, Caltexløkka (outdoors) and other suitable outdoor areas to be used.

On Wednesdays, there are "Girls only" at Tøyen Arena after 19:00. Those who participate are women including coaches and volunteers. The entrance to men is forbidden.

It should be noted that there are also activities for girls/women on other days of the week.

### **Participations (on 12.2019):**

TSK has 1,482 members, 35% are children (under 13 years old), 35% young people (13-26 years old), and 30% adults (over 26 years old). All age groups are divided by gender 50/50

### **TSK Evaluation (in 2019)**

In 2019 TSK decided to measure TSK's "social impact" in the neighborhood. For this they carried out a survey among the local community with the following results:

- 100% affirm that their children thrive and trust our activities.
- 93% of parents think that their children have made new friends.
- 99% say that we contribute to the social development of children.
- 100% believe that we contribute to the motor development of children.
- 91% say we have increased their family's social network.
- 99% say TSK helps them prosper better in Tøyen.
- 92% believe that the whole family has become more physically active due to TSK.
- 92% think TSK makes them want to stay longer in Tøyen.
- 99% say TSK contributes to a better and more inclusive neighborhood.
- 100% state that TSK makes them prouder to live in Tøyen.
- 100% say TSK helps "lift" Tøyen.
- 98% believe that TSK contributes to a safer neighborhood.
- 2 out of 3 parents believe that TSK contributes to make them choose Tøyen school for their children.

### **Some reflections on the work of TKS.**

- TSK is a protest against failed policies and the total lack of basic leisure activities.
- In a few years, TSK has managed to become an important consulting organization.
- One of the keys to success is building a strong network in the local community. When TSK started, they brought with them the principal of Tøyen school, the library administrator, the leader of the leisure club, the leader of some foundations, some local politicians.
- We dare to think outside the box because we are different, and sometimes we break with old structures and outdated regulations. We do this because it is what works for us here.
- We hold countless conferences in important forums both nationally and abroad. We don't know why, but we like to think it is because we are doing something right.
- At least nobody can say that we do not assume social responsibility.
- Even with all the progress that has been made, Tøyen is far from what most people would call normal growing conditions.
- It is only through interdisciplinary cooperation that we will be prepared to face the great social changes that are coming.

### **The role of volunteers:**

To carry out all the activities that TSK performs, many volunteers are needed and considering that many move frequently, this became a major challenge. An effort was made to recruit parents as volunteers, but it was not enough to meet TSK's demand.

Sindre (STK leader) had a good knowledge of the Alna School in Alna district. That school had already successfully trained young leaders to turn them into volunteers. Based on that experience and in cooperation with Alna school, they decided to start Tøyen Academy to train and recruit their new young volunteers. You can read more about it in a separate chapter on Tøyen academy and Alna school - Furuset IF report. With Tøyen Academy, they have managed to obtain a continuous flow of enthusiastic and well-trained young volunteers. Without them, the great social success that TSK has had in their local community would not have been possible.



#### 5.4 Tøyen Academy (TAK)

Interviewee: Sindre Andrese Head Teaching Inspector at: AKS (Leisure offer at school), Tøyen School and Activity School  
<https://www.facebook.com/toyenakademiet/>

Tøyen Academy (TAK) is a leadership and volunteer training program for young local talents of ages 15-23. It was founded on June 15, 2015, by Tøyen Sports club (TSK).

The goal is to turn local youth into leaders and role models in the local community.

The Tøyen Academy has been funded thanks to the financial support from the Bergesen Foundation, the Sparebankstiftelsen DNB Foundation, Fred Olsen Social Engagement Group (FOSEG), and Tøyen District Improvement.

The course is based on the same model and in collaboration with Alna school in Furuset (see more about this in the Alna school chapter in this report).

### Objectives with the Tøyen Academy:

- Motivate young people to actively participate in Tøyen Sports Club or other teams and local organizations.
- Give young people the competence to occupy roles and functions both in volunteering and in society.
- Make the participants visible and positive role models in the local community.
- Make the participants aware of how discrimination and prejudice are expressed, and learn methods to deal with this.
- Tøyen Academy will provide positive effects for all of Tøyen district by training young people to take responsibility for the local environment.
- Once the participants have finished, they are expected to get involved in training the next generation of Tøyen academy participants.

We believe that in this way the Tøyen Academy can provide young people with tools to play an important role in the positive development of Tøyen, furthermore, change people's attitudes towards young people who come from this sector of the city. The course will give participants the knowledge to occupy roles and functions in volunteering and society that allows them to contribute in a positive way. With good self-confidence, young people will be able to take on positions and jobs, both in our club and abroad.



## Recruitment for TAK

The training offer will be provided to young people interested in making a contribution to their local environment, and will motivate them to assume positions and/or be leaders of activities within local teams and organizations.

Young people are invited to register and participate in a personal and/or group interview where the 25 people who will participate in the school are selected.

### Basic course of Tøyen academy.

The course consists of the following parts:

1. There are 12 compulsory classes. About 1 per month.
2. Study tours and excursions in Norway and abroad.
3. Work practices.
4. Voluntary work (optional).
5. Possible individual courses during the period (optional).

### 1. Contents of the 12 compulsory classes:

The contents may vary from year to year. Here we will show a concrete example of the TAK curriculum for the spring/autumn 2016 period.

#### 1st semester

- Starts on October 10 with Frode Kyvåg, District Director and other guests
- Teambuilding: October 26 with Øystein Olsen Amdam (former TAK participant)
- Local democracy/Planning a Christmas market: November 21 with Odd Einar Dørum and Ehus Meltvik
- Tøyen Christmas Market: December 2 (volunteer work)
- First aid course: December 14 with the Emergency Group
- Activity management course part 1: January 9 with Oslo Sports Association
- Activity leader course, part 2: January 11 with Oslo Sports Association

#### 2nd semester

- Street mediation course part 1: February 15 with Jeanette Paulsen Bergerud
- Street mediation course part 2: February 27 with Jeanette Paulsen Bergerud
- Event planning/Measurement of social impact: March 15 with Edamientos Meltvik and Sindre Andresen
- Meeting technique and speech/event planning: 17.4 with Leif Roberg and Sindre Andresen
- Tøyen fest (volunteer work): May 5
- Social entrepreneurship: (Tøyen Unlimited)
- Practice in TSK activities for children and youth during the spring.
- Forum Theater June 19 with Thomas Storm

The course takes place at the volunteering house premises. Starting at. 17:30 to 20:30 and local food is served.



## 2. Study trips and excursions at home and abroad.

Study visits where interesting projects are visited both in Norway (Storting, UiO, LO/NHO, etc.) and abroad, (Milan, Amsterdam).

## 3. Work practice

- Tøyen fest (mandatory)

All participants will participate in the event around Tøyen fest. It will be on April 23 of this year. We are involved in organizing the entire party.

- Tøyen Christmas Market in Søriligata on Saturday, December 3 starting from 10:00 to 17:00 (volunteer work). All participants must attend the event. We are involved in organizing the entire party.

## 4. Voluntary work (optional)

Here are some of the places in the local community where youth can do volunteer work practice and gain experience:

- Deichman Tøyen Library, Biblio (drama, web design, PC workshop, programming)
- The youth club in K1
- TSK activities (basketball, soccer, capoeira, breakdance, hip hop, etc.)
- Tøyen Night Patrol

These are some of the optional events where young people can volunteer and gain experience:

- X Games Oslo, February 27, 2016 - completed
- Miniøya, 11–12 June 2016
- Øyafestivalen

## 5. Possible individual courses during the period (optional)

Young people can also choose some optional courses according to their interests. Listed below:

- Leadership course with Robuste menn AS
- Soccer referee course
- Soccer training course
- Basketball training course
- Handball training course
- Floor Hockey Training Course (Floorball)

The courses will take place mainly in the evening, as well as some weekends. When the activities are carried out during the day, we help to get the relevant permits in the schools.

### **Payment to the Volunteers:**

Young people pay nothing to attend courses the first year or to volunteer. Once graduated, the youngsters are paid a few hours for their contribution to TSK. It's common for them to get paid for 2 hours and stay 5, just because they like it. Many of them volunteer without pay for other activities, such as standing at a booth or helping with a large activity.



### **Some outstanding TAK youth:**

TAK has graduated 4 generations of leading volunteers.

While many take compulsory courses and nothing else, others see opportunities to grow and take full advantage of all the possibilities offered, with some of them standing out:

- One was elected as representative to the Municipality of the great city of Oslo.
- One is on the board of the Gamle Oslo Municipality.
- Several of them are part of the Youth Council of the Gamle Oslo Municipality.
- One was chosen as the volunteer "fire soul" in 2016 on a national sports area.
- Some started their own organization,
- 4-5 of them have got jobs at the Local Youth Club.
- 4-5 of them have found jobs at the local Children's Library.
- Some have started studying at the university.
- One was chosen for the Sparebankstiftelsen DNB Foundation education program, which is a management and philosophy program as thanks and inspiration for people who have a position or work in the voluntary sector. They are a 2-year leadership program that is at the Harvard level. Young people from all over Norway compete for a place in the prestigious program.

Tøyen academy has become a seal of quality. Local institutions come to TAK when they need to recruit people to fill some vacancies.

## Costs

The presenters' costs are low. Most of the exponents do it for free, for instance, the politicians. Some teachers have to be paid e.g. First aid course. TAK has already prepared its own facilitator in "Street mediation". NOK 500 are spent on pizza and soft drinks each time. TAK has a monthly cost of NOK 5,000. This means that a year of TAK costs NOK 60,000. Trips are extra.

TSK prioritizes the local economy whenever possible. They buy what is needed from local producers.

## TAK Evaluation (in 2019)

- 87% claim to have gained lifelong friendships through TAK.
- 80% believe they have grown significantly as humans.
- 80% believe they now show more care for their neighborhood.
- 71% are now more concerned about local politics and democracy.
- 69% have been motivated to assume various positions in local organizational life.
- 87% now see themselves as role models and act accordingly.
- 89% say they have acquired a lot of new knowledge through the Tøyen Academy.
- 67% say they now have a larger network of specialists and mentors.
- 87% care more about their peers in Tøyen.
- 84% have opened their eyes more to participate in volunteering.
- 89% are proud to be part of Tøyen academy and Tøyen Sports club.
- 48% say Tøyen Academy has helped them get to work.
- 24% believe that TAK has influenced their study/career options.
- 92% recommend Tøyen academy to family and friends.
- 96% believe that Tøyen Academy should be a national offering.

## Reflections:

- Young graduates can get their first paid job at TSK, which they can include in their CV. Later some get a full-time job and leave their place free for other young people. In this way, TSK has fulfilled its role as a tool for integration into Norwegian society through an open door to working life. Many of the participants come from poor families, perhaps the only ones who earn money in the family.
- There are many who have been here to learn from TAK: Brown-United States, Denmark, Eastern Europe, Spain, Portugal. We believe that TAK can be used everywhere.
- The success of this project would not have been possible without the cooperation of many.

## 5.5 SAIFF Sagene International and Multicultural Volunteer Center

Interviewee: Leader. Ramil Aliyev  
<https://www.facebook.com/FrivillighetssentralSAIFF/>

### About SAIFF:

There are 31 volunteer centers in Oslo. 2 of them are multicultural and their target groups are children, youth, and immigrant families. The other 29 are classic volunteer centers working with people who are older than 55 years old, as the target group.

SAIFF is an umbrella organization for immigrant organizations, which gives it a broad cultural spectrum and very diverse groups with different worldviews and religions.

SAIFF groups a total of 21 organizations, 2 of which are of Norwegian ethnicity and 19 of immigrants. Organizations pay a membership fee of NOK 250 per year, are committed to respect SAIFF's statutes, and are completely independent.

SAIFF works as a volunteer center in several ways. On one hand, it is an open meeting place that can be freely used by the residents of the municipality. Additionally, SAIFF is a connection point and a facilitator for local environmental and cultural activities where volunteering and participation are in focus. Also, SAIFF is a place where new forms of volunteering are sought, based on the premises of the participants themselves in a context of cooperation, inclusion, and social and ecological commitment.



An average of 80 people used SAIFF every day throughout the year. About 45-50 of these were children and youth. This implies an average of 2400 people per month and more than 28800 users in a year. In addition, more than 500 people participated in courses, seminars, meetings, and festivals during the year. The number of visitors is almost double on weekends, holidays and vacations.

Some activities, that are important to the local community and to SAIFF are organized in cooperation with a member organization. In these cases, SAIFF can support them with food, equipment such as: tennis tables, lighting systems, balls, PC.

#### **Context:**

SAIFF is located in an area with many municipal houses, where a lot of families live in narrow apartments with the addition of not having playgrounds in the area.

There are no activity offers for schoolchildren in grades 1-4 after 17:00. The school has a leisure scheme for children that ends at 17:00.

SAIFF has large premises that are ideal as a meeting place for children and their families.

SAIFF is not a state or municipal service, but a place for volunteers who organize activities.

**Large Events:** Since there are no offers for children after the school day, the alternative for children is to be on the street. The winter holiday activities are a good example of this, when children are left at home with nothing to do. Hence the interest of SAIFF and the parents in organizing meaningful activities for children. These activities are free and open to everyone. Although the requirements to participate are low, the organization of activities is very professional. SAIFF opens its premises and helps coordinate while parents participate as volunteers, carrying out the practical activities (opening and closing the premises, preparing it, serving food and refreshments, surveillance, and premises cleaning).

Other similar activities are the autumn, summer and spring holidays, as well as the Christmas party.



**Family days:** It is an activity organized by the parents as volunteers, where families with young children and teenagers get together, grab a snack and participate in various activities such as: circus, juggling, fairy tales, paintings, puppet theater, also balloon and pantomime workshops. The average participation is about 40 parents and 60 children.

**Children's Club:** It is an activity only for children (from 6 to 10 years old) and women. It works every week on Wednesdays from 17:00 to 20:00. A mother from the board of directors is responsible for the activity, she is the main person in charge, in addition to 10 volunteers. It is very popular since women can gather together while children play in a safe environment. Here they drink tea and talk. Children under the age of 6 may also come, but they must be accompanied by their mothers. In this activity, the children's club and the women's club have joint together. The average participation is 20-30 children and 10-15 mothers. During the last 3 years, this activity has been organized exclusively by volunteer mothers.



**Youth group:** This activity is led by member organizations that are responsible for the execution of the activity. They provide volunteers to carry out the different necessary tasks.

The volunteers are parents who live in the neighborhood in municipal houses. This activity is an offer for young people between 13 and 18 years old.

Some of the activities carried out by the youth group are: Playing PlayStation and watching soccer together (Champion League, Premier League). During the activity, pizza and soft drinks are served. This is a win-win scenario. Young people whose families can't afford soccer channels or who want to be with their friends can come to SAIFF and be in a safe environment, instead of being in a pub that serves alcohol. SAIFF sees this activity as preventive work. Adolescents are a vulnerable group that is easy to influence. They are searching for their identity and are easily influenced in a bad direction. It is preferable they are at SAIFF's premises than they are on the streets.

In 2019 there was a huge increase in drug abuse in Oslo and it also affected SAIFF. The Oslo municipality issued a strict order that youth activities could not be done without adult supervision. SAIFF tended to use older youngsters (18-25) as volunteers in the youth club, which was no longer possible. This caused a great demand for adult volunteers. The need to have an offer for young people was great and the goal was to have it open almost every day. The solution that SAIFF had to implement was to pay one person per hour to be present at the activity since it was impossible to get so many adult volunteers. This meant that activities had to be reduced to once a week. The ideal solution is that the municipality pays a person, who has legal responsibilities, to be present during the activity.



**Sagene's voice - Cultural Festival in Sagene's Park:** It is a one-day activity where a large stage is set up in which the artists perform. This activity is used as an empowerment tool for the young volunteer leader. The young people assume a great responsibility in the organization of the event, they must recruit other young volunteers in order to do the necessary work to carry out this great festival. They play different roles: Some become coordinators, others are responsible for stands, for recruiting artists, etc. Young people are trusted and take responsibility for decision making. They learn a lot and undergo a change in the process. Subsequently, they become more involved in their local community after volunteering for this festival. It is also noted that they participate more as volunteers in other activities. The conclusion is that this form of empowerment for young voluntary leaders turns out to be a good tool for recruiting and training new volunteers. Additionally, they become good role models for others, positively influencing other young people.

**Other Activities carried out by SAIFF:** Bowling, trips to public pools, barbecue trips to the island, soccer practice in gyms. In addition, "School help" is held every Monday. See more information about that in the PACT chapter.

**Night Patrol:** This activity consists of patrolling the parks of the area in order to keep it safe for children and youth of the neighborhood. The volunteers who participate in this activity are adults who believe that the safety of children and young people is important for their development and good living in the neighborhood. This activity is carried out with other organizations and entities. They use SAIFF's premises as base to drink tea/coffee, grab a snack, put on vests.

What motivates these volunteers is that a good atmosphere has been created and many of them have become friends. Social motivation is what keeps them together and allows the long-term permanence of the volunteers.

### Volunteers' motivations:

According to SAIFF's experience, there are several types of volunteers

1. Volunteers whose motivation is that they feel they have to do something for society.
2. Volunteers who want to build networks. E.g. Students who come to study from other cities and don't know anyone. It is better to do something useful than to be alone at home.
3. Interest-based volunteers. E.g. I take my son to an activity, and do some volunteer work in return.
4. Today, volunteering is more hours/days rather than long-term commitment. Volunteering has changed in the last 8 years in parallel with social networks. As interest in social media is growing, interest in volunteering is decreasing. Everyone is busy. The time we spend following on social media is at the expense of volunteering. Today it is difficult to recruit people in the long term. E.g. every Wednesday for 4 months. For example, volunteers were asked to make soup for a certain activity and 2 young girls signed up, they were very nice, very active. The activity fit their calendar, they came, did a great job, and left. It is a challenge to always be alert to try to take advantage of these types of opportunities.
5. There is passive volunteerism in the community that rises when a topic that touches their hearts comes up. E.g. In the Syrian refugee crisis, many volunteers spontaneously joined to make their contribution. Many of them were new volunteers. Many activities were carried out, among them: Many clothes were collected, food was made, and the refugees were accompanied. etc. After the crisis subsided, many of them returned home.

### Recognition party:

SAIFF throws a recognition party for all activities closures. In this party they hand out diplomas to the children of the "School Help" activity, they give away floral arrangements and they give speeches of thanks to the volunteers and participants. The volunteers do not expect anything in exchange for their contribution, they do not receive money or gifts.

### SAIFF's final comment:

- Volunteering is changing very fast. The trend is that volunteerism is increasingly focused on short projects or volunteering for few hours.
- Society needs volunteering and the state saves a lot of money with volunteering. Only in SAIFF, we have calculated an average of 1500 volunteer hours in 1 year.
- There are several activities that take place many times during the year, for example, the "boys' clubs" around 35 times a year and the "girls' groups" more than 40 times a year. Many volunteers are required to attend these activities for a long time. This involves many rotations of the volunteers, due to some burn out, others move to another neighborhood or some lose motivation. This demands from SAIFF an extra effort in training and monitoring the new volunteers.

### 5.6 Red Cross Volunteer work: " Youth Volunteer Improvement Project"

Interviewee: Consultant Sakina Benmalek and Project Manager Borgar Bohlin Oslo Red Cross, Volunteer Unit, Volunteer and Society Department

<https://www.rodekors.no/lokalforeninger/oslo/aktiviteter/barn-og-unge/fellesverket>  
<https://digitalleksehjelp.no>

Sakina and Borgan work for Red Cross and are working on a project called "Youth Volunteer Improvement Project".

The objective of the project is:

- Find and test different recruiting methods for the Red Cross, with a focus on recruiting new types of people as volunteers.
- Find what can be done to better care for and maintain volunteers so that they can work for a longer period.

The project lasts for 2 years, will be completed in October 2021 and is funded by the Sparebank Foundation.

The project chose, among all the activities of the Red Cross, "Youth Activity House - A collective work" as a practical case where they will carry out the project.

The following topics will be described in this chapter on "Youth Volunteer Improvement Project":

1. Current Red Cross recruitment process.
2. What is the «Youth Activity House - A collective work»?
3. Current activities for volunteering.
  - 3.1. Volunteer training evenings.
  - 3.2. Social gathering.
  - 3.3. Current situation meeting.
4. Preliminary conclusions of the project.
  - 4.1. Some discoveries.
  - 4.2. Some recommendations for recruiting and retaining volunteers.

### 1. Current Red Cross recruitment process:



Fig. The model of the Red Cross “volunteer trip”

There is always a need for volunteers at Oslo Red Cross and people can get involved in over 40 different activities.

The recruitment process in the Red Cross is as follows: It begins when those interested find the offers on the Red Cross website or on social media, the volunteers register their interest, they receive a letter with an invitation to the Introductory Course, and they can enroll in a course for a date that suits them. The courses present all Red Cross activities in which volunteers can participate.

The presentation is made with some images, information on what days volunteering is required, and what kind of tasks the activity requires. General information about the Red Cross and the basic values that drive the organization are also presented. Here, volunteers choose which activity to join and register to subsequently receive an invitation from employees working on the activity. The volunteer is invited to an initial interview where they receive specific information about the activity itself, when it has place, what activities must be carried out, and what are the requirements for the activities. After this interview, the volunteer receives an invitation to his/her first shift.

There the volunteer will be monitored by an employee and an experienced volunteer. The first time, he/she will receive training and support, information on activities, and a practical description of what the role will be.

Volunteers must present a police record certificate to the Red Cross before beginning to work with youth. In Norway, this certificate is mandatory.

### **Mandatory courses for volunteers**

At the Red Cross, there are some activities that have mandatory courses that volunteers must take at a certain period after the activity has started. The course covers various topics, such as psychosocial first aid, conflict management, and how to volunteer in an activity with young people.

## **2. What is the "Youth Activity House- A collective work"**

There are 4 activity houses in Oslo that are managed by the Red Cross. They are located in 4 different districts: Grorud, Majorstua, Grünerløkka, and Mortensrud.



The idea is that the young people who visit the "activity houses" find a community of people where they can feel at home, can gather, hang out, learn, and grow as people. There are free activity offers for all young people between the ages of 13 and 25.

The activity house is a meeting place for young people where they can meet and play games, billiards, table tennis, receive help with their homework, among other things. They can also participate in various courses and job training. An example of a course is "Mediation on the street", where young people receive tools to deal with their own conflicts and the conflicts of others in a non-violent and constructive way. In this way, young people will be equipped to become "peace workers" in their own environments. When it comes to job training, young people have the opportunity to gain valuable experience and job training that can help strengthen their CV, get good references, and become more attractive in the job

market. An example of this is the course to learn how to make coffee, where they obtain a diploma that can be used to get a job in a cafe.

The activity house is open 4 days a week. Volunteers organize into regular groups on different days of activities. Each day has its fixed group leader, who is a volunteer. Youngsters need a permanent volunteer once a week for longer periods to create stability and foreseeability. There are 6 volunteers each time for each activity house. There is a general rule that says there should always be at least 2 volunteers per room.

Youth participation per day in one place can be from 5 to 100 participants. On average, approximately 500 children participate in activities in all the houses during one week. There are some bigger premises like in Grünerløkka and others that are smaller like in Grorud.



### Help with homework

The "Youth Activity House - A Collective Work" also offers help to all upper secondary and secondary school students. Homework help services are primarily a meeting place to strengthen the knowledge of the subjects and the youth motivation, in an environment that facilitates learning. "Homework help" is also an important social field where children and young people make contacts and mingle with other young people of different grades, with different backgrounds and from different generations.

### 3. Current activities for volunteering:

#### 3.1. Volunteer training evenings

The Red Cross also offers training evenings for its volunteers, 1-2 times a year, on current youth issues. For example, "The prevention police" presents the topic of drugs, how to deal with a young person who comes drugged to activities, how to handle the conflict, what happens in a conflict, how to reduce the conflict, etc.

### 3.2. Social gathering

The Red Cross organizes a party for volunteers twice a year, one after Christmas and the other in early spring. At the party, they socialize, eat something light, and have fun. It also includes brief general information concerning the activity they carry out and current information about the Red Cross.

### 3.3. Current situation meeting

Once a year, a Red Cross employee meets with volunteers in a personal interview. The employee asks each volunteer: How do you feel? Are you comfortable with the activity? Is there something that bothers you? The employee pays special attention to volunteers who do not come so often, they are particularly interested in knowing why. The current situation meeting is an activity that takes time for employees because there are many volunteers, but it is an important tool to check the status of volunteers.

## 4. Preliminary conclusions of the project:

### 4.1. Some discoveries:

- It is important to present accurate information and to be honest about the challenges volunteers may face during activities at the beginning of the "conversation" with volunteers to eventually avoid disappointment.
- There are many volunteers who resign and many who start. It is common for people to work for only 2 years as volunteers.
- Only 20% of the volunteers have worked for more than 2 years.
- The reasons why the volunteers resign are the following:
  - Change in life situation: New job, move, have had children.
  - They use a lot of time to travel to the place where the activity takes place.
- Students are not kept for long. They come to town for 1 to 2 years and move again due to work, girlfriend/boyfriend, etc. They can be good volunteers, but you can't expect a long-term commitment.
- Until now, the project has found the following reasons why volunteers stay for long periods:
  - Volunteers like to be with young people.
  - The group where the volunteer participates works very well and has a good atmosphere.
  - The volunteer is an adult whose children have already grown up, who is stable and lives near the place of activities.
  - The most important factor is that the volunteers have become friends with each other.
- During the recruitment process, it is important to act quickly, that the volunteers feel that they are seen and that the Red Cross has time for them throughout the process, even when the volunteers are already working. It is also important to maintain a lot of personal contact between employees and volunteers.
- The Red Cross "Volunteer Trip" model can also be used in small organizations by adapting to the type of work the organization does.

### 4.2. Some recommendations for recruiting and retaining volunteers

- Try to recruit people who live in the local area. As part of the project "Youth Volunteer Improvement Project", a test has already been done, inviting to an open day at the Mortensrud premises. Invitations were handed out at the subway station while coffee and cakes were shared. In addition, people who had been in contact with the Red Cross, and who lived in the nearby area of the activity house (by zip code), were invited. It was announced through local entities such as the dentist's office, the local church, the library, gyms, and the local supermarket. Lastly, advertising on Facebook was paid, with a focus on

age, place of residence, and those interested in youth. On the day of the activity, several people attended, but all subsequent work was suspended due to the coronavirus pandemic.

- Focus on people who have specific professional knowledge that is required for different activities. For example, students and teachers who are specialists and who live in the local community for the “help with digital homework” activity. To achieve this, you can visit local companies where people work with professional knowledge that could be relevant as volunteers.

- Create a workshop with volunteer leaders. They are an important part of the job and have a lot of practical knowledge about volunteering. The idea is to gather information based on their experience and involve them in the process of improving volunteer recruitment and retention for longer periods of time.

- It is important to work in an inclusive and participatory way with the volunteers and create a sense of belonging to the activities. In this way, the Red Cross can take advantage of the experience and ideas of current volunteers and reinforce their attachment to their work. Something is currently being done in this direction, but much more can be done.

## 5.7 Alna school - Furuset IF

Interviewee: Runa Gjelberg. Project coordinator, Furuset Forum  
[https://www.facebook.com/FurusetIldrettsforening/?ref=page\\_internal](https://www.facebook.com/FurusetIldrettsforening/?ref=page_internal)  
<https://www.furuset.no/portal/arego/club/171>

### Context:

Furuset neighborhood is part of Alna municipality, located in north Oslo, and it has a 70% of foreign inhabitants. Furuset is part of the Groruddalen valley where people from 170 different nations live, with a population of 150,000 inhabitants. It is an area where most families have low incomes, are numerous, and live in small apartments. The Groruddalen Valley has been postponed by governments for many years, but in 2007, the municipality of Oslo and the state began to launch a series of initiatives to create service and infrastructure improvements in the local communities of Groruddalen.

### Furuset IF (Sports Association) - FIF

FIF was founded by Trygve Lie in 1916, who was the first UN Secretary-General after World War II. It has approximately 100 employees. FIF owns all the facilities where they carry out their activities and is one of the largest sports associations in Oslo.

FIF has the traditional sports departments, such as soccer, tennis and ice hockey clubs, handball, and also has a department called “Furuset Allidrett IF”, which works with projects directed towards the local community.

### Furuset Allidrett IF (FAIF):

FAIF started in 2003 and is the most advanced in community involvement work, beyond what is “normal” for a sports team.

FAIF's defined objective is to facilitate and organize versatile and varied sports and cultural activities for children, youth, and adults in the local community.

FAIF offers new activities and projects for residents of Alna municipality, who are not very active or who do not use the existing services.

The sports offer in Oslo is rich and diverse. However, many children and young people do not find their place in traditional sports offerings. The reasons vary and have to do with various factors that play a role in the lives of children and young people. Many of those who don't take part in sports, actually want to participate. Therefore, the activity offers that FAIF provides must be open, without obligation, and almost free. Through this offer of activities, we include children and young people in sports, and we make visible the existing opportunities.

FAIF is the largest department of Furuset IF, with 1082 members (12.31.2019).



### **FAIF's relationship with the municipality and other institutions:**

FAIF works closely with other local sports clubs, organizations, kindergartens, and schools.

They coordinate with Municipality activities, for instance, the youth club is open this weekend as the municipality is closed at the time. Several projects are in collaboration with other institutions, e.g. All sports with school, kindergarten, etc.

FAIF has contact with a large network of national and local organizations and public agencies. Besides, FAIF participates, to learn and share experiences, in an international network called "Front city network".

FAIF performs many excellent activities but there is one that stands out from the rest, namely **Alna School**.

### **Alna School for young volunteer leaders**

Furuset IF has long had a problem getting youth parents to volunteer or serve on the board of directors. Most of the parents in the local community are immigrants and have no tradition of the Norwegian type of volunteering: Tasks like marking the hiking trail in the forest, being on duty at a festival is far distant for them. Also, there are language barriers, other traditions, etc.

Therefore, Furuset IF decided to focus on the volunteers of the future and founded Alna School for young volunteer leaders.

Alna School was established in 2009, as an offer for children and young people from 15 to 25 years old who have, or want to have, a leadership role in community activities in their local environment within sports, other leisure activities, organizational life, and volunteer work.

### **Objectives**

- Alna School youth must be motivated to assume positions and/or be leaders of activities within sports teams and local organizations.
- Participants must have the competence to deal with roles and functions in voluntary work, in an effective way.



- Participants in Alna School must be role models, visible and positive in the local community.
- Alna School participants should be aware of how discrimination and prejudice are expressed and should know the methods to make this visible.
- Alna School will have positive effects for the entire local community, by educating young people to take responsibility for their local community.
- Young people from Alna School will participate in the preparation of future Alna School courses.
- Alna School will be an important factor when it comes to building a positive reputation for Alna Municipality.

Young students meet twice a month, 25 in total. Most are 17 years old. Since it is not a certified course, Alna School awards a diploma for some of the content of the study plan. For example. First aid diploma, activity management diploma, street mediation, conflict management.

Alna School employees and specialists have between 15 and 40 years of experience in, among other things, child and youth labor, the voluntary sector, organizational life, politics, and board positions.

### **Alna School consists of three levels:**

1. For the little ones: **Alna School Junior**. Given the great interest of the younger ones who wanted to participate and contribute, earn some money, and have something in their CV, Allidrett started an offer for them, namely Alna School Junior. It is an offer for children and young people under 15 years of age where they are given an introduction to volunteer work and participate in various events. They meet 4 times a year. This allows them to try volunteering and integrate into the community.
2. For young people between 15-25 years: **Youth Volunteer Training**. During this 1-year training, young people receive courses, take study tours, build teams (Teambuilding), and put into practice their theoretical knowledge. At the end of school, the young people know each other, know about volunteering in the local community and the municipality in general.
3. For former students: **Alumni**. Young people who have obtained the title of Youth Leader from Alna School can participate here. This group is made up of young people who want to put into practice what they learned about volunteering both in Furuset IF and the local community, and who want to function as good role models for younger participants.

The training is carried out combining theory and practice. A minimum of 18 sessions are held for participants in the Young Volunteer Training, a minimum of 6 sessions for Alna School Junior, and a minimum of 2 sessions per year for Alumni.

**Part of the content of the Young Volunteer Training in Alna School is:**

- Voluntary work/organizational knowledge.
- Local democracy.
  - Build good reputation.
- Training and activity management (activity management course under the auspices of the Oslo sports district).
- Study tours to Stortinget (Norwegian Parliament), University of Oslo, NHO (The Confederation of Norwegian Enterprise), LO (The Norwegian Confederation of Trade Unions), and others.
- First aid course.
- Event planning.
- Organize the Family Reunion activity.
- Organize the Furuset Festival.
- Participation in the planning and implementation of other events.
- Production of photos, movies, and websites.

In addition to the seminars, the youth participate as volunteers in various events, both their own and others, such as the Furuset Festival, the walk along the Alna River, the summer camp, the United Nations Day, and the “going out Day”. In addition, the young people take several study tours, where they visit, for example, the Storting, the University of Oslo, center on July 22. These tours have the purpose to widen the vision of young people a little, to have a greater perspective of the world and their local community.



## Recruitment to Alna School

On average, 100 children apply each year and only 25 get a place. As of today (2020), around 400 young people have passed through Alna School.

## Fonds

Alna School is managed by Furuset IF and has the professional and financial support of Alna Municipality and other local and national agencies, through the establishment and implementation of specific projects.

### Some young graduates who have stood out:

- A young person was chosen as The Young Leader of the Year in 2012
  - Others were named Volunteers Fire soul of the year in the sports area in 2016.
  - Several young people have been nominated Volunteers Fire soul of the year.
- FAIF is not interested in highlighting an individual as this is commonly done at the expense of everyone else. Not everybody needs to be a superstar to be happy, and make a good contribution to their immediate environment and to themselves.

### Some reflections:

- Alna School has become one of the largest Norwegian developers of young local management in sports, politics, community life, and organizational work from an integration perspective.
- Alna School has become a pioneering entity in working with young people with immigrant parents.
- Alna School has been a significant success factor in obtaining volunteer work for many years.
- The Norwegian minister of work and social services said: "Alna School provides courage, motivation and security to the young people of Furuset. Together they create unity, build common values, destroy common myths, and create common attitudes. Alna School is the key to good integration"
- Over time, young people grow up and have children, and continue to live in their communities. Many of them get a job at Furuset IF. Some have started their own youth club, hall business. This has strengthened their connection to local communities.
- The activities in Allidrett are run by employees, but the young people who have graduated from Alna School are volunteers in the other department of Furuset Idrett (soccer, basketball, etc.). With Alna School, FAIF manages to create enough volunteers to cover the needs in the other departments of Furuset IF and other important activities in the local environment.

## Some activities at Allidrett IF

### Rainbow Forum of work and activities

In 2019 Rainbow had 20 people with various forms of intellectual disability and 3 people with mental disorders or other disabilities.

During the day, Rainbow runs a canteen for those who work in the gym and to visit kindergartens, groups of retirees and others. Rainbow is essential in the washing and cleaning of cabinets and meeting rooms.

In addition, they work on the loan of sports and activity equipment.



### **Torchlight walk along Alna river**

It is a walk along Alna River that flows from Grorud Valley to Oslo Fjord. Everything lights up with thousands of torches along the riverbank and the walkways.

### **Raked (Rusken)**

The raking action is a joint work done in the spring to clean up the local community and keep it tidy and pleasant. In 2019, a total of 80 FIAF youth participated.

### **Going out Day**

It is part of the Norwegian national tour day. It is the most popular winter event in the area and brings together several hundred children and adults in exciting winter activities.

### **Furuset Festival**

It has become a unique community festival based on volunteer work, where you can enjoy food from around the world, local music and other forms of art, in a good community atmosphere.

### **Holiday activities**

FIAF organizes varied activities during the holidays for children and young people from 6 to 18 years old. They last five weeks and have 75-100 participants daily. Summer activities are free.

### **A Furuset sprouting**

The goal is to make Furuset greener and more pleasant, to contribute to biological diversity, to provide children, youth, and adults with knowledge about pollinating plants and the easy cultivation of herbs, vegetables, and berries.



### The search for posts in Groruddalen

This is a low threshold offer for the population. The posts are placed in accessible areas in the municipality, and preferably in or near the central areas of Groruddalen. The vast majority with cultural-historical value.

### The Furuset Superhero cup

Teams, up to 32 teams, receive a superhero and will compete for great prizes and the trophy to find this year's Furuset superhero.

### Other activities:

Activity Guide, Future Tutors, Your Life: Your choices, Sports Fun, Girls' Soccer, Ice Skating, Parkour, Dance, Sports Peace Corps, Youth Club, Bounce and Bounce, the youth forum.

## 5.8 Partnerships Achieving Communities Tackling early school leaving (PACT)

Interviewee: Konsulent Hodan Ismail Ahmed  
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### PACT:

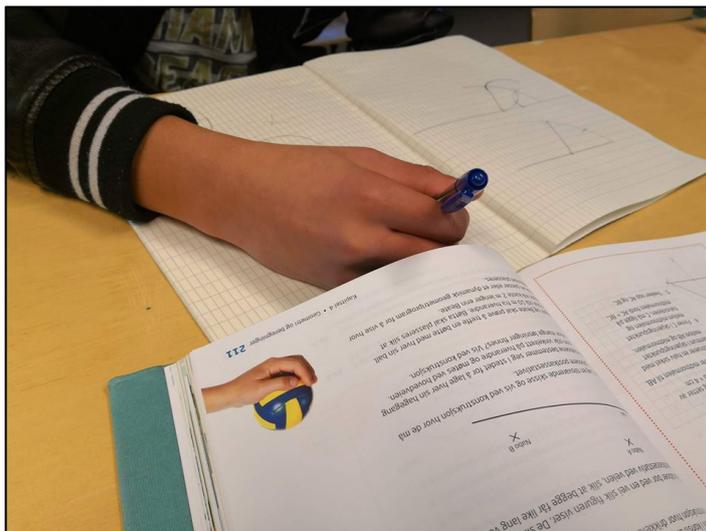
Pact is a European project where the municipality of Sagene participates together with the municipalities of Rotterdam (Netherlands) and Riga (Latvia). The project started in 2017 and lasts until the autumn of 2020.

The purpose of the project is to find an alternative approach model to prevent school dropouts from upper secondary school.

Sagene district has worked for a long time with a collaboration model, called "The Sagene Model". It is a mindset and way of running cases, providing services and executing projects together with citizens in the place where people are, and mobilize their resources and in cooperation solve the challenges that arise.

The Sagene Municipality uses its methods in various and diverse projects. PACT uses the "School help" project, which has been working in the municipality for several years with great success, as a concrete example to describe Sagene's collaboration model.

**The PACT project should answer the following questions:** What does it take to use the collaboration model, in which situations is it suitable? What is the prerequisite for it to work? What is required of the various parties in the collaboration and in which cases is it not appropriate to use the method? What are the challenges?



### "School help" project:

**The working method** is based on a collaboration between the children's parents, the public sector and volunteers. The school help program at Sagene district is a good example of such collaboration.

The parents, mostly immigrants, have taken the initiative to start a school help project in order to support their children to do the homework they receive at school.

This project has identified 2 groups of volunteers:

1. **The families of the children.** Most of the parents are immigrants, have little formal education, are not fluent in the language, and are not familiar with the Norwegian school system. This makes it very difficult for them to help their children with their school tasks. In this "School help" project, parents sit with their children and learn about Norwegian schools, learn to read lesson plans, learn to teach, and follow-up so their children do their homework. Parents are the volunteers responsible for the practical aspects of the operation of the "School help" activity, carrying out the activities necessary for the project to work: They open and close premises, organize the tables, and clean once they finish. There is no paid employee to do these jobs.

Parents' motivation is that they want their children to succeed. For this reason, they are willing to contribute a lot as volunteers, they take the initiative, help with the necessary tasks, and execute them, they also coordinate and manage the project. The municipality gives a small financial support, but it is not much.

2. **Professional volunteers.** Several of the volunteers are university graduates with long education and experience. They are expert and competent in their subjects. Most of them live in Sagene municipality. They have their own motivation, their own impetus, they are driven by their social duty and their vocation to teach. These volunteers maintain their commitment for many years.

The "School help" is carried out 5 times a week and during the entire period of schooling, which can be from 4 to 5 years. This allows the continuity of the parent volunteers throughout this period and gives sustainability to this project over time.

On average, 150 children participate over the course of a year.

### **Participating entities in "School help":**

- Department of housing and local environment.
- NAV - Labor and Welfare Administration
- Torshov Library.
- Municipal schools.

### **The different roles in "School help"**

**The role of the facilitator:** It is the role of the public sector (municipality) in this model. There must be mutual trust and relations for this to work. This was created by various employers of different departments of the municipality and the people of the local community, over a long period of time.

**Parents:** They are the volunteers. Little by little, the parents have become more familiar with the municipality and with the employees and have assumed the execution of the project. There is a parent who gets paid a bit for general coordination.

**Coordination:** The local Department of Housing and Environment initially coordinated the project. Currently, parents do it.

**Premises:** The Torshov library and some schools provide their facilities to carry out the activity.

**Recruitment of volunteer teachers:** Sagene's municipality recruits volunteer teachers through its website.

**The role of the school:** They help in the recruitment of children by informing about the "School help" offer. Likewise, they provide orientation for volunteer teachers once a year, supplying information on how volunteer teachers should do their job. The school provides an expert teacher who can be contacted by volunteer teachers if necessary.

The director participates in the initial and final act of the project "School help" giving a speech and handing over diplomas to the children who participate in the program.

The Dean is part of the steering group in the European project PACT.

### **In the development of the project "School help" some unexpected results occurred:**

- Some parent volunteers have been inspired by the example of their children and have restarted their studies themselves.
- Several of the parents were unemployed, they got a new role in society. They were not volunteers in any organization established before. They gained status in the local community.
- Through the project, parents were able to meet other Norwegian volunteers allowing them to get in contact with the majority society.

### **Preliminary discoveries of PACT project:**

It is difficult to find something concrete since there are many factors involved in the process and the PACT project is not yet complete (it ends in autumn of 2020). Despite this, we can name the following discoveries:

- "School help" has had positive effects on the local community and it has helped more groups to actively participate in the school and in the local community.
- There has been more contact and trust between the local community and the school since the project was established.
- Some of the students participating in the project have become good at reading.

- There has been an empowerment of parents and students.
- It has been seen how important it is that the public sector sees the benefit of cooperating with civil society and is willing to share its power allowing users to participate in defining the problem, proposing solutions, and deciding how they get involved in order to contribute.
- Public employees must have time to work with communication and build relationships in the local environment. This takes time, but it is essential for the success of the project. It is not necessary to have a lot of money to work this way, but it is required to have time.
- The “School Help” project can function without the participation of the public sector. Currently, the municipality’s role is very small, with the volunteers doing most of the work.
- The project gives a great social benefit, especially to people who are in municipal housing.
- Parent volunteers are active parties and participant in a collaborative task to create a safer living environment, better school results, and a more participatory civil society.



## 6. Change the World experience with volunteering

In the years of CTW's work as an NGO, there have been several experiences regarding volunteering.

The first phase was to have many volunteers to carry out the proposed tasks. An example of this was the International Solidarity School.

All the staff of the organization were volunteers, as well as the volunteer teachers. The money raised went to projects in Latin America.



The motivation of the volunteers was in Solidarity with Latin America and being part of a good atmosphere. It was like a great human community. It was common for people to get together to go to the movies or do other activities outside of the organization. Many became friends, others learned to dance Latin rhythms such as Salsa and merengue, and there were many who met, through their volunteer work at CTW, the love of their lives and got married. This process lasted about 7 fantastic years where they learned about many different topics including yoga, Latin dances, Peruvian food, personal development, etc. The school had the honor of being the first to hold Salsa and Merengue courses in Norway. In addition, various projects were supported in Colombia, Chile, Nicaragua. For the CTW staff, it was very enriching because of the learning and empowerment, but the administrative work to maintain the large number of activities and the many volunteers was enormous.

In this period we detected some weaknesses of this type of mass volunteering, namely:

- It was difficult to plan in the long term due to the low predictability of volunteering.
- A lot of energy was spent on training volunteers. When they have already learned, soon after they were leaving for various personal reasons.
- Many people who came felt very lonely and with different inner needs. The contribution in these cases was minimal and required a lot of attention.
- CTW productivity in general was not high despite the number of volunteers, due to all the administrative work that required.

- Experiments were made with the full participation of volunteers in the preparation of the annual plans. This did not work very well since it happened on several occasions that the CTW staff, which were the ones who used the most time, they were carrying out plans that had been decided at the annual meeting and those who voted for these plans were no longer in the organization.



All these weaknesses led to trying a new way of volunteering. A more specific one, where volunteers are recruited for some defined tasks to be carried out in specific periods.

This was the case at the “Sustainability Demonstration Center-Fiskevollen” in Telemark, Norway. This was an abandoned place of a size of 2 hectares where there were once pools of water for raising fish. The work was to make a sustainable design of the territory, which could serve as a learning, demonstrative training, and preservation of nature center. It was planned in such a way as to carry out the implementation of the Center according to the visits of the volunteers to the place. In addition, various theoretical/practical courses were held where the different structures of the place were implemented. An agreement was also made with a nearby secondary school so that some students could do their practice and thesis at this demonstration center. After 2 years, much of the original design was implemented. Here the interest of the young volunteers to learn about different sustainability issues and the need of CTW for volunteers to develop the place came together. In hindsight, it can be said that this volunteer strategy is still valid when it comes to a popular topic and there are no financial means to employ paid workers. This way is slower, but it works and also creates a network of people who feel connected to the project.

Another example of specific volunteering is the case of making sustainability courses in different parts of Norway. The process starts with a person or group, contacting CTW showing their interest in a particular course, for example, 2-week Permaculture course, ecovillage course, 3-day weekend course of Transition Towns, among others. CTW's offer is for them to play the role of volunteers to organize the course, with the support and experience of CTW. The volunteers learn the subjects that are interesting for them, taking free courses, and receiving training in the organization of activities. For its part, CTW

achieves its goal of raising awareness and training people throughout Norway on ecological issues.



This method allowed us to reach various locations in Norway with a minimum of effort. Among the places where courses were held is Fyresdal in Telemark, Stavanger, Tromsø, Levanger, Trondheim, Bergen Oslo, Nessoden, among others. During these courses, contact networks that have lasted over time were created. In addition, several of the participants in the courses were elected, as members of the green party, on the board of directors in their respective communes.

Another CTW experience with specific volunteers is the visit of a young French man and a young Spanish woman who were with CTW through the European program “European Voluntary Service”.

This is a program that finances volunteering for a period of about 1 year. CTW commits to provide training in some of the work areas and the volunteers commit to work on CTW activities according to a defined plan. CTW's experience with this type of volunteering is as follows:

- It demands considerable dedication from the staff of CTW to give the necessary training to the volunteer.
- It requires meticulous planning work and elaborating the details of the tasks in order to be carried out by the volunteer.
- It takes time for the volunteer to be able to manage independently in the activities, when this happens, it is already near the end of the volunteering period.
- CTW estimates that the time invested and the effective production of the volunteer makes the final work balanced. In other words, almost the same work would have been done without

volunteers, but with the benefit that one more young person has been trained and made aware of the issues of sustainability and solidarity.

Over the last years, CTW has recognized the importance of using participatory process tools that empower, motivate, and create a sense of belonging among volunteers.

The Participatory Processes (PP) are specific methods employed to achieve active participation by all members of a group in a decision-making process. The approach can be used for most issues and should give equal opportunities for everybody involved. The primary goal is to create productive discussions to develop positive solutions. Method selection is dependent on what the participants want to achieve, as each method employs different processes and outcomes. Each method should be viewed holistically as a certain way of thinking, rather than as an individual tool.

Change the World has collected, created, and surmised some of the most successful PP to serve as inspiration for small and large groups of people who wish to optimize cooperation and create a fun working environment.

These are some of the most successful PP:

**Open Space Technology** is a workshop process to run creative and productive meetings. Open Space Technology is functional for five to 5000 participants.

**Wishes tree** is an individual tree, usually distinguished by species, position, or appearance, which is used as an object of wishes and offerings. Such trees are identified as possessing a special strong vision or spiritual value.

**Consensus method:** Consensus decision-making or consensus politics (often abbreviated to consensus) refers to group decision-making processes in which participants develop and decide on proposals with the aim, or requirement, of acceptance by all.

**Dragon dreaming:** Dragon Dreaming as a process allows teams to build together a strong vision (dream), turn it into concrete objectives (plan) and actions (doing), and then acknowledge the whole process to move on (celebrate).

**Speed-dialogue** is useful if you have a limited amount of time and want to achieve quick participation in a discussion or reflection. It can be used both before and/or after a presentation or a seminar.

**Time Machine** is a funny way to engage a group to dream the vision for their work in the future.

**Café dialogue** is a fun, informal, and effective way to discuss and come up with new solutions to particular challenges.

**Future workshop** is designed to engage participants to produce an action plan to address a specific theme. This method is ideal for 15-20 people.

**Picture circle** encourages the participants to express their ideas and dilemmas in a relaxing, creative, and understanding atmosphere.

**Network circle** creates a relaxed atmosphere for future dialogue by finding shared interests and similarities among the participants. It is particularly suitable for large groups.

**Fishbowl** conversation is an advantageous method for allowing a large group to contribute to a conversation about a selected topic.

**OPERA** is a method for running faster and better meetings.

**Talking Stick** is a simplistic method for creating a calm and thoughtful dialogue within a small or large group.

## 7. Overview and discussion of best practices

### 7.1 General

- The success of the project base in Sagene and its volunteers' involvement is the result of a long process that has developed over the years in Sagene municipality. The municipality has earned the trust of the neighbors and it has developed a methodology that involves the participants.

An example of this is the project "Sagene Club – Torshov". The Club was a typical municipal offer that runs traditionally until 2017. Then came the municipality employees who had experience with cooperative methods in other areas in Sagene, guided and assisted them in their work, and in relation to the local community. The situation changed radically. Neighbors began approaching the club, parents met employees, began sending youth to activities, and parents became volunteers. Today, Sagene Club - Torshov is a living place at the service of the local community with great contribution from parent volunteers.

Other examples of these projects are "Neighborhood improvement on Drøbakgata Street" and "SAIFF Sagene International and Multicultural Volunteer Center", even though the SAIFF project is independent of the municipality of Sagene. While "Partnerships Achieving Communities Tackling early school leaving (PACT)" is a good example of evaluation and systematization of methodology to work with volunteers.

- The municipality of Sagene was transformed while working with the local community. Some of the participatory methods that dealt with the neighbors were incorporated into the operation of the municipality. This has made municipal employees more engaged and involved in the work that the municipality does. The municipality has received many study visits where they share their experience.

- In most cases, the participatory way of working with volunteers has proven to be a very effective integration tool and it has allowed immigrants and ethnic Norwegians to come together and erase mutual prejudice.

- The initiator of volunteer activities can be very varied. In the municipality of Sagene, it was the municipality that took the initiative, in Alna, it was the sports club, in Tøyen it was a passionate teacher of Tøyen school, and in the Youth Activity House, it was an institution like the Red Cross.

- Tøyen's project is very successful in empowering young people, while Sagene's projects involve more strongly the parents of young people.

- In older projects such as "Tøyen Sports Club (TSK)" and "Alna school - Furuset IF" some long-term results can be seen. For instance, some young adults who volunteered when they were younger, settle back to live in their neighborhood with their family and begin to play an active role within the local community, either as volunteers or as leaders of new initiatives.

- With political will and with the input of a few, the reality of a neighborhood can be transformed in just 5 years and the quality of life of so many people can be changed. An example of this is the case of "Tøyen Academy (TAK)" and "Tøyen Sports Club (TSK)"

- When you already have a methodology and the trust of the local community, great transformations can be made in the local community in record time. It took only 3 years in the case of "Sagene Club - Torshov" to go from a child welfare institution to a community center

that is the heart of a very active local community.

## 7.2 Tools used by Norwegian NGOs to motivate and strengthen volunteers working with children – Summary and Recap

The analysis carried out for the purpose of the Report showed that Norwegian NGOs use various methods of working with volunteers, sometimes intuitively without defining/classifying them, and sometimes - in a structured manner. Bringing down the results presented in the Report to the level of concrete tools (for the next stage of the Project), the following methods and corresponding tools of working with own volunteers by Norwegian NGOs can be generally distinguished:

- 7.2.1 Various tools aimed at recognizing and appreciating the work of volunteers, e.g. recognition parties, awarding the titles of "the best volunteer of the year/month", etc.;
- 7.2.2 Formal training programs (academies) for volunteers, educating, inter alia, soft skills, and leadership skills. These types of programs include compulsory training (e.g. psychosocial first aid, conflict management, and how to volunteer in an activity with young people), substantive training (e.g. related to drugs) and also offer various benefits for volunteers in the form of e.g. study tours and excursions;
- 7.2.3 The survey showed that a good atmosphere between volunteers and the friendships they make are the key to keeping volunteers in organizations. For this purpose, organizations use various informal tools, e.g. organize Christmas parties, joint workshops, and other integration-friendly events;
- 7.2.4 Among the tools, a separate group are tools of direct work focused on volunteers, e.g. in the form of individual evaluation and motivational / empowerment meetings with volunteers, by maintaining constant personal contact with volunteers or assigning dedicated volunteer mentors;
- 7.2.5 Engaging, Inclusion and participation in the management work of NGOs, e.g. by creating workshops with the volunteer leaders and involving them in the process of improving volunteer recruitment and retention for longer periods of time; Involving a specific volunteer in the process of considering how to keep volunteers in the organization increases the chances that such a volunteer will remain in the organization. To achieve that various tools of a typical workshop and training nature are used, among them Open Space Technology, Wishes tree, Consensus method, Dragon dreaming, Speed-dialogue, Time Machine, Café dialogue, Future workshop, Picture circle, Network circle, Fishbowl, OPERA, and Talking Stick.

## 7.3 Preliminary comments on the differences and specificity (first remarks from the Polish partners)

During the preparation of the Report and interviews with people involved in the Project as well as the conversations between the partners to the Project, the following issues related to the area of local differences and approach emerged:

- Support for children from difficult backgrounds most often starts in the form of sports clubs, which over time go beyond sports activities and offer more;
- A large part of the activities that are done in Poland by NGOs are carried out by social workers, but there is still space for volunteering.
- In the case of many NGOs in Norway, the traditional division into beneficiaries and volunteers is lost - both groups mix and intertwine - future volunteers are often children who

have experienced help from the organization in the past and it is not uncommon for one person to be a beneficiary and a volunteer at the same time. Nevertheless, during the work on the report, the Norwegian partner also managed to reach out to organizations working in a more traditional way, to have a more complete picture of the NGO models in Norway.

- Norway seems to be dominated by a realistic and not exclusively idealistic model of volunteering. Therefore, Norwegian NGOs are much more willing to involve family members of beneficiaries in volunteering, assuming that, they will be motivated for a longer time, as they are directly interested in the results of the volunteering actions.

Despite the apparent differences in problems as to both children and volunteers, practices from Norway can be summed up and a common denominator can be found for the possible usage in Poland after proper adjustment to local conditions.

## 8. Conclusion and outlook

Norway is a developed country with a high gross national product and a long tradition of volunteer work. In Norway, it is the government that covers most of the needs of young people and children with some kind of problem. Especially in the area of health and with special needs, it is paid personnel who perform these jobs.

Despite this, Norway has great challenges such as high school dropouts, which in 2019 were 22%, and neighborhoods where live mostly immigrants have high rates of poverty.

It is in areas like these where volunteering has found a niche to provide an offer for children and young people, where the state cannot cope.

Western society is changing, just like Norway's, towards a more individualistic society, which entails a change in volunteer work.



In this report we can identify at least 4 types of volunteering:

1. Volunteers idealists whose motivation is that they feel they have to do something for society. Although traditional/idealistic volunteering still exists, it is much less than in the past. Examples of traditional volunteering or by conviction, we can find in the volunteer teachers of the "School Help" who participate by vocation, and in the "Youth Activity House - A collective

work" of the Red Cross where older people want to make their contribution to society since they have time available and want to do something for others.

2. Interest-based volunteers. E.g. I take my son to an activity and do some volunteer work in return. In most of the projects, we see that parents participate as volunteers because their children benefit from the activities in which they participate, such as the School Help program, sports offers, family activities, etc. Once the children finish, the parents also do it, but in these types of activities, new parents arrive with younger children. Which allows the natural renewal of volunteers.

On the other hand, we see that what motivates young volunteers to participate in associations, organizations or sports clubs are 3 main factors: The first is their own interest in the activity in which they are going to participate; the second is to obtain work experience and references, which they can write in the CV, giving them benefits when applying for a job; and third, to build networks of contacts. A typical case of the latter is, for instance, students who come to study from other cities and don't know anyone. It is better to do something useful than to be alone at home.

3. Volunteers for hours/days. This type of volunteering is becoming more and more common rather than long-term commitment. The activity fits their calendar, they come, do a great job, and leave. It is a challenge to always be alert to try to take advantage of these types of opportunities.

4. The passive volunteerism. It is important to note this type of volunteering, which has special characteristics and is deeply rooted in the Norwegian culture. This was mentioned in the interview with "SAIFF Sagene International and Multicultural Volunteer Center": There is passive volunteerism in the community that rises when a topic that touches their hearts comes up. E.g. In the Syrian refugee crisis. A large number of volunteers of all ages participate in this type of volunteering, most of whom had never been involved in any organization. This kind of volunteerism appears when the crisis hits and slowly disappears as the crisis decreases.

Faced with this new reality of the decrease in idealistic volunteering and long-term commitment, organizations/institutions have found it necessary to find new and innovative tools to get and keep volunteers.

The tools of "Tøyen Academy (TAK)" and "Alna School for young volunteer leaders" have been very effective and innovative in training young volunteers committed to the local community. Here coincides the need for young immigrants to find an entrance into Norwegian society and the lack of offers for integration. The key to the school is training for 1 year where experts deliver knowledge of society and empowerment to young people. This goes with practical experiences and accompaniment on issues of interest to each young person. Also, young people become visible in the community by organizing and participating in large local events, which gives them prestige in front of their peers. Finally, this training is complemented with study trips within the country and abroad, allowing young people to have a vision beyond their local community. This has made it possible to count on a large number of volunteers, young entrepreneurs, and active members of their community.

The other effective and innovative tool to have committed volunteers is the one used by the Municipality of Sagene with its collaboration model, called "The Sagene Model". Concrete examples of this can be seen in the successful cases of: "Neighborhood improvement on Drøbakgata Street", "Sagene Club - Torshov" and "SAIFF Sagene International and Multicultural Volunteer Center". The partial results of the PACT project, whose objective is precisely to study "The Sagene Model", show us that the key elements to have and keep committed volunteers are to define problems together with beneficiaries, to involve them in

the process of searching and implementing solutions, to train and empower them. In most of the successful cases of Sagene, they have the common element that there is an interest/need of the beneficiary who approaches the organizations/institutions asking for help. Together and with the volunteer work of the interested parties, they manage to satisfy the needs.

This method requires time for the interaction of organizations/institutions with the local community, and to be able to generate relationships of trust. Once the activities have started, it is common for volunteers, after a while, to take control and administration of the initiative.

It is important to investigate successful cases to find the keys to successful and long-lasting volunteering.

Analyzing the volunteer work in a more traditional organization, we can see the results shown by the project "Red Cross Volunteer work: Youth Volunteer Improvement Project." Their preliminary conclusions tell us that volunteers who remain over time are adults who like to be with young people, whose children have already grown up, who are stable, and live near the place of activities. The group where they participate in volunteering has a good atmosphere, and the most important thing is that the volunteers have become friends. It is important to work in an inclusive and participatory way with the volunteers and create a sense of belonging to the activities.



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