

2007 CANADA SURVEY OF Giving, Volunteering & Participating



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Giving and Volunteering for Education & Research Organizations in Alberta

Findings from the Canada Survey of Giving,
Volunteering, and Participating



givingandvolunteering.ca

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Statement on data quality

The results presented in this report are derived from a survey. As such they are estimates, not definite measures. Because of variation in the sample size involved with various questions, and variability in the answers given, some estimates are more precise than others. Estimates with a coefficient of variation less than 16.6% are unqualified. Estimates with a coefficient of variation between 16.6% and 33.3% are noted with an E and should be used with caution. Estimates with a coefficient of variation greater than 33.3%, or based on fewer than 30 respondents are not presented and are represented in tables and figures with the symbol ... For more detailed information concerning data quality, readers are referred to Appendix 2 of *Caring Canadians, Involved Canadians: Highlights from the 2007 Canada Survey of Giving, Volunteering and Participating* (Hall, Lasby, Ayer, & Gibbons, 2009).

Acknowledgements

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INTRODUCTION

Although Education & Research organizations touch the lives of every Albertan on a daily basis, they make up a relatively modest percentage of total nonprofit and voluntary organizations in Alberta. According to the 2003 National Survey of Nonprofit and Voluntary Organizations (NSNVO), these 1,600 organizations accounted for approximately 8% of the total number of organizations (Hall, et al., 2005). This report summarizes what is currently known about the individual Albertans who support these organizations through contributions of time and money.

This report uses findings from the 2007 Canada Survey of Giving, Volunteering, and Participating (CSGVP) to provide insight into the Albertans who support Education & Research organizations. It details how much these Albertans contributed, how they made donations, how they came to volunteer for Education & Research organizations, what they did as volunteers, the other causes they supported, their motivations for making contributions of money and time, and the barriers they faced in doing so.

CHARITABLE GIVING TO EDUCATION AND RESEARCH ORGANIZATIONS

The level of monetary support that Albertans provided to Education & Research organizations was comparably modest. Approximately 411,000 Albertans (the equivalent of 15% of Albertans aged 15 and over) donated to Education & Research organizations in 2007 (see Table 1). By way of comparison, 85% of Albertans donated to all types of charitable and nonprofit organizations. Put another way, about 17% of donors contributed to Education & Research organizations. These Education & Research donors each contributed an average of \$102^E annually, contributing a total of \$41.7 million. Again, by way of comparison Alberta donors contributed an average of \$596 each to all organizations, for a total of \$1.4 billion, meaning that Education & Research organizations received approximately 3%^E of total donations in Alberta in 2007.

Table 1: Donors and donation amounts, Education and Research organizations and All organizations, population aged 15 and over, Alberta, 2007.

	Education & Research Organizations	All Organizations
Rate of donating		
Total population (thousands)	2,806	2,806
Donors (thousands)	411	2,386
Donor rate	15%	85%
Amount donated		
Total amount donated (thousands)	\$41,734	\$1,421,663
Mean donation	\$102 ^E	\$596
Median donation	\$25	\$150

Compared to many other types of organizations, the donor base for Education & Research organizations was fairly broad, ranking fourth among the various types of organizations that comprise the nonprofit and voluntary sector in Alberta. However, the average amount that Education & Research donors contributed was comparatively small. By this dimension, Education & Research organizations ranked third from last (see Figure 1). As one might expect, given the small average donations, Education & Research organizations received

Figure 1: Donor rate and average annual donation by organization type, population aged 15 and over, Alberta, 2007.

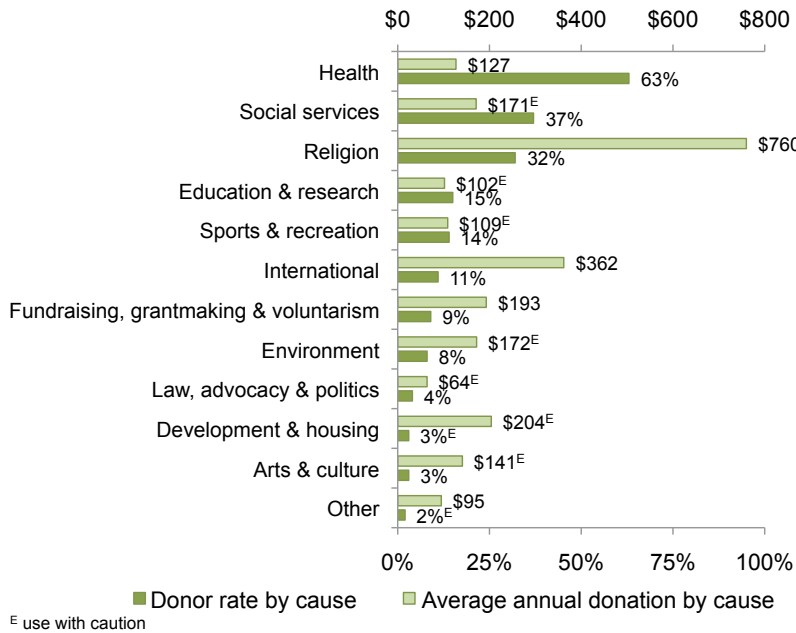
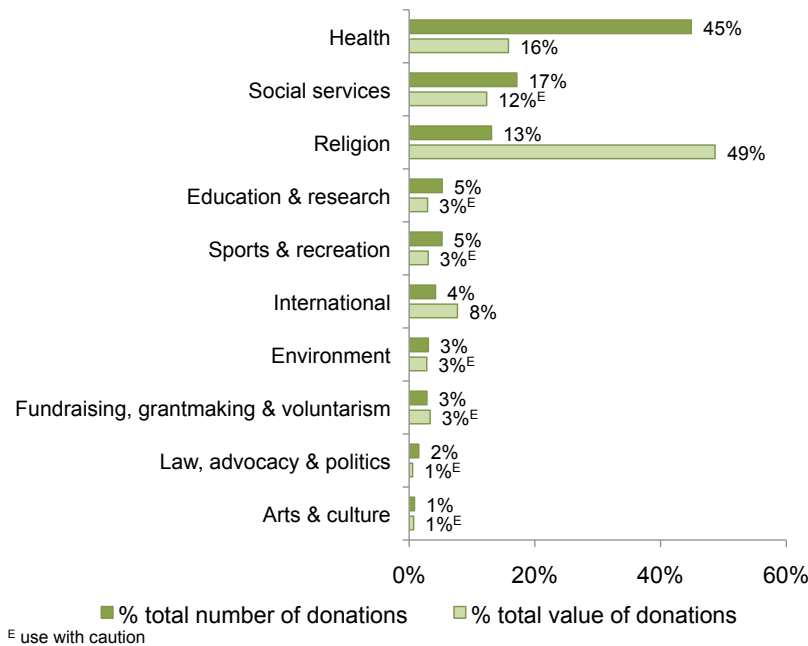


Figure 2: Percentage of total number and total value of donations by organization type, donors aged 15 and over, Alberta, 2007.



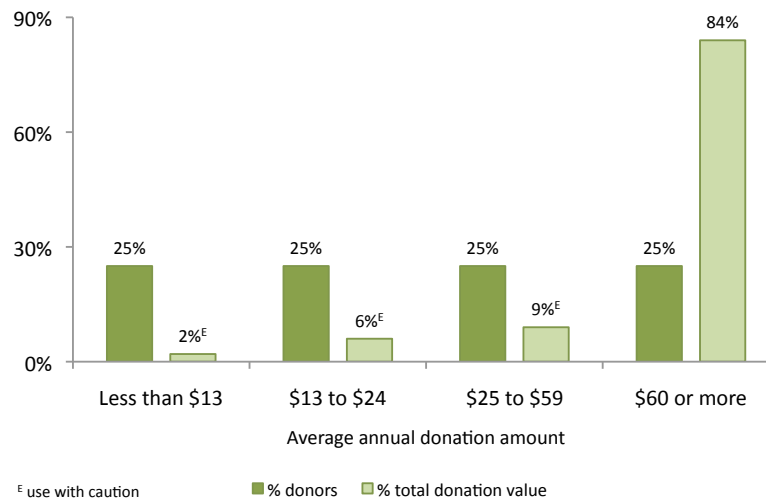
quite a small proportion of total donations, accounting for approximately 5% of the total number of donations and 3%^E of the total value of donations made by Albertans (see Figure 2).

Although the percentage of Albertans donating to Education & Research organizations was virtually identical to the percentage donating to this type of organization in the rest of Canada (15% in Alberta vs. 16% in the rest of Canada), Alberta Education & Research donors gave noticeably more, contributing an average of \$102^E annually vs. \$71 in the rest of Canada. In terms of the allocation of total support, Alberta donors and donors in the rest of Canada allocated very similar proportions of their total support to Education & Research organizations with both groups allocating approximately 3% of the total value of donations to this cause.

The concentration of support

Although the total donor base for Education & Research organizations was relatively broad, with just over one in seven Albertans donating, most of the money these organizations receive came from a small minority of that donor base. In 2007 over four fifths (84%) of the total value of donations to Education & Research organizations came from the 25% of donors who contributed \$60 or more annually (see Figure 3). This degree of concentration of support was roughly consistent with the degree of concentration in total donations to all organization types in both Alberta (where 83% of total donation value from the top 25% of donors) and Canada as a whole (82%).

Figure 3: Distribution of donors and percentage of total annual donation to Education and Research organizations by amount of annual donations, Education and Research donors aged 15 and over, Alberta, 2007.



Who gives to Education and Research organizations?

Although donating is above all a deeply personal decision and the personal and economic characteristics that a given individual possesses do not determine whether they donate and how much they contribute, at the level of a population certain trends are visible. Albertans with a number of particular personal and economic characteristics stood out from others, in terms of their likelihood of donating to Education & Research organizations and the amounts they contributed. Those who stood out included those who were aged 35 to 54,

married, had children in the household, were employed, had higher levels of educational attainment and higher household incomes (see Table 2).

Those who were aged 35 to 54 were more likely than others to donate (21% donated) and they gave larger average amounts when they did so (\$132^E). Similarly, 18% of those who were married or in a common-law relationship donated, contributing an average of \$111^E each. Those with children in the household were almost as likely to donate (17% did so), though they gave slightly smaller average amounts (\$96^E). Those who were employed were as likely to give (17%) and contributed an average of \$120^E. Those with more than a high school diploma were more likely to donate (20% of those with a post-secondary education

Table 2: Education and Research donor rate and average Education and Research annual donation, by personal and economic characteristics, population aged 15 and over, Alberta, 2007.

Age group	Education and Research donor rate	Average annual Education and Research donation
15 to 34 years	7% ^E	\$39
35 to 54 years	21%	\$132 ^E
55 years or older	16%	\$84 ^E
Sex		
Male	15%	\$115 ^E
Female	14%	\$87 ^E
Marital status		
Married or common-law	18%	\$111 ^E
Single	7% ^E	\$40 ^E
Widow or widower
Separated or divorced	11% ^E	\$37 ^E
Education level		
High School	8% ^E	...
Post-secondary	20%	\$64 ^E
University	18%	\$246 ^E
Labour force status		
Employed	17%	\$120 ^E
Unemployed
Not in the labour force	11%	\$58 ^E
Presence of children		
No children in household	13%	\$107 ^E
Children in the household	17%	\$96 ^E
Religious attendance		
Weekly attendee	19%	\$75 ^E
Not a weekly attendee	15%	\$113 ^E
Household income		
Less than \$40,000	10% ^E	\$35 ^E
\$40,000 to \$99,999	14%	\$66 ^E
\$100,000 or more	19%	\$161 ^E

^E Use with caution

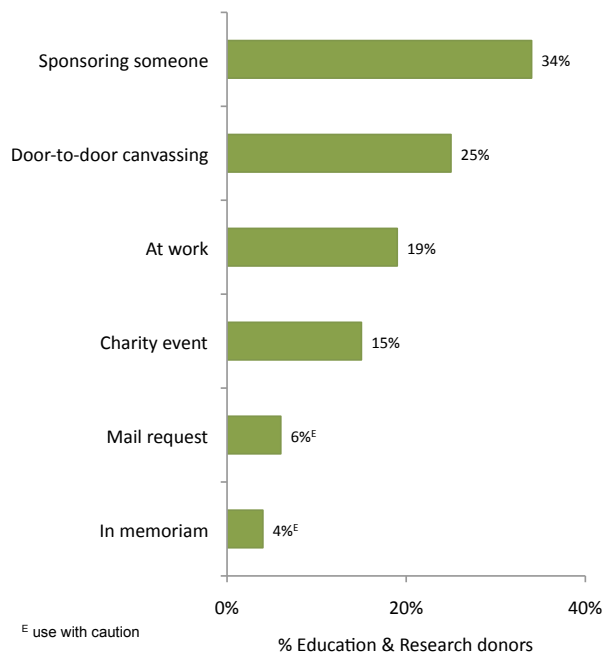
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and 18% of those with a university degree donated) and those with a university degree gave very large amounts, on average (\$246^E). In terms of general trends, the likelihood of donating increased with household income, as did the average amounts donated.

How do Education and Research donors donate?

Education & Research donors were most likely to donate by sponsoring someone to participate in an event (34% of Education & Research donors contributed in this way; see Figure 4). A quarter (25%) donated in response to door-to-door canvassing and about a fifth donated at their place of work (19%). Other donation methods were less common, with 15% contributing by paying to attend a charity event, 6%^E donating in response to a request made by mail, and 4%^E donating in memory of someone. These findings very broadly match those seen in 2004, though it would appear that the methods of donating to Education & Research organizations are perhaps beginning to become more varied (in 2004, donating by sponsoring someone was more dominant).

Figure 4: Percentage of donors contributing by selected donation method, Education and Research donors aged 15 and over, Alberta, 2007.

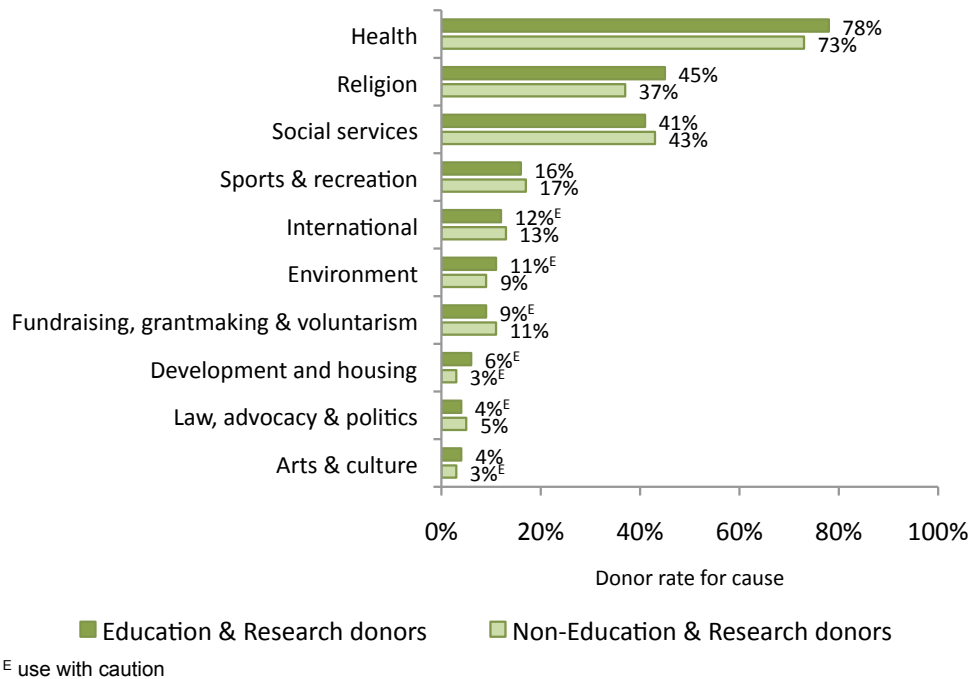


What other causes do Education and Research donors support?

Education & Research donors typically donated to other causes in addition to their support for Education & Research organizations. On average, they donated to 2.3 other causes. In general terms, the patterns of support for other types of organizations shown by donors who supported Education & Research organizations and donors who did not were similar. For instance, both groups were most likely to donate to Health organizations and least likely to donate to organizations working in the area of Arts & Culture (see Figure 5). However,

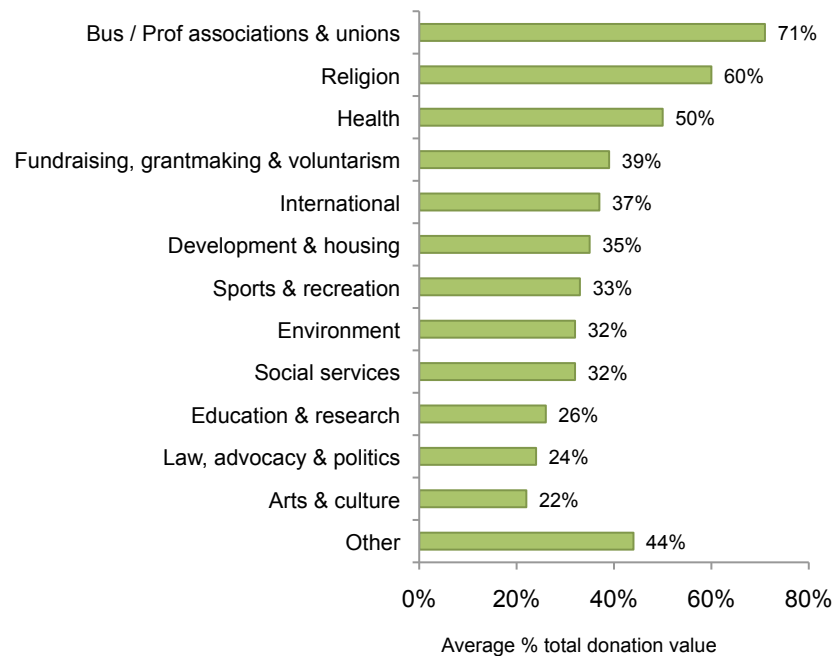
Education & Research donors were somewhat more likely to donate to Religious organizations (45% donated vs. 37% of non-Education & Research donors).

Figure 5: Rates of donation to other organization types, Education and Research donors and Non-Education and Research donors aged 15 and over, Alberta, 2007.



Education & Research organizations typically received quite small proportions of the total value of donations made by their supporters. In 2007, the average Education & Research donor contributed about a quarter (26%) of their total donations to Education & Research organizations, with the remaining three-quarters going to other causes (see Figure 6). Compared to the focus of support devoted to other causes, Education & Research ranked towards the bottom of the range of causes. Business & Professional Associations and Unions and Religious organizations received the largest average proportions of the total value of donations made by their supporters (71% and 60% respectively). Only organizations working in the areas of Law, Advocacy & Politics and Arts & Culture received smaller percentages of the donations made by their supporters (24% and 22%) than did Education & Research organizations.

Figure 6: Average percentage of total donation value allocated by organization type. Donors to organization type aged 15 and over, Alberta, 2007.



What motivations and barriers do Education and Research donors experience?

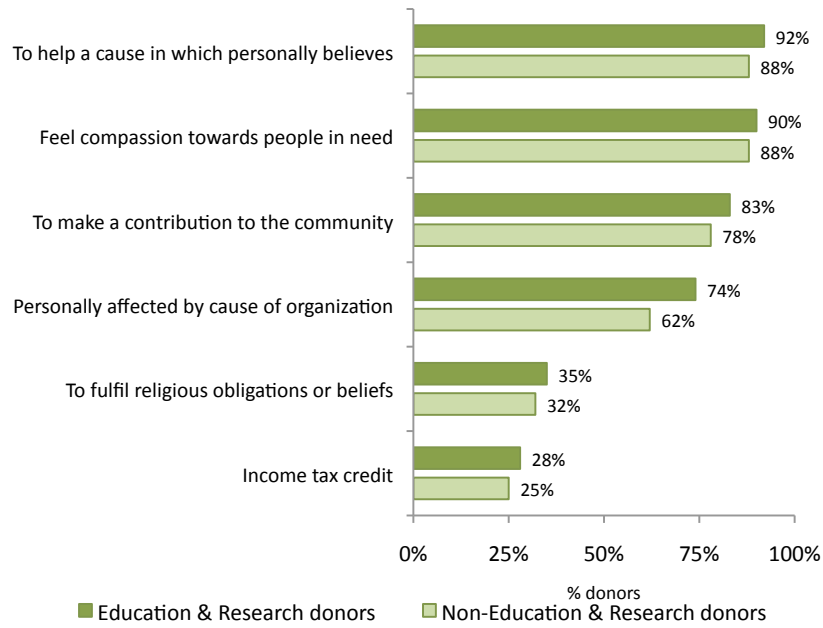
As with donors for most causes, Albertans who supported Education & Research organizations were roughly as likely as donors who did not support Education & Research organizations to report most reasons for giving (see Figure 7).¹ Both groups of donors were most likely to say they donated to help a cause in which they personally believe (92% of Education & Research donors and 88% of non-Education & Research donors) or because they felt compassion towards people in need (90% and 88% respectively). Similarly, both groups were least likely to donate to fulfill religious obligations or beliefs (35% and 32% respectively) or because of the income tax credits they would receive in return for donating (28% and 25%).

Education & Research donors differed from donors who did not support the Education & Research cause in that they were slightly more likely to report most motivations for donating. Two motivations in particular stood out for Education & Research donors. Firstly, they were noticeably more likely to report that being personally affected by the cause of the organization was important in their decisions to donate (74% of Education & Research donors reported this, compared to 62% of non-Education & Research donors). Secondly, they were somewhat more likely to report that the desire to make a contribution to their community was important to them (83% vs. 78% of non-Education & Research donors).

¹ The CSGVP asked donors whether any of six possible motivations played an important role in their decision (s) to donate. These questions applied to donating generally, rather than donating specifically to Education & Research organizations. For this reason this report contrasts donors who contributed to Education & Research organizations with those who did not.

This suggests that these motivations may be of particular relevance when soliciting for the Education & Research cause.

Figure 7: Motivations for donating, Education and Research and Non-Education and Research donors aged 15 and over, Alberta, 2007.



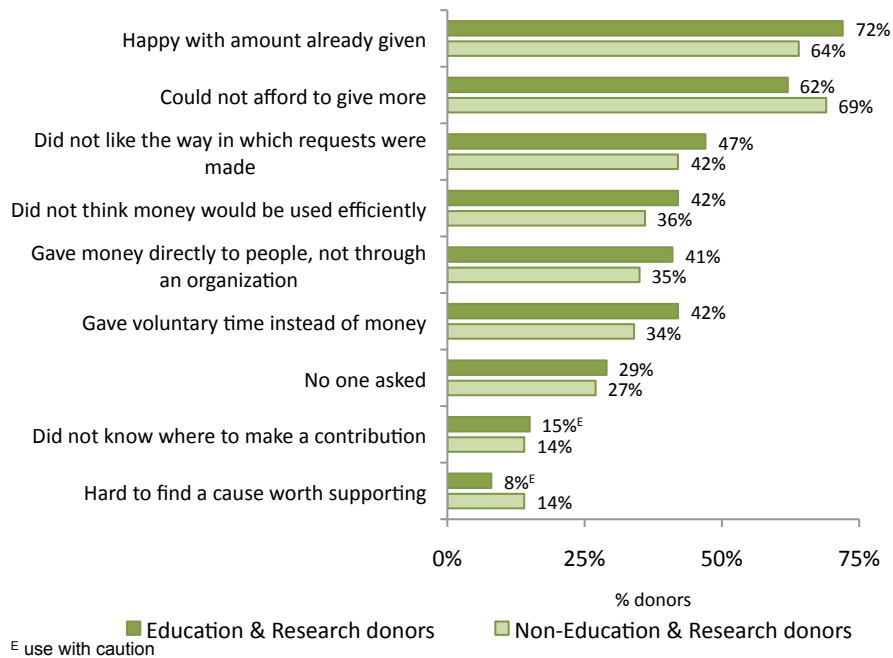
As with the motivations for donating, donors who supported the Education & Research cause and those who did not responded fairly similarly to most potential barriers to donating more.² Both groups tended to attribute similar levels of importance to most barriers (see Figure 8). For instance, both groups were most likely to report that they did not give more than they might otherwise because they were happy with the amounts they had already given (72% of Education & Research donors and 64% of non-Education & Research donors reported this barrier) or because they could not afford to donate more (62% and 69% respectively). Similarly, both groups were least likely to report not knowing where to make a contribution (15%^E and 14%) or having difficulty finding a cause worth supporting (8%^E and 14%).

Where Education & Research donors differed from other donors was principally in the fact that they were somewhat more likely than other donors to report most barriers to donating. For instance, they were more likely to say that they did not give more because they volunteered rather than donating (42% vs. 35% of non-Education & Research donors) or because they gave directly to individuals, without involving a nonprofit or charitable organization (41% vs. 35%). The pattern of responses to these barriers seems to indicate that not giving more is the result of fairly conscious decisions, perhaps involving specific causes

² The CSGVP asked donors whether any of nine potential barriers prevented them from donating as much as they otherwise would have. Again, these questions applied to donating generally rather than donating specifically to Education & Research organizations.

and organizations rather than giving as a general behaviour. Notably, in contrast to their tendency to be more likely to report most barriers, Education & Research donors were less likely to report that they could not afford to give more (62% vs. 69% of non-Education & Research donors) or that they had difficulty finding a cause worth supporting (8%^E vs. 14%).

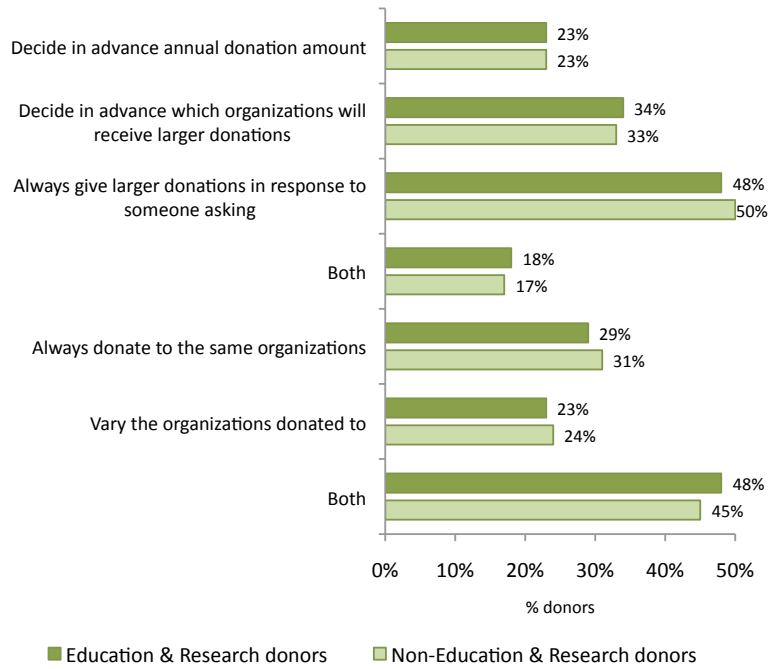
Figure 8: Barriers to donating more, Education and Research and Non-Education and Research donors aged 15 and over, Alberta, 2007.



The role of prior planning in donations to Education & Research organizations

Education & Research donors appeared to be no more likely than other donors to engage in prior planning of donations. They were equally likely to report deciding in advance the amount they would donate over the course of a year (23% of both groups reported this; see Figure 9). Similarly, both groups were equally likely to report deciding in advance which organizations they would support with their larger donations (34% of Education & Research donors and 33% of non-Education & Research donors). Lastly, both groups were equally likely to always donate to the same organizations, to vary the organizations that they supported, or to practice a mix of both strategies.

Figure 9: Percentage of donors reporting prior planning measures, Education and Research and Non-Education and Research donors aged 15 and over, Alberta, 2007.



VOLUNTEERING FOR EDUCATION AND RESEARCH ORGANIZATIONS

The volunteer pool for Education & Research organizations was broader than for any other cause in Alberta. In 2007, 416,000 Albertans - 15% of Albertans aged 15 and over - reported volunteering for Education & Volunteering organizations (see Table 3). These volunteers contributed an average of 114^E hours each, contributing a total of 47.4 million volunteer hours. These volunteer hours represented a considerable resource, amounting to the equivalent of approximately 24,700 full-time jobs.³ By way of comparison, 52% of Albertans volunteered for nonprofit and charitable organizations, contributing an average of 172 hours each for a total of 248 million volunteer hours.

Table 3: Volunteers and volunteer hours, Education and Research organizations and All organizations, population aged 15 and over, Alberta, 2007.

Rate of volunteering	Education and Research Organizations	All Organizations
Total population (thousands)	2,806	2,806
Volunteers (thousands)	416	1,445
Volunteer rate	15%	52%
Hours volunteered		
Total hours (thousands)	47,410	247,913
Mean hours	114 ^E	172
Median hours	30	58

Education & Research organizations received higher levels of support than almost any other type of organization. As previously mentioned, Education & Research organizations had a larger volunteer pool than any other cause (see Figure 10). Similarly, Education & Research volunteers contributed more hours to the cause, on average, than did supporters of almost all other causes. Only Religious (137), Law, Advocacy, & Politics (123^E), and Sports & Recreation (118) organizations received larger average numbers of hours from their volunteers. In terms of the total level of support contributed, Education & Research organizations received the second largest percentage of total hours (19%^E), just behind Religious organizations (19%; see Figure 11).⁴

The levels of support offered by Albertans in 2007 were somewhat similar to 2004, when 13% of Albertans volunteered for Education & Research organizations. However, Education & Research volunteers contributed fewer hours in 2004, volunteering an average of 82 hours each for a total of 28 million hours and accounting for 13% of total hours volunteered in Alberta (Sperling & Lasby, 2007).

³ Assuming a 40 hour work week and 48 work weeks per year.

⁴ Religious organizations received 47.9 million volunteer hours, compared to 47.8 million for Education & Research organizations.

Figure 10: Volunteer rate and average annual hours volunteered by organization type, population aged 15 and over, Alberta, 2007.

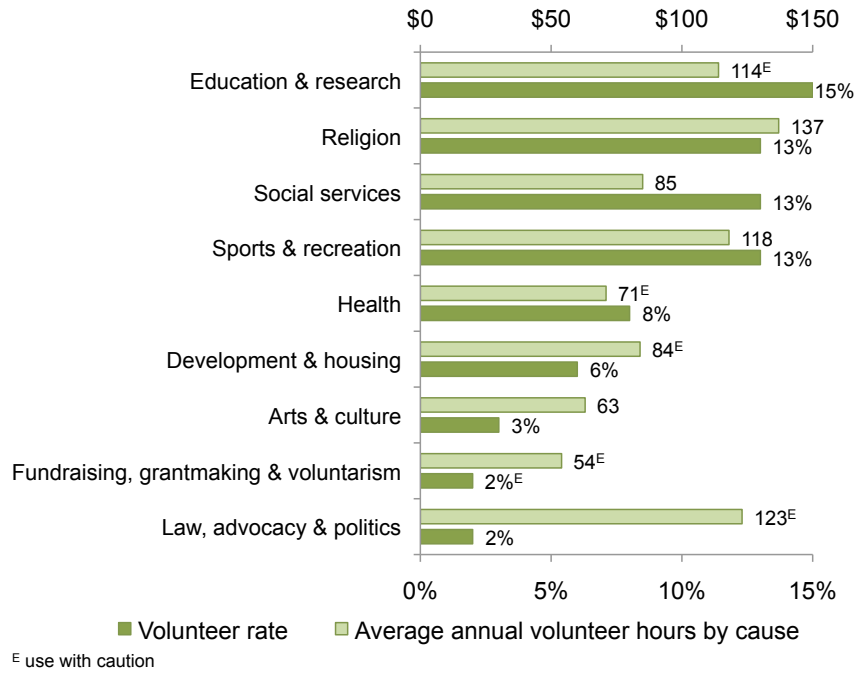
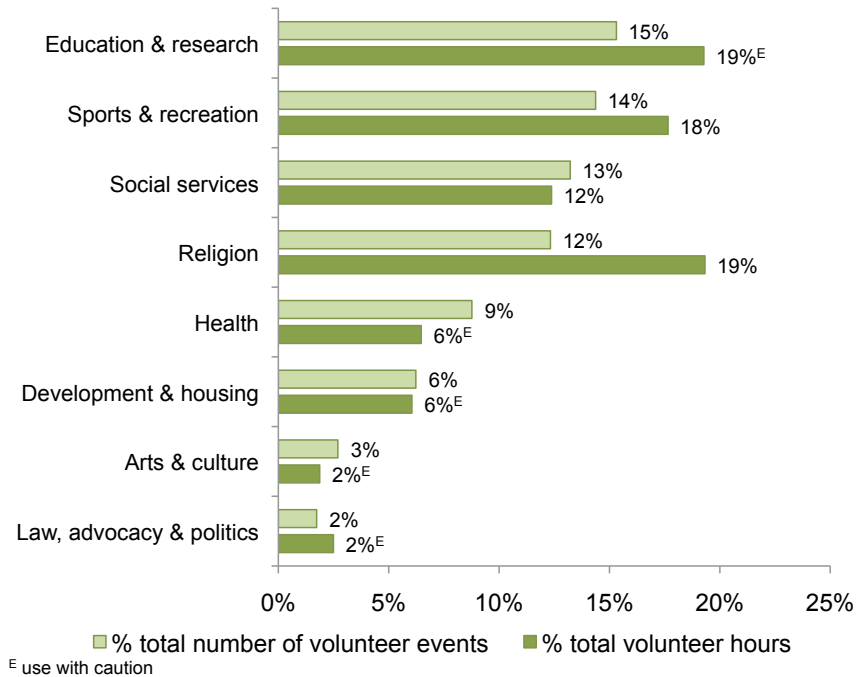


Figure 11: Percentage of total number of volunteer episodes and total volunteer hours by organization type, volunteers aged 15 and over, Alberta, 2007.



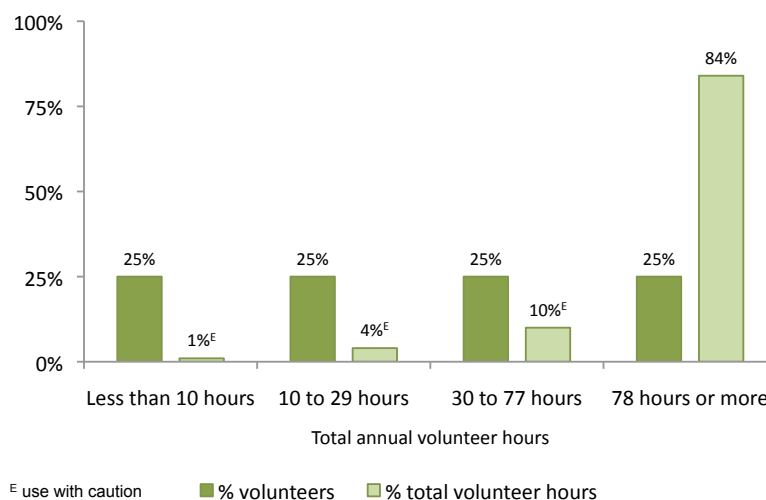
Albertans were somewhat more likely to volunteer for Education & Research organizations than were residents of the rest of Canada (15% of Albertans volunteered, compared to 11% of non-Albertans). Similarly, they volunteered more hours, on average, than did other Canadians (114^E hours vs. 80 for the rest of Canada). Perhaps unsurprisingly, given these two factors, Education & Research volunteering accounted for a larger percentage of total volunteer hours in Alberta than in the rest of Canada (19%^E vs. 11%). Given the shifts in Education & Research volunteering from 2004 to 2007, the substantially higher levels of Education & Research volunteering in Alberta as compared to the rest of Canada in 2007, and the statistical variability of the estimates (as indicated by the ^E indicating a high coefficient of variation for many of the estimates) figures based on the total hours volunteered for Education & Research should be treated with some caution.

The concentration of support

Although the volunteer pool for Education & Research organizations was the broadest of any cause in Alberta, most volunteer hours came from a small minority of volunteers. Over four-fifths (84%) of total volunteer hours contributed to Education & Research organizations came from the 25% of volunteers who contributed 78 hours or more to Education & Research organizations over the course of the year (see Figure 12). A further 10%^E of volunteer hours came from the quarter of volunteers who contributed between 30 and 77 hours. The remaining half of volunteers contributed just 5%^E of total volunteer hours.

By extension, these figures indicate that the vast majority of the support for Education & Research organizations came from roughly 4% of Albertans (one quarter of the 15% who volunteered). Although this degree of concentration is unusually high, it is broadly consistent with volunteering patterns generally, both in Alberta (where 79% of total hours came from the quarter of volunteers who contributed the most hours) and Canada as a whole (where the top quarter of volunteers contributed 78% of total hours).

Figure 12: Distribution of volunteers and percentage of total annual volunteer hours for Education and Research organizations, Education and Research volunteers, aged 15 and over, Alberta, 2007.



Who volunteers for Education and Research organizations?

As with donating, the likelihood of volunteering for Education and Research organizations and the number of hours volunteers contribute vary with the personal and economic characteristics of Albertans. Interestingly, the patterns of volunteering are somewhat similar to the patterns with donating, though they differ in a few key ways. Albertans who stood out from others in terms of their volunteering for Education and Research organizations included those who were less than 55 years of age, female, single, had a university education, lived in a household with children present, and had higher household incomes (see Table 4).

Table 4: Education and Research volunteer rate and average Education and Research volunteer hours, by personal and economic characteristics, population aged 15 and over, Alberta, 2007.

	Education and Research volunteer rate	Average annual Education and Research volunteer hours
Age group		
15 to 34 years	19%	92 ^E
35 to 54 years	18%	129 ^E
55 years or older	5% ^E	...
Sex		
Male	12%	...
Female	19%	94
Marital status		
Married or common-law	15%	96
Single	19%	...
Widow or widower
Separated or divorced	10% ^E	69 ^E
Education level		
High School	14% ^E	83
Post-secondary	13%	61 ^E
University	23%	151 ^E
Labour force status		
Employed	16%	80
Unemployed
Not in the labour force	15%	137 ^E
Presence of children		
No children in household	6%	...
Children in the household	26%	88
Religious attendance		
Weekly attendee	20%	113 ^E
Not a weekly attendee	14%	91
Household income		
Less than \$40,000	6% ^E	...
\$40,000 to \$99,999	16%	121 ^E
\$100,000 or more	20%	113 ^E

^E Use with caution

... Sample size too small to be presented

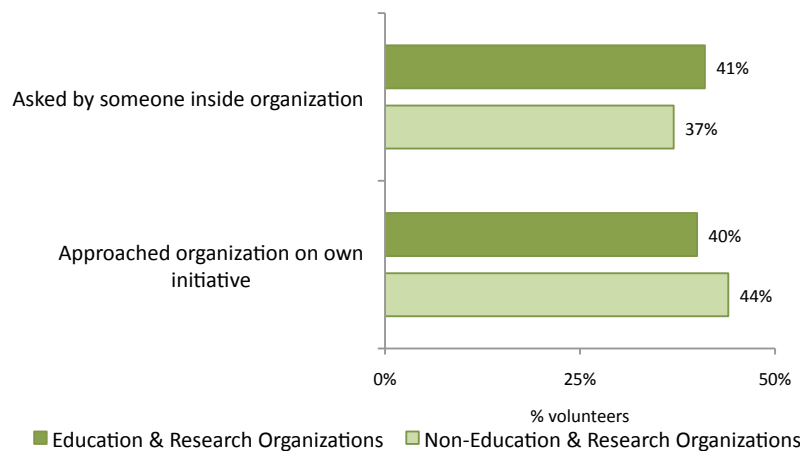
The picture of Education & Research volunteers is somewhat different from the picture of Education & Research donors in that youth played a much larger role with volunteering. Unlike with donations, where those aged 15 to 34 were much less likely to donate, youth

were most likely to volunteer (19% volunteered, as did 18% of those aged 35 to 54). Other groups that were more likely to volunteer, but did not stand out among donors, included women and those who were single (19% of both groups volunteered). Groups that stood out among both donors and volunteers included those with a university degree (23% volunteered, contributing an average of 151^E hours each) and those with children in the household (26% volunteered). As with donating, the likelihood of volunteering increased with household income, from a low of 6%^E among those with annual incomes less than \$40,000 to a high of 20% among those with incomes of \$100,000 or more.

How do Education and Research volunteers become involved?

Education & Research volunteers were equally likely to become involved as volunteers after being asked by someone already involved as they were to approach the organization on their own initiative (41% were asked to volunteer by someone already involved with the organization and 40% approached the organization on their own initiative; see Figure 13). Compared to volunteers for other types of organizations, Education & Research volunteers were more likely to become involved because they were asked to volunteer by someone who was already involved with the organization (41% vs. 37% of volunteers for other causes). Conversely, they were less likely than volunteers for other causes to approach the organization on their own initiative (40% vs. 44% respectively).

Figure 13: Method of initial involvement with organization, Education and Research volunteers and non-Education and Research volunteers aged 15 and over, Alberta, 2007.

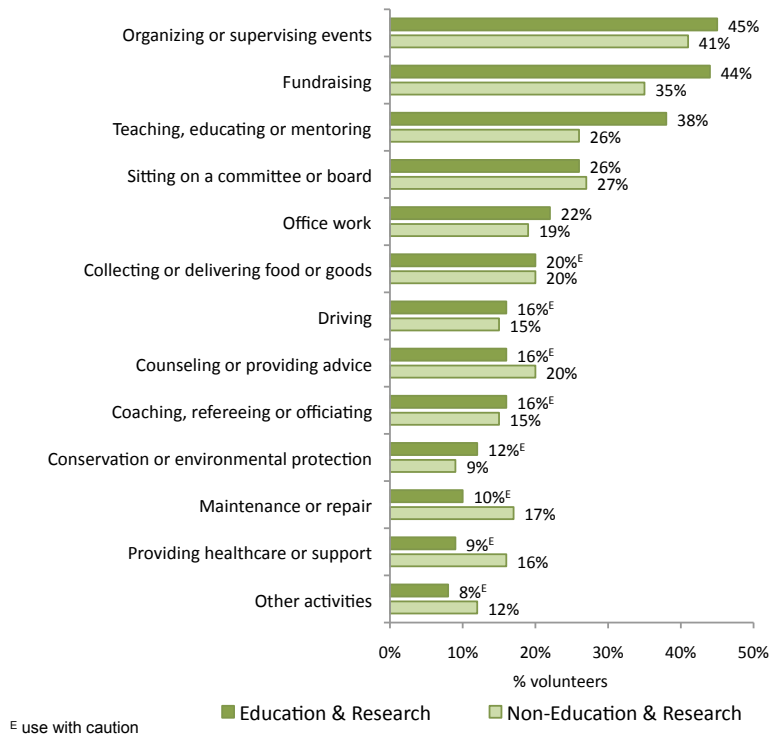


What do Education and Research volunteers do?

Volunteers for Education & Research organizations reported engaging in a wide range of activities on behalf of the organization. The most common activities were organizing or supervising events (45% of volunteers; see Figure 14), fundraising (44%) and teaching, educating or mentoring (38%). Somewhat fewer volunteers engaged in activities such as sitting on a committee or board (26%), office work (22%) or collecting or delivering food or goods (20%^E). Volunteers for Education & Research organizations differed from other volunteers in that they were a good deal more likely to engage in teaching, educating or mentoring (38% did this compared to 26% of volunteers for other organizations) and

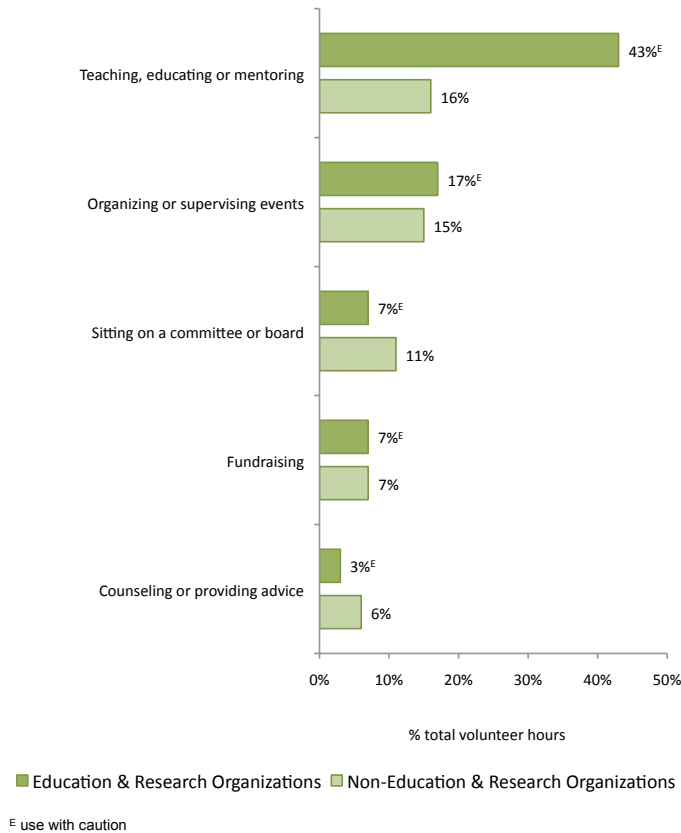
somewhat more likely to fundraise (44% vs. 35%), and organize or supervise events (45% vs. 41%). Conversely, they were less likely to engage in some other activities such as providing maintenance or repair services (10%^E vs. 17%), or healthcare or support (9%^E vs. 16%).

Figure 14: Percentages of volunteers engaging specific volunteer activities, Education and Research and Non-Education and Research volunteers, Alberta, 2007.



In terms of the number of hours devoted to the various volunteer activities, Education & Research volunteers devoted the largest part of their time to teaching, educating or mentoring (Education & Research volunteers reported that they devoted 43%^E of total volunteer hours for Education & Research organizations to this activity; see Figure 15). They devoted 17%^E of total volunteer hours to organizing or supervising events, and 7%^E to each of sitting on a committee or board and fundraising. Perhaps unsurprisingly, compared to volunteers for other causes, Education & Research volunteers devoted more time to teaching, educating and mentoring (43%^E of total hours vs. 16% for volunteers for other causes).

Figure 15: Percentage of total Education and Research and Non-Education and Research volunteer hours by volunteer activity, volunteers aged 15 and over, Alberta, 2007.

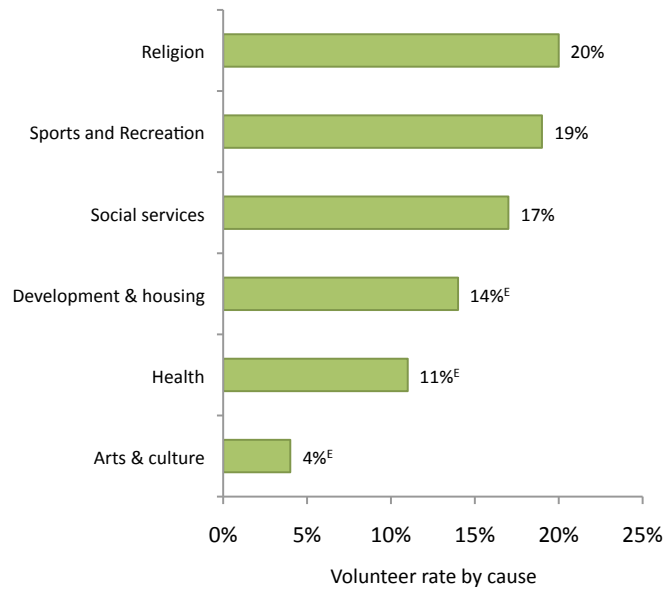


What other organizations do Education and Research volunteers support?

Education & Research volunteers tended to volunteer for more than one cause. On average, they supported 1.95 types of organizations. In terms of the specific types of other organizations they supported, Education & Research volunteers were most likely to also volunteer for Religious (20% volunteered), Sports & Recreation (19%), and Social Services organizations (17%; see Figure 16).

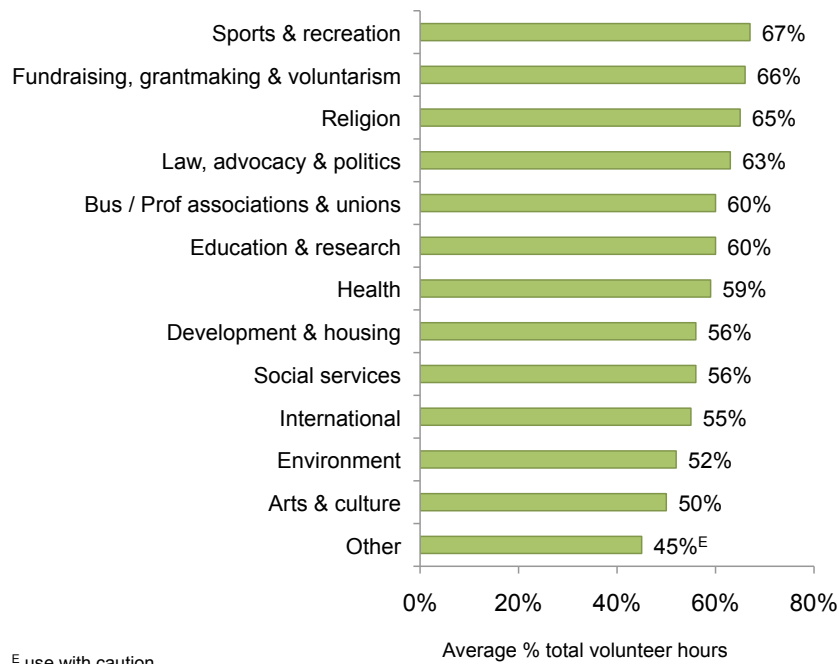
Education & Research volunteers tended to focus most of their volunteer time on the Education & Research cause. On average, they allocated 60% of their total volunteer hours to Education & Research organizations (see Figure 17). This degree of focus places them roughly in the middle of the pack in terms of the degree of concentration of hours, compared to other causes.

Figure 16: Rate of volunteering for other types of organizations, Education and Research volunteers aged 15 and over, Alberta, 2007.



^E use with caution

Figure 17: Average percentage of total hours devoted to organization type by supporters of organization type, volunteers aged 15 and over, Alberta, 2007.



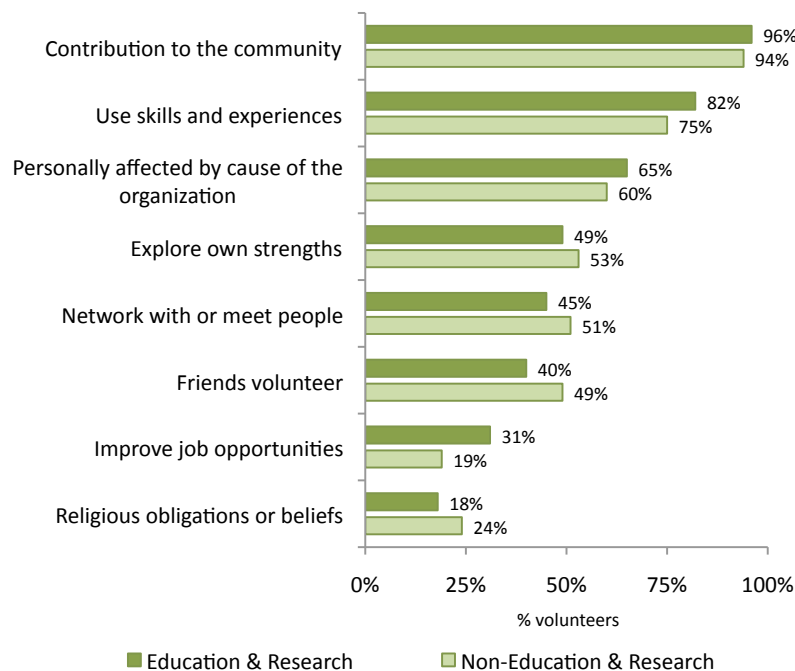
^E use with caution

What motivations and barriers do Education and Research volunteers experience?

Generally speaking, Education & Research volunteers were most likely to report that they were motivated to volunteer by altruistic and expressive motivations.⁵ For instance, they were most likely to report that they volunteered for Education & Research organizations because they wanted to make a contribution to the community (96% reported this; see Figure 18). Similarly, a large percentage of volunteers reported that they wanted to use their skills and experiences (82%). Conversely, a good deal fewer volunteers reported that they volunteered to improve their job opportunities (31%) or to fulfill their religious obligations or beliefs (18%).

Education & Research volunteers appear to have been somewhat different from other volunteers in their response to many motivations. For instance, they were somewhat more likely than volunteers for other causes to report that they volunteered to improve their job opportunities (31% reported this vs. 19% of volunteers for other organizations) or to use their skills and experiences (82% vs. 75%). Conversely, they were less likely to report that they volunteered because their friends volunteered (40% vs. 49%) or in order to network with or meet people (45% vs. 51%).

Figure 18: Motivations for volunteering, Education and Research and Non-Education and Research volunteers aged 15 and over, Alberta, 2007.

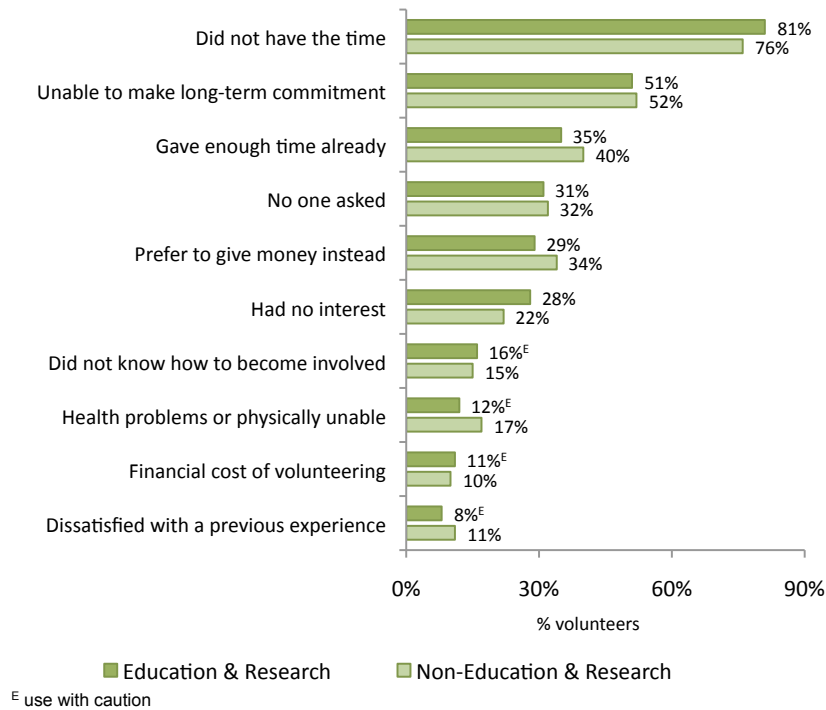


⁵ The CSGVP asked volunteers whether any of eight potential motivations were important in their decision to volunteer for the organization for which they volunteered the most hours. These potential motivations tie directly to the type of organization to which the respondent contributed the most hours, meaning that the motivations were specific to volunteering for Education & Research organizations.

As with the motivations for volunteering, Education & Research volunteers assigned roughly the same relative importance to most barriers to volunteering as did volunteers for other organization types.⁶ They were most likely to report that they did not volunteer more because they lacked sufficient time (81% reported this; see Figure 19) or were unable to make a long-term commitment (51%). They were least likely to report that the financial costs of volunteering (11%^E) or dissatisfaction with previous volunteering experiences (8%^E) kept them from volunteering more.

Education & Research volunteers were not noticeably more likely to report most barriers to further volunteering, with the exceptions of not being interested in volunteering more (28% vs. 22%) and not having sufficient time (81% vs. 76%). Conversely, they were less likely to report a number of barriers, such as preferring to give money instead (35% vs. 40%) or having health problems or being otherwise physically unable to volunteer more (12%^E vs. 17%).

Figure 19: Barriers to volunteering more, Education and Research and Non-Education and Research volunteers aged 15 and over, Alberta, 2007.



SUMMARY

Support for Alberta Education & Research organizations was relatively broadly distributed. These organizations draw on the largest volunteer pool and the fourth largest donor pool.

⁶ The CSGVP asks whether any of 10 potential barriers kept volunteers from volunteering more time than they might otherwise have contributed. These barriers pertain to volunteering generally, rather than volunteering specifically for Education & Research organizations.

Fifteen percent of Albertans donated an average of \$102^E each, and a further 15% volunteered an average of 114^E hours each. Collectively, these supporters contributed \$41.7 million and 47.4 million volunteer hours, equivalent to 24,700 full-time jobs. Support for the Education & Research cause amounted to 3%^E of total donations and 19%^E of total volunteer hours contributed in Alberta.

Although Education & Research organizations drew on fairly broad pools of supporters, most of the money donated and the hours volunteered came from small minorities of these supporters. The top quarter of donors contributed 84% of the total value of donations, while the top quarter of volunteers contributed 84% of total hours.

Not all Albertans were equally likely to support Education & Research organizations. Those who were more likely to donate included those aged 35 to 54, those who were married, had children in the household, and had higher levels of formal education and higher household incomes. Those who were more likely to volunteer were individuals aged less than 55, women, those who were single, university educated, had children in the household and had higher household incomes.

Education & Research donors were most likely to donate by sponsoring someone, in response to door to door canvassing, and through their place of work. Albertans were evenly split in how they became involved as Education & Research volunteers. Roughly equal percentages became involved after being asked to volunteer by someone already involved with the organization as became involved after approaching the organization on their own initiative.

Education & Research volunteers were most likely to volunteer by organizing or supervising events, fundraising, and teaching or mentoring. They were more likely than volunteers for other types of organizations to engage in all of these activities. In terms of the time invested, they devoted most of their time to teaching and mentoring and organizing or supervising events. Perhaps unsurprisingly they devoted much more of their time to teaching, educating and mentoring than did volunteers for other causes.

In terms of support for other causes, Education & Research donors were most likely to also donate to Health, Religion and Social Services organizations. Education & Research organizations were not the primary focus for most donors. They contributed an average of 26% of the money they donated to Education & Research organizations. Education & Research volunteers were most likely to also support organizations working in the areas of Religion, Sports & Recreation and Social Services. Education & Research volunteers were moderately focussed on the Education cause, donating approximately 60% of their time to Education & Research organizations.

Education & Research supporters reported the same range of motivations and barriers to giving and volunteering as did supporters of other causes. In terms of motivations for giving, they were somewhat more likely to report being personally affected or knowing someone who was personally affected by the cause of the organization. In terms of barriers, they were somewhat more likely than non-Education & Research supporters to report most barriers to giving more, though they were less likely to report not being able to afford to donate more. Differences in the motivations for volunteering were relatively slight, though they were

more likely to report that they volunteered in order to improve job opportunities. In terms of barriers, Education & Research volunteers were less likely to report most barriers to volunteering more, save for not having sufficient time and not having the interest to volunteer further.

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About Imagine Canada

Imagine Canada is a national charitable organization that looks into and out for Canada's charities and nonprofit organizations.

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For more information on the Canada Survey of Giving, Volunteering and Participating please visit www.givingandvolunteering.ca

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