

VOLUNTEER HANDBOOK

This document was compiled for Open Streets Cape Town by Katelyn Chagami, Kirsten Herchenroder, Taylor Teed, and Alexandra Wolfe, four students from Worcester Polytechnic Institute in Massachusetts, USA.

**Open Streets
Cape Town**

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Introduction

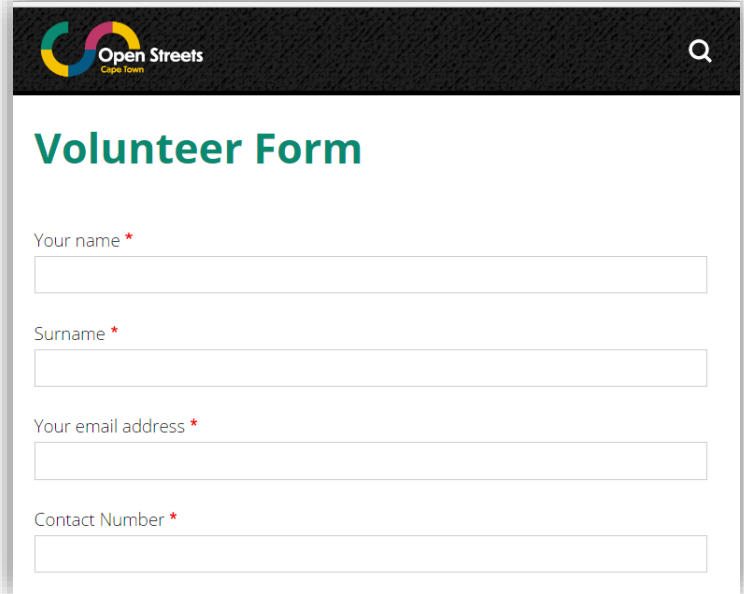
A group of four Worcester Polytechnic Institute (WPI) students spent seven weeks in the United States researching volunteerism and volunteer programs. They traveled to Cape Town, South Africa to continue their research with to work with Open Streets Cape Town's volunteer program. During their seven weeks in South Africa, the group conducted interviews with 85 residents of the country, 11 high school students from Cape Town, and various liaisons from local nonprofit organizations. This handbook encompasses their recommendations for future growth in Open Streets Cape Town's volunteer program. It has been broken into three sections: recruitment, training, and retention.

Recruitment

Open Streets Cape Town is continuously growing as an organization. An increase in participation and frequency of events calls for a larger and more skilled group of volunteers to help each Open Streets Day run smoothly. The youth of Cape Town and the retired residents have been identified as a promising source of skilled volunteers that will return event after event. Outlined here are the recruitment processes that were used by the WPI students and recommendations for future recruitment tactics.

Volunteers Sign Up

The simplicity and accessibility of the form to the right from Open Street’s website is beneficial to encourage the general public to sign up to volunteer. However, not everyone is a good fit for volunteering at Open Streets. With every submission, an email will be sent to the provided email address to learn more about the potential volunteer. This email will serve as a filter to weed out those who are not interested or committed enough to respond.



Open Streets
Cape Town

Volunteer Form

Your name *

Surname *

Your email address *

Contact Number *

Here is an example email:

“Hello _____,

Thank you for expressing interest in volunteering for Open Streets! The next Open Streets day is on _____ in _____ from _____am to _____pm. We have a couple questions to get to know you better. Please respond to this email with your answers at your earliest convenience:

Do you like talking to people?

Do you have a bicycle?

Have you ever been to an Open Streets Day?

What made you interested in volunteering?

Thank you for your time! We are looking forward to hearing back from you.

Sincerely,

_____”

Contacting Schools

The table below outlines schools that have been contacted by the WPI students in pursuit of group interviews with their students. We started at Trafalgar High School and completed two separate group interviews there, one with four members of the Interact Club and one with a random assortment of four students. The principal, Mr. Hendricks, put us in contact with a couple local schools including Cape Town High School. The other schools in the chart either did not respond or responded saying that their students have too many exams to participate in interviews. In the future, it is recommended to contact schools during the beginning of the school year to eliminate the issue of students being occupied with exams.

School	Location	Contact Info
Westcliff School of Skills	Old Paarl Rd, Bellville, Cape Town, 7530	www.westcliffschool.co.za/contact
Trafalgar High School	Coblestone Rd, Cape Town, 8000	Mr. Hendricks, Principal Mrs. Murray, advisor for the Interact club: hpwentworth@gmail.com
Cape Town High School	Paddock Ave, Cape Town City Centre, Cape Town, 8000	Phone: 021 424 2168
Queen's Park High School	Balfour St, Woodstock, Cape Town, 7915	admin@qphs.wcape.school.za
Harold Cressy High School	103 Roeland St, Zonnebloem, Cape Town, 8001	Mr. Behardien, m.s.behardien@cressy.co.za
Stellenberg High School	Mountain View Rd, Stellenryk, Cape Town, 7550	info@stellenberg.org.za
Herzlia High School	Deerpark Dr E, Vredehoek, Cape Town, 8001	Mr. Falconer, Principal mfalconer@herzlia.com
South African College High School	Newlands Avenue, Newlands, Cape Town, 7700	Ms. Jenkinson, Headmaster's secretary, jenkinsonl@saccollege.org.za
Parow High School	Oostersee, Cape Town, 7500	info@parowhs.co.za
The Settlers High School	Settlers St, Bellville, Cape Town, 7530	Ms. Gallie, principal, principal@settlers.org.za

Via Personal Meetings

Time Estimate: 2 hours; Immediate Response

Our fellow WPI students spent much of their time at Trafalgar High School and built a great relationship with the principal, Mr. Hendricks. The students introduced us to the principal and we met with him in his office for 30 minutes. During this meeting, he introduced a teacher at the school who is the advisor for Trafalgar's Interact club, Mrs. Murray. We met with her and four members of the club the next day. A group interview was conducted in her classroom. The interview went well and another meeting was set up to interview Mrs. Murray the following week to discuss the logistics and history of the club.

Aside from connecting us with the Interact Club, Mr. Hendricks made suggestions for other schools in the area to contact. He provided us with the contact information for the principal of Cape Town High School. We called the school and set up a meeting for later that day. A group interview was conducted with four students as well as one of their teachers.

Via Email

Time estimate: 30 minutes; 2 day response time

Though email correspondence proved to be less effective than direct contact, there was some success in receiving responses from schools. Those that did respond explained regretfully that they could not be of assistance due to the exams their students were taking. We have included the template that was used to email schools so that it can be referenced in future interactions with educational institutions.

Contacting Retired Citizens

A key advantage that the retired population offers is a wealth of knowledge. If OSCT is able to match the skills, experiences, expertise and knowledge of its older volunteers, the volunteer program would be more efficient. "Skills-based volunteering is defined as a strategy for building the capacity, impact and sustainability of non-profit organizations" (Skills-based, 2014). Utilizing this strategy on Open Streets Days has the potential to maximize efficiency and boost morale, as the volunteer would feel more confident in their ability to complete the task. The challenge is to find retired citizens who would be willing to volunteer. This issue was approached in two ways: contacting retirement homes and contacting clubs in the Cape Town area that had a plethora of retired members.

Via Retirement Homes

Time estimate: 30 minutes; 2 day response time

We called several retirement homes in the hopes of interviewing a couple of their residents. A complete list of who we have reached out to can be found below. However, there was no success in gaining access to retired citizens via retirement homes. Many of the secretaries whom we corresponded with explained that their residents pay for their privacy. Since retirement homes appeared fruitless, we adopted a new approach to contacting the retired residents.

Larmenier Village

Address: Derry St, Vredehoek, Cape Town, 8001

Website: Larmenierct.co.za

Phone: 021-461-3687

Palm Garden Retreat

Address: 85 Regent Rd, Seapoint, Cape Town, 8005

Website: palmgarden.co.za

Phone: 021-430-6200

Via Clubs and Organizations

Mrs. Murray from Trafalgar High School connected us with her colleague, Marekya, at the Waterfront Rotary Club. Interact clubs are sponsored by a local Rotary club and Trafalgar's club is sponsored by the Waterfront Rotary (Interact, 2016). The Rotary club meets every Friday at 6:30am. Marekya invited us to attend a meeting on November 25th and suggested we conduct interviews with anyone who was willing to participate at the end of the meeting. Six retired citizens were interviewed in a group setting. The general consensus from the interviews was that retired citizens in the Rotary club volunteer with organizations that the club is connected to.

Skills Certificates

A total of 11 students were interviewed and all of them expressed interest in an incentives program that involves getting certified skills to put on their resume. If the students do not have perfect grades, adding volunteer experience, extracurricular activities, and skills can increase their chances of being admitted to a university (Murray, 2016). This information was taken into account and a sample certificate was drafted for Open Streets to use. A copy of the sample certificate can be found in Appendix A. Below is a list of potential skills to put on this certificate and what requirements are needed to achieve each skill.

Skill	Requirements for attaining this skill:
Mediation	<ul style="list-style-type: none">✓ Complete the mediation training✓ Complete all their volunteering tasks on the Open Streets Day✓ Successfully mediate a situation at an Open Streets Day
Professionalism	<ul style="list-style-type: none">✓ Attend the training session✓ Complete all their volunteering tasks in a professional manner
Communication	<ul style="list-style-type: none">✓ Attend the training session✓ Complete all their volunteering tasks for a role that requires maximum communication (i.e. host or surveyor)
Public Speaking	<ul style="list-style-type: none">✓ Attend the training session✓ Speak at the day of the event to a large group
Leadership	<ul style="list-style-type: none">✓ Attend the training session✓ Complete all the volunteering tasks of a section leader✓ Train a group of volunteers

Train

Ice Breakers

Ice breakers are an easy way to create a sense of engagement with a group of trainees. As leadership coach Pam Macdonald explains, “The level of engagement and interaction that a presenter is able to create and maintain during a presentation is frequently one of the most significant indicators of success and satisfaction for the presenter and the group” (Macdonald, 2015). In a training session as long as the Open Streets’ program, it is important to get the group up and moving in order to keep everyone engaged. These group activities can increase group bonding and help to create a cohesive unit of volunteers while also allowing the presenter to evaluate certain skills. If the moderator is aware of the strengths and weaknesses of each volunteer, they will be better equipped to assign roles. For example, someone with good handwriting and people skills who doesn’t mind walking around all day should be a surveyor.

The training for Open Streets Bellville 2016 began with an ice breaker and included several fun activities to keep volunteers engaged. Beginning the session with basic fact sharing such as name and favorite color is a good step that should be kept in the OSCT training; it allows the volunteers to get to know each other on an introductory level and breaks the silence. Brainstorming as a team is another example of an exercise that should continue to be used by OSCT. A way to improve this activity could be to have everyone write on big sheets of poster paper as a team rather than the moderator typing. This is useful to determine handwriting quality and keeps the group moving and working together. Midway through the session, after all the standard information has been delivered in typical presentation style, the moderator should conduct one of the three suggested activities below. These activities are designed to engage the volunteers while gathering information to assign them to the role that they would best fit. Be aware of any volunteers who might have any physical disabilities, make sure that the selected activity doesn’t leave anyone out.

Activity 1: Where Do You Stand?

Time Estimate: 20 minutes

For this activity, the group will begin by standing in an open space while the moderator explains the objective. This open space should be large enough to allow everyone to walk from either side of the room to the next so that the two sides are obviously separated; the more people there are, the larger a room is needed. The room will have an imaginary line with the far left being one extreme and the far right as another extreme. The participants can stand along any point on the imaginary spectrum. When the moderator asks a question such as “coffee or tea?” the participants will move along the imaginary line until they reach their personal preference. If someone has no preference to either coffee or tea they will stand in the middle whereas someone who only enjoys coffee will move to the side of the room which is designated to coffee. The game will start with very generic examples such as “cats or dogs?” or the coffee example to warm everyone up. When everyone seems to understand the activity, the

moderator can begin mixing in questions that have to do with volunteer positions. Examples of these questions and the two sides of the spectrum are included below:

Option A	Question	Option B
Yes	Do you enjoy talking to people?	No
Yes	Do you like kids?	No
Walk	Would you prefer to walk around or remain sitting?	Sit
Yes	Do you mind approaching people and initiating conversation?	No
Yes	Are you organized?	No

These questions can be mixed among generic questions to keep the game interesting. After the conclusion of the activity everyone will be given a piece of paper and the questions listed above will be shown on a slideshow. Have all the participants answer the questions on their paper and then break for tea. During the tea break use the participant responses to organize people into the positions that best fit their skills. Therefore, after the tea break volunteers can be delegated to their positions and split into groups based on those positions for specialized training.

Activity 2: Islands

Time Estimate: 20 minutes

Break the participants into teams and give everyone a pen and sticky notes, the poster paper should be spread out around the room with each sheet having a different question on it. The room should be large enough so that each team can surround each piece of paper without being in each other's way. Everyone should be able to travel with their team to each piece of paper, or 'island'. As the teams move around the room to each island, they will discuss each question as a team (Collins, 2010). Each person can jot down their personal answer to the question on their sticky note and sign their name. Once each person sticks their note on the poster paper the team can move to the next island. Examples of questions for each island include the following:

1. Have you ever had to deal with a difficult customer/person? How did you handle the situation? Each person will give a brief summary of their experience.
2. Have you had experience working with children? Each person will give a brief summary of their experience.
3. Have you ever volunteered before? Each person will give a brief summary of their experience.
4. What are you most excited for on the Open Streets Day? Each person will answer.
5. What is an example of a time you were outgoing? Each person will give a brief summary of their experience.

Supplies

- ❖ A large space
- ❖ Poster paper
- ❖ Colored sticky notes
- ❖ Markers/pens
- ❖ A prize (optional)

The questions can be tailored to which skills you are trying to identify. After the activity ends, the volunteers will be given a tea break while the papers are collected and the responses are analyzed. Similar to the previous activity, volunteers will be placed into positions based on their responses to each island. Once positions are assigned, split the volunteers into their groups for specialized training.

Activity 3: Signature Bingo

Time Estimate: 20 minutes

For this activity, bingo boards will need to be prepared in advance. Some examples can be found below, but a printable version has been provided in Appendix B. Each participant will be given a board and a pen. The participants will be instructed to move around the room and mingle. This activity does not require as much individual movement as the two previous activities and would be the best option in case a volunteer is unable to move around a lot. The objective of the game is to fill each box with a signature, preferably all different signatures (Collins, 2010). An example of boards that can be used can be found below:

Supplies

- ❖ Bingo boards
- ❖ Pens
- ❖ A prize (optional)

I have volunteered at Open Streets	I like talking to people	I wouldn't mind walking around all day	I wouldn't mind walking around all day	I would like to sit down for most of the day	This is my first time volunteering with Open Streets
I have a bicycle	I have worked with children in the past	I am very organized	I am very organized	I have volunteered at Open Streets	I like talking to people
I would like to sit down for most of the day	I can't wait for Open Streets!	This is my first time volunteering with Open Streets	I have worked with children in the past	I can't wait for Open Streets!	I have a bicycle

I can't wait for Open Streets!	I would like to sit down for most of the day	I am very organized	I like talking to people	This is my first time volunteering with Open Streets	I would like to sit down for most of the day
This is my first time volunteering with Open Streets	I have a bicycle	I wouldn't mind walking around all day	I am very organized	I have worked with children in the past	I have volunteered at Open Streets
I like talking to people	I have worked with children in the past	I have volunteered at Open Streets	I wouldn't mind walking around all day	I can't wait for Open Streets!	I have a bicycle

The boards can be adjusted by adding or subtracting boxes depending on how many volunteers will be present at the training. The current boards have nine spaces but a free space can be used in the middle and the moderators can be included if there are not enough participants for all nine spaces. The bingo boards work best in rectangles or squares so columns

and/or rows can be added based on the projected number of volunteers that will be present. The additional questions should be relevant to training but general questions can be added if all relevant questions are already used. Participants will interact with each other while trying to find people who can sign off on each box. This allows the group to bond while also categorizing everyone's skills and experience. After the boards are filled out reward the group with a tea break and collect the boards. While the group is taking a break, analyze the boards and split participants into groups based on their skills shown by the boards. After tea split the volunteers into groups by their assigned position for specialized training.

Mediation Training

Mediation is a powerful technique that includes the intervention of an impartial person in a dispute or difficult situation to facilitate a desirable and calm outcome (Orme-Johnson, 2002). Mediation training can equip volunteers with valuable skills that will allow them to diffuse difficult situations. To effectively train volunteers in a relatively short period of time, it is important to be clear and concise while making sure to hit on the most important skills and techniques. Training techniques involve lectures, the use of informational videos, role play with debriefing, and scenario analysis (Raines, 2010).

Lectures should be kept short to keep the audience's attention and should present overarching information. This includes describing what mediation entails, detailing what different forms of mediation exist (avoiding, competing, compromising, etc.), and how mediation may be necessary on an Open Streets Day. Videos can be useful during this lecture period to save time and effort. Videos also engage the audience by switching up the presentation style and redirecting their attention (Orme-Johnson, 2002).

Role playing is a key part of mediation training. It allows trainees to practice the skills learned in lectures in a controlled situation (Raines, 2010). During role play the trainees can act as both the mediator and the disputant, allowing them to see both sides of a given situation. After role playing activities are completed, it is essential to bring the group back together for debriefing. This debrief gives everyone the opportunity to reflect on the situations and compare how they dealt with the disputant with their peers. During this debriefing period, the moderator can mix in different scenario analyses. Scenario analysis provides an opportunity for the trainees to brainstorm as a group and discuss openly how they would deal with each scenario (Raines, 2010). These scenarios can be tailored to OSCT by providing examples of conflicts that have actually occurred at Open Streets Days.

At the conclusion of mediation training, volunteers will be equipped with the skills to mediate a mix of situations that may occur during their volunteering experience. These skills include the ability to know when to use a certain mediation technique, the proper emotional responses to display, and the knowledge of available resources in the event that they are not able to handle the situation. Mediation training takes a significant amount of preparation on the moderator's side but if well-prepared, it can create very skillful volunteers. An example of a very thorough mediation training guide can be found at http://www.campus-adr.org/cr_services_cntr/mit_all.pdf. This Basic Mediation Training Trainer's Manual put

together by Massachusetts Institute of Technology faculty includes mediation facts, worksheets, and example activities.

Simplifying the Manifesto

Volunteers are the backbone of Open Streets Cape Town; their performance and knowledge can work to enhance the image of the organization. To achieve this, it is crucial that volunteers know and understand the manifesto so they can accurately describe OSCT's mission to others. Volunteers may come from all different backgrounds and educational levels so it is important to create a simplified version of OSCT's manifesto. The current manifesto, while accurate and educational, uses language that is relatively difficult to understand. Therefore, a simplified version may be more beneficial for volunteers to memorize.

Original Manifesto:

By embracing the concept of Open Streets, all of us can create shared places that embody respect for all and help bridge the social and spatial divides of our city.

We believe that streets should:

- Enable safer and more cohesive communities
- Provide platforms for creative expression of local cultures and values
- Be places for recreation and social interaction
- Contribute to job creation and local economic activity
- Provide choice in how we move around the city

Simplified Manifesto:

By embracing the concept of Open Streets, we can come together as people to celebrate shared public space and build respect.

We believe that streets should:

- Be a safe place for communities to come together
- Be a place where local cultures and values can shine
- Be filled with people, games, and conversations
- Contribute to job creation and boost the local economy
- Provide choice in how we move around the city

By putting the manifesto in simpler terms, most the volunteers will be able to not only learn it but can also be capable of expressing it to others. During volunteer training, volunteers should complete various activities to help them understand and memorize OSCT's manifesto. A group discussion would help to ensure that volunteers understand what the manifesto conveys. During this discussion, the volunteers and moderator should go through the manifesto point-by-point and discuss what each line means to everyone individually. This group setting allows the moderator to subtly correct any volunteers who may be misunderstanding the message of the manifesto. Once the team understands the manifesto, the moderator should lead a few memorization activities to make sure each volunteer is able to recall and explain the manifesto. Memorization activities can include visual and physical games to stimulate the mind (Jensen, 2005). A few examples can be found below.

Visual Activity: “Spot the Difference”

Time Estimate: 10 minutes

For this activity a slideshow can be created with one slide for each point of the manifesto. On each slide there should be a correct version of that point from the simplified manifesto along with a slightly incorrect version of that same point. The volunteers can be divided into two teams and as the moderator controls the slides each team will have to determine which version is correct. Whichever team chooses the correct version more often can be rewarded with a small prize such as food or simply bragging rights. An example is given below:



Supplies

- ❖ A large space
- ❖ Printed versions of the manifesto with sections missing
- ❖ A prize (optional)

Physical Activity: Fill in The Blank

For this activity stations will be set up around the room, one station for each part of the manifesto so six stations in total. At each station there should be cards with the simplified manifesto on them but each card should be missing a different part of the manifesto. An example of one station’s card is shown to the right. In this example the team would write “Be filled with people, games, and conversations”

Volunteers will be split into teams of three or four depending on how many volunteers are present. When a team arrives to each station they must figure out which part of the manifesto is missing and be able to correctly recall it. Answers will be written on a sheet of paper with the station number and the correctly written part of the manifesto. Teams will hand in their paper after each station to prevent any cheating and once they have visited every station the answers will be compared. Whichever team recalled the most correct points of the manifesto can receive a small prize or bragging rights.

By embracing the concept of Open Streets, we can come together as people to celebrate shared public space and build respect. We believe that streets should:

- Be a safe place for communities to come together
- Be a place where local cultures and values can shine
- ?
- Contribute to job creation and boost local economies
- Provide choice in how we move around the city

Retention

“Volunteers need
acknowledgment, recognition,
thanks and love”
- Bradley Beard
Creative Director, Cape Town Carnival

Thank-You

Making volunteers feel valued is an important part of the retention process. Many organizations stress the importance of thanking volunteers for their time and effort. Different organizations approach this task in a variety of ways. Some examples are listed below.

Hype Human

Timing: During the event

A hype human's sole purpose at the event is to make the volunteers feel appreciated. Cape Town Carnival calls these people “love bunnies” (Baard, 2016). The job of the love bunnies is to stand at the end of the parade and cheer for both the performers and the float operators. During the parade, not every float gets the roaring applause they may be expecting so the love bunnies are there to make sure that they get some of the recognition they were seeking during the parade. The love bunnies are also there to show appreciation for the float operators that get hardly any recognition during the parade (Baard, 2016).

For Open Streets, a similar role can be undertaken by one of the volunteers during the Open Streets Day. The purpose of this role would be the same but the logistics slightly different. A role can be created titled “hype human.” During the role selection, the most positive and enthusiastic volunteer should be designated as the “hype human” for the upcoming Open Streets Day. The hype human's role throughout the day would be to locate every volunteer and express to them what a good job they're doing. The hype human can either remain at the information tent or bounce around the open space, locating volunteers as they go. Each volunteer that the hype human acknowledges can get a sticker or a button in order to keep track of who has been thanked for their time. The hype human role can also be combined with the info hub assistant role.

Thank-You Email

Timing: One week after the Open Streets Day

Another method of acknowledging and thanking volunteers is a thank you email. The Color Run sends out thank you emails a week after the event (McLennan, 2016). The email acknowledges the time and effort the volunteers have put into the event and thanks the volunteers for their continued support.

Cape Town Carnival thanks volunteers after the event by giving them a certificate with their name to acknowledge the time and effort that they have dedicated. The certificate was previously given out to all volunteers but is now only distributed to the head of the group of volunteers (Baard, 2016).

Volunteer Celebration

Timing: Bi-annually

Another way to show appreciation for volunteers is to host a small. In the United States, the American Diabetes Association holds an appreciation banquet for their volunteers before and after their big event (Foster, 2016). Similarly, CicLAvia, a Los Angeles based organization modeled after Ciclovía, invites their volunteers to a dinner hosted by the staff to thank them for all of their efforts throughout the year (Volunteer Rewards Program, 2016).

In the context of Open Streets, a celebration could be held at the end of a series of Open Streets Days to thank all the volunteers for the work they have completed. The celebration can be combined with a debriefing session to encourage volunteers to participate in the debriefing, addressed in the next section. The celebration could be for all of the volunteers that participated in any of the Open Streets Days in the series. Volunteers who attended more than one event can be given a special prize at the celebration to encourage them to continue participating in multiple Open Streets Days.

Debrief

A debrief is used in different training and work environments as a tool to learn from experience. The debrief “systemizes reflection, discussion and goal setting to promote experiential learning” (Tannenbaum, 2013). Debriefs are beneficial because it gives feedback to the organization about how to improve the event and volunteer experience. The debriefing can be given in many different forms such as a survey or a meeting.

Survey

Timing: One week after the Open Streets Day

A survey is a quick efficient way to ask volunteers to provide feedback on the event. The survey sent via email requires no face-to-face meeting and minimum effort by the volunteer. The sheer ease of the survey may yield a higher number of responses. Although surveys can be effective, we highly suggest the following method:

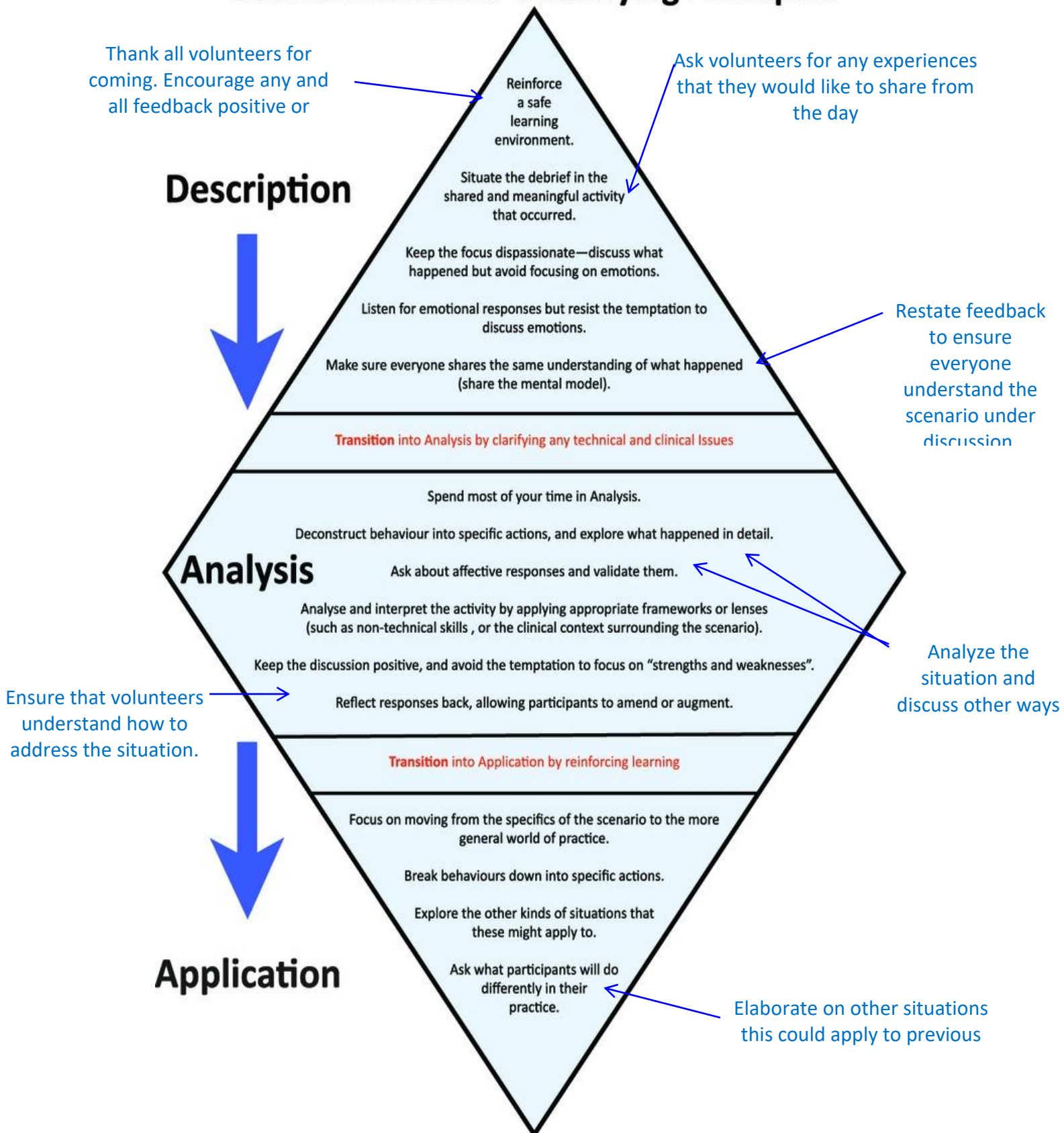
Meeting with Volunteers

Timing: One week after the Open Streets Day

Unlike the survey, this debriefing would be held in person with the volunteers on an agreed upon date and time. There are advantages to conducting a meeting rather than filling out a survey. Research has shown that there are three characteristics that can influence its effectiveness of a debrief: facilitation, structure and multimedia aid (Tannenbaum, 2013). In a meeting with the volunteers it would be possible to facilitate the conversation to improve the objectivity and concentration of all involved.

The graphic below is called “The Diamond.” It is a structure for an effective debrief used after a simulation in the medical field. The structure of this debrief was designed to “allow an exploration of the non-technical aspects of a simulated scenario” (Jaye, 2015). This debriefing structure is valuable in discussing a situation that volunteers found difficult to handle on the day and equipping the volunteers to address a similar situation in the future.

Debrief Diamond: Underlying Principles



Engagement between events

Volunteer engagement is an important part of any retention program. An important part of maintaining engagement with the volunteers is communication. There are a few examples of different communication techniques implemented by different organizations. Oxfam, an international organization that aims to end poverty throughout the world, set out a plan to improve the communication between the organization and its volunteers.

Electronic Engagement

The first form of communication is electronic communication. There are a few online tools that Oxfam uses to reach out to volunteers: website, forums, email lists and virtual campaign networks. The website has features such as a list of current volunteer opportunities, volunteer profiles and stories and group and committee information (Oxfam Canada, 2007).

Another tool for communications is customized specifically for the type of volunteer. At Oxfam, different newsletters are geared to different demographics. For example, e-newsletters are sent to youth volunteers, and bulletins specific to certain volunteer groups. Regional newsletters are sent to certain areas to target certain audiences. In the future, Oxfam plans to create a regular campaign magazine and improving the volunteer database to allow for a more personalized communications approach.

Circle of Volunteers

New York Cares, an organization that runs over 1,000 programs for non-profits, has developed a system for classifying volunteers by engagement level. Their system classifies volunteers into six different categories: Shopper, Episodic Contributor, Short-term Contributor, Reliable Regular, Fully Engaged Volunteer and Committed Leader (Shwartz, 2010). As volunteers become more involved and their engagement level rises, harder tasks, more responsibility and further training are offered to them. For example, after a volunteer has completed three projects through New York Cares they are offered the opportunity to become a Team Leader (Shwartz, 2010).

Open Streets can implement a similar system of volunteer classification based on the number of events the volunteer has attended and additional work the volunteer participates in between Open Streets Days. Classification could be structured as follows:

	Potential Volunteer	One-time volunteer	Community Contributor	Regular Volunteer	Leadership
# of events attended	0	1	any in community	3	3+
Posters	0	0	yes	yes	yes
Attends community meetings	no	no	yes	yes	yes
Trains other volunteers	no	no	no	no	yes
Notes	Filled out online application	Has only volunteered at one event	Volunteers only when event is in their community	Actively participates	Attends extra training to become a leader

Volunteers in different classifications would receive different updates and opportunities. For example, completion of all criteria for a regular volunteer makes that volunteer eligible to attend a leadership workshop. The leadership workshop will teach them how to train one-time volunteers during training sessions.

The volunteer program will act as a “Circle of Volunteers” as shown below.



Volunteers are encouraged to continue to grow within the organization by learning and accepting more responsibility. The volunteer program comes full circle when leadership volunteers are able to train the new potential volunteers. Each new classification receives harder and more stimulating tasks, more qualifications to put onto their certification, and more input within the organization.

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Appendices:

Appendix A:

OPEN STREETS CAPE TOWN

CERTIFIES THAT

(name of volunteer)

HAS ACQUIRED THE SKILLS OF

MEDIATION

PROFESSIONALISM

COMMUNICATION

PUBLIC SPEAKING

LEADERSHIP

BY ATTENDING VOLUNTEER TRAINING FOR OPEN STREETS (LOCATION) ON (DATE).

OPEN STREETS IS A CITIZEN DRIVEN INITIATIVE THAT WORKS TO CHANGE HOW PEOPLE VIEW THE STREETS. THIS CERTIFICATION IS GIVEN TO A VOLUNTEER THAT HAS MASTERED THE SKILLS TAUGHT IN TRAINING AND EXEMPLIFIES THEM ON THE OPEN STREETS DAY.

THIS CERTIFICATE EARNED ON
(DATE)

MARCELA GUERRERO CASAS
CO-FOUNDER AND MANAGING DIRECTOR



REBECCA CAMPBELL
OPERATIONS MANAGER

Appendix B:

I have volunteered at Open Streets	I like talking to people	I wouldn't mind walking around all day
I have a bicycle	I have worked with children in the past	I am very organized
I would like to sit down for most of the day	I can't wait for Open Streets!	This is my first time volunteering with Open Streets

I wouldn't mind walking around all day	I would like to sit down for most of the day	This is my first time volunteering with Open Streets
I am very organized	I have volunteered at Open Streets	I like talking to people
I have worked with children in the past	I can't wait for Open Streets!	I have a bicycle

I can't wait for Open Streets!	I would like to sit down for most of the day	I am very organized
This is my first time volunteering with Open Streets	I have a bicycle	I wouldn't mind walking around all day
I like talking to people	I have worked with children in the past	I have volunteered at Open Streets

I like talking to people	This is my first time volunteering with Open Streets	I would like to sit down for most of the day
I am very organized	I have worked with children in the past	I have volunteered at Open Streets
I wouldn't mind walking around all day	I can't wait for Open Streets!	I have a bicycle