

Giving and Volunteering for Education and Research Organizations in Alberta

Findings from the 2004 Canada Survey of Giving, Volunteering, and Participating

By
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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 B of *Concerned Canadians, Involved Canadians: Highlights of the Canada Survey of Giving, Volunteering and Participating* (Hall, Lasby, Gumulka & Tryon, 2006).

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Introduction

Although organizations dedicated to Education and Research¹ make up a relatively small segment of the nonprofit and voluntary sector in Alberta, they play an important part of the daily lives of many Albertans. The 1,600 Alberta-based Education and Research organizations account for roughly 8% of Alberta's nonprofit organizations, according to the 2003 National Survey of Nonprofit and Voluntary Organizations (Hall, de Wit, Lasby, McIver, Evers, et al., 2005).² Yet little is known about how and to what extent Albertans support these organizations through voluntary contributions of time and money.

This report uses findings from the 2004 Canada Survey of Giving, Volunteering, and Participating (CSGVP) to provide information on the Albertans who contribute time or money to Education and Research organizations, how much they give, how they make their donations, how they become involved and what they do as volunteers, their motivations for supporting these organizations, and the barriers they face.

The CSGVP, conducted by Statistics Canada, asked Canadians about their charitable giving and volunteering, as well as about the way they help their friends and neighbours and connect with one another through a wide array of organizations, associations, and clubs. As part of the CSGVP, telephone interviews were conducted with approximately 1,600 Albertans aged 15 and over. Respondents were contacted between mid-September and December 2004 and were asked about their activities during the previous one-year period.

Charitable Giving to Education and Research Organizations

Although Education and Research organizations in Alberta attract the fourth largest pool of donors of all organization types, the average annual donation to this type of organization is relatively small. In 2004, 17% of Albertans donated an average of \$71 to Education and Research organizations (see Figure 1 and Figure 2), for a total of almost \$32 million^E, or 3%^E of the value of all donations made by Albertans. Albertans were less likely to donate to Education and Research organizations than other Canadians, and made smaller average donations; 22% of Canadians donated an average of \$74 each to Education and Research organizations, or 5% of the total value of all donations made in Canada.

¹ The CSGVP defines Education and Research organizations as those organizations involved in administering, providing, promoting, conducting, supporting, and servicing education and research. These organizations encompass primary and secondary education, adult or continuing education, vocational or technical schools, and various research-oriented organizations. Also included under the umbrella of Education and Research organizations are colleges and universities, including business management schools, law schools, and medical schools. This definition is based on the International Classification of Nonprofit Organizations (Salamon & Anheier, 1997). The modified classification used here divides nonprofit organizations into 13 different groups – where fewer than 13 groups are presented in this report, it is due to sample size limitations.

² Note that unlike the Canada Survey of Giving, Volunteering, and Participating, the NSNVO excludes public and separate school boards from coverage.

^E Use with caution.

Figure 1: Percentage of total donation value and donor rate, by selected organization type, population aged 15 and over, Alberta, 2004.

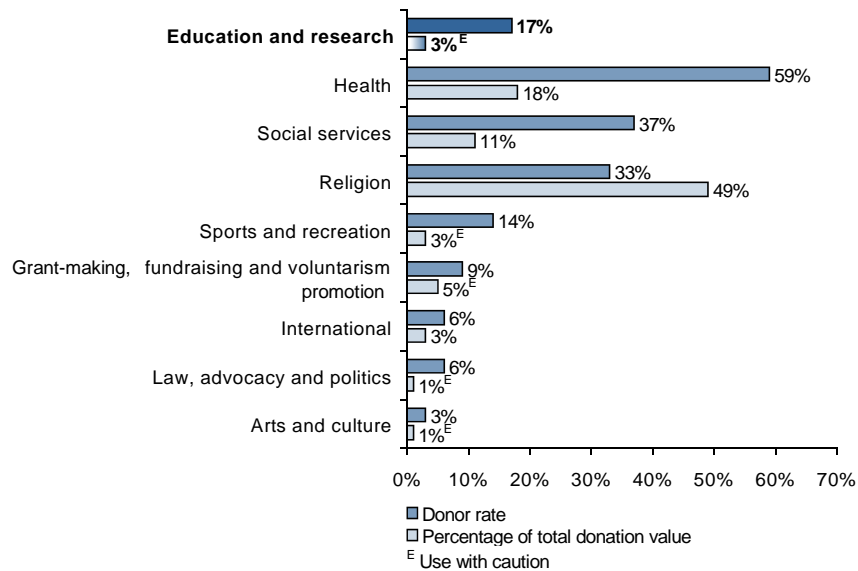
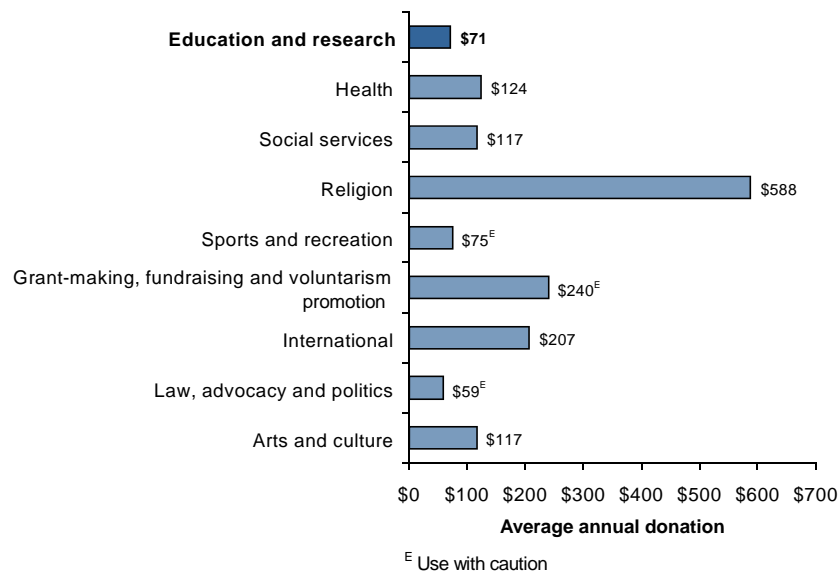


Figure 2: Average annual donations, by selected organization type, donors aged 15 and over, Alberta, 2004.

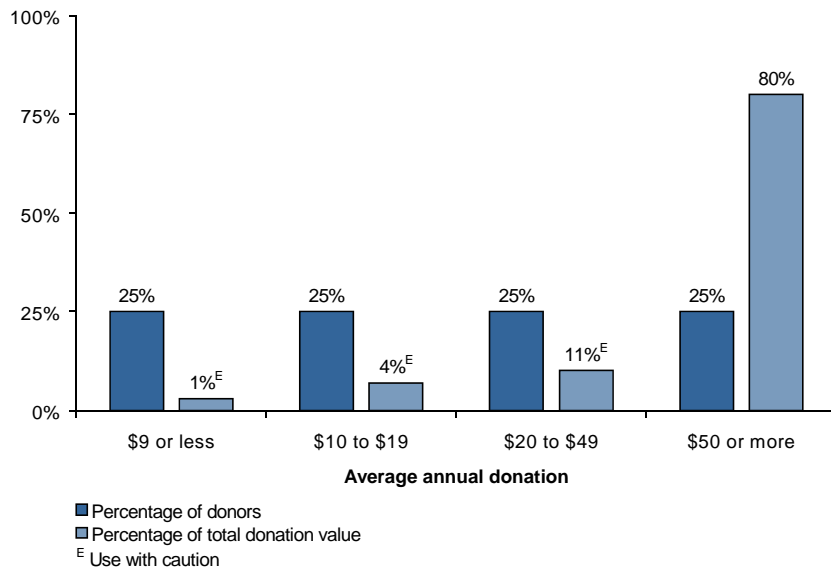


The concentration of support

Although more than one in six Albertans support Education and Research organizations financially, the bulk of this support comes from a small minority of donors. Eighty percent of the total value of all donations to Education and Research organizations in Alberta came from the top 25% of donors who gave \$50 or more (see Figure 3). A further 10%^E came from donors who gave between

\$20 and \$49, and another 7%^E from those who gave between \$10 and \$19. Just 3%^E of all the money donated to Education and Research organizations came from the 25% of donors who gave \$9 or less. This degree of concentration is fairly typical of charitable and nonprofit organizations in Alberta and Canada as a whole; nationally and provincially, the 25% of donors who made the largest donations accounted for 82% of the value of all donations (Hall, et al., 2006).

Figure 3: Distribution of donors and percentage of total annual donations, by amount of annual donations, Education and Research donors aged 15 and over, Alberta, 2004.



Who gives to Education and Research organizations?

Although the decision to donate to a charitable or nonprofit organization is a personal one, there are some personal or economic characteristics that appear to be associated with the likelihood of supporting Education and Research organizations in Alberta and with the extent of that support. The most significant of these are age, level of formal education, annual household income, religious attendance, sex, and marital status (see Table 1).

Those aged 35 and older are more likely to donate to Education and Research organizations; 22% of those aged 35 to 54 and 21% of those aged 55 and over donated, compared to 11% of those aged 15 to 34. They also tend to give larger amounts when they donate; those 35 to 54 made average donations of \$88^E, compared to \$70^E for those aged 55 and over and \$37^E for those aged 15 to 34.

The likelihood of donating as well as the average amount donated increased with the level of formal education. Almost a quarter (23%) of those with a university degree donated, compared to 13% of those with a high school diploma or less. Similarly, those with a university degree made average annual donations of \$135^E, compared to \$31^E for those with a high school diploma or less.

Table 1: Education and Research donor rate and average Education and Research donation, by personal and economic characteristics, population aged 15 and over, Alberta, 2004.

	Education and Research donor rate	Average annual Education and Research donation
All Albertans	17%	\$71
Age		
15 to 34	11%	\$37 ^E
35 to 54	22%	\$88 ^E
55 and over	21%	\$70 ^E
Sex		
Male	16%	\$64 ^E
Female	19%	\$77 ^E
Marital status		
Married or common-law	21%	\$76 ^E
Single, never married	11%	\$28
Separated or divorced	15% ^E	\$31
Widow or widower	...	...
Education		
High school or less	13%	\$31 ^E
Postsecondary	20%	\$66 ^E
University degree	23%	\$135 ^E
Labour force status		
Employed	19%	\$73
Unemployed	...	...
Not in the labour force	15%	...
Household income		
Less than \$40,000	11%	\$29 ^E
\$40,000 to \$79,999	17%	\$44
\$80,000 or more	23%	\$111 ^E
Presence of children in household		
No children in household	16%	\$77 ^E
Children in household	20%	\$57 ^E
Religious attendance		
Attends religious services weekly	22%	\$126 ^E
Does not attend religious services weekly	17%	\$56 ^E

^E Sample size limited; use with caution.

... Sample size too small to be presented.

The likelihood of donating and the amount donated also increased with household income, running from a low of 11% among Albertans with household incomes less than \$40,000 to a high of 23% among those with household incomes of \$80,000 or more. Perhaps not surprisingly, Albertans with household incomes of \$80,000 or more made the largest average donations (\$111^E), and those with incomes less than \$40,000 made the smallest (\$29^E).

Albertans who attended religious services weekly were more likely to donate than those who did not attend as frequently or at all (22% vs. 17%) and gave twice as much (\$126^E vs. \$56^E).

Women in Alberta were more likely than men to make a donation (19% vs. 16%) and gave more on average (\$77^E vs. \$64^E).

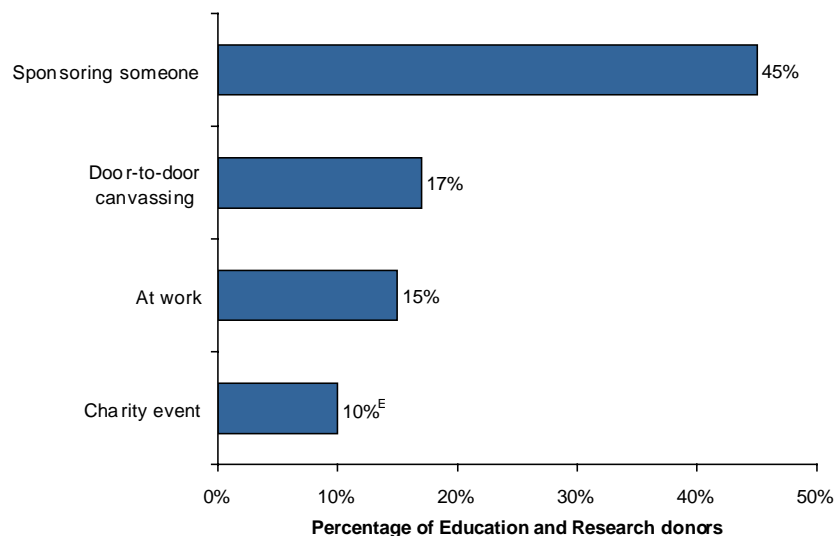
Those with children in the household were somewhat more likely to donate (20%) than those without (16%), though those without children made larger average donations (\$77^E vs. \$57^E).

Finally, Albertans who were married or in common-law unions were almost twice as likely as single Albertans to donate to Education and Research organizations (21% vs. 11%) and gave more (\$76^E) than those who were single or divorced/separated (\$28 and \$31, respectively).

How do Education and Research donors make their donations?

Albertans make their charitable donations in a variety of ways and in response to a variety of kinds of requests.³ The most common way in which Albertans made donations to Education and Research organizations was as a result of being asked to sponsor someone in an event such as a walk-a-thon; 45% of donors said they made at least one donation in this way (see Figure 4). Other common ways in which Albertans donated to Education and Research organizations were through door-to-door canvassing (17%) and at their place of employment (15%). Albertans were least likely to make a donation by paying to attend a charity event (10%^E).

Figure 4: Percentage of donors contributing by selected donation method, Education and Research donors aged 15 and older, Alberta, 2004.



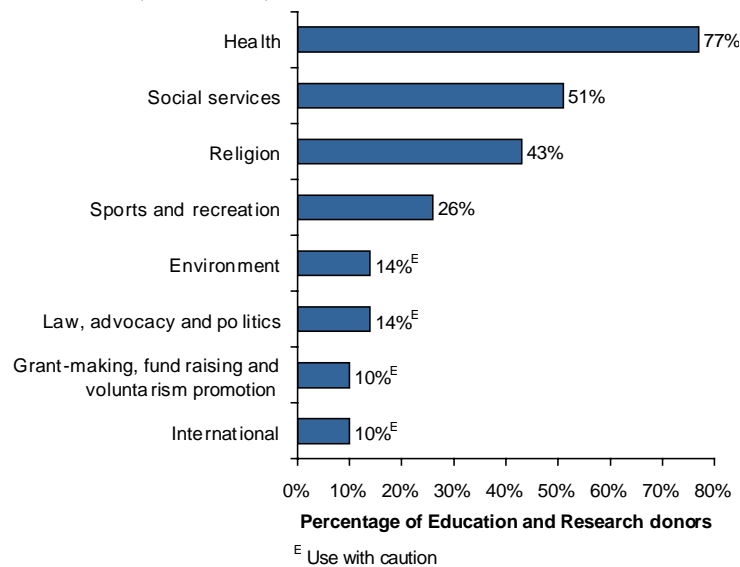
^E Use with caution

³ Respondents were asked about 12 different ways of making donations but due to limited sample sizes only the results shown here can be presented.

What other causes do Education and Research donors contribute to?

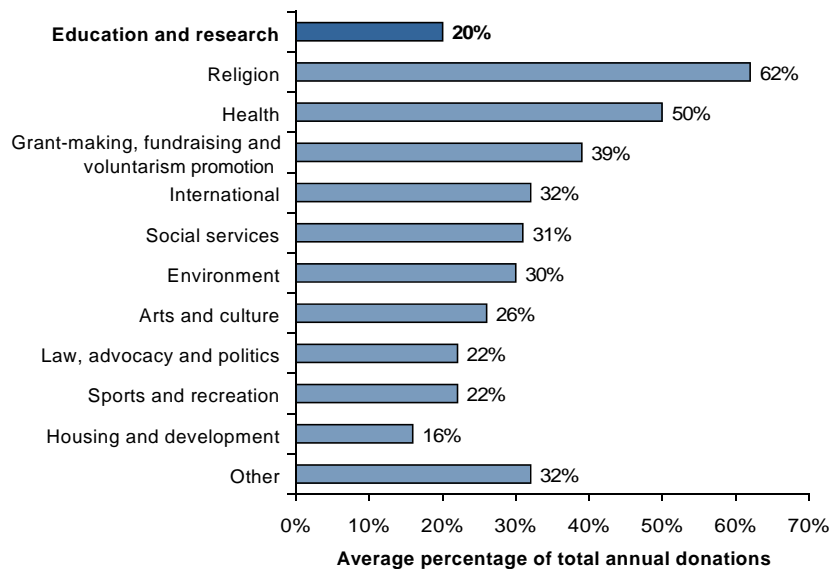
Education and Research donors do not limit their support to one type of organization. In 2004, they supported three other types of organizations, in addition to the donations they made to Education and Research organizations. These donors were most likely to also support organizations working in the areas of Health (77% donated), Social Services (51%), Religion (43%), and Sports and Recreation (26%; see Figure 5). They were less likely to support organizations devoted to Grant-making, Fundraising, and Voluntarism Promotion (10%^E) and International organizations (10%^E).

Figure 5: Rate of donation to other organization types, Education and Research donors aged 15 and over, Alberta, 2004.



Donations to Education and Research organizations represent only a small portion of the total money donated annually by Education and Research donors. On average, Education and Research donors in Alberta gave just one fifth (20%) of their charitable dollars to Education and Research organizations; the remaining 80% went to other types of organizations (see Figure 6). Donors to most other types of organizations gave a higher percentage of their charitable dollars to that type of organization. For example, Albertans who donated to Religion organizations gave an average of 62% of their charitable dollars to Religion organizations, and Health donors gave half (50%) of their charitable dollars to Health organizations.

Figure 6: Average percentage of monies devoted to organization type by supporters of organization type, donors aged 15 and over, Alberta, 2004.



What motivations and barriers do Education and Research donors experience?

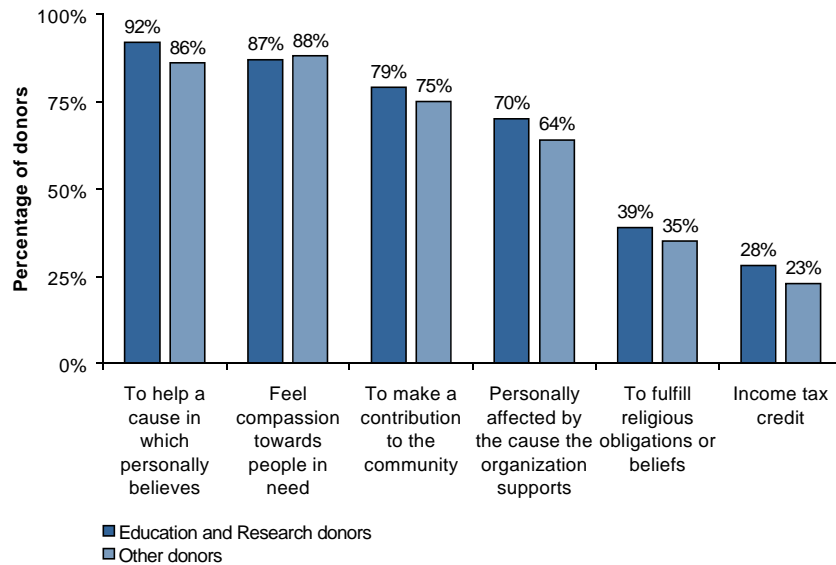
There is a wide range of factors that may influence people to give or prevent them from giving more or giving at all. Understanding these factors can be useful for organizations seeking financial donations or to those who are interested in knowing why some individuals choose to support certain types of organizations.

Motivations for donating

Overall, Education and Research donors tend to be motivated by the same factors as donors to other organizations.⁴ They were most likely to say they gave because they personally believed in the cause (92% said this was important), they felt compassion towards those in need (87%), and they wanted to make a contribution to their community (79%; see Figure 7). Fulfilling religious obligations or beliefs (39%) and receiving an income tax credit (28%) were the least important motivations among Education and Research donors. Education and Research donors were somewhat more likely than other donors to contribute because they were personally affected by the cause the organization supports (70% vs. 64% for other donors) and because they wished to help a cause in which they personally believe (92% vs. 86%).

⁴ In order to explore why Albertans make charitable donations, the CSGVP asked respondents whether any of six possible motivations played an important role in their decision(s) to donate. It is important to note that these questions apply to donations generally, rather than specifically to Education and Research donations.

Figure 7: Reasons for making financial donations, donors to Education and Research organizations and donors to other organizations aged 15 and over, Alberta, 2004.



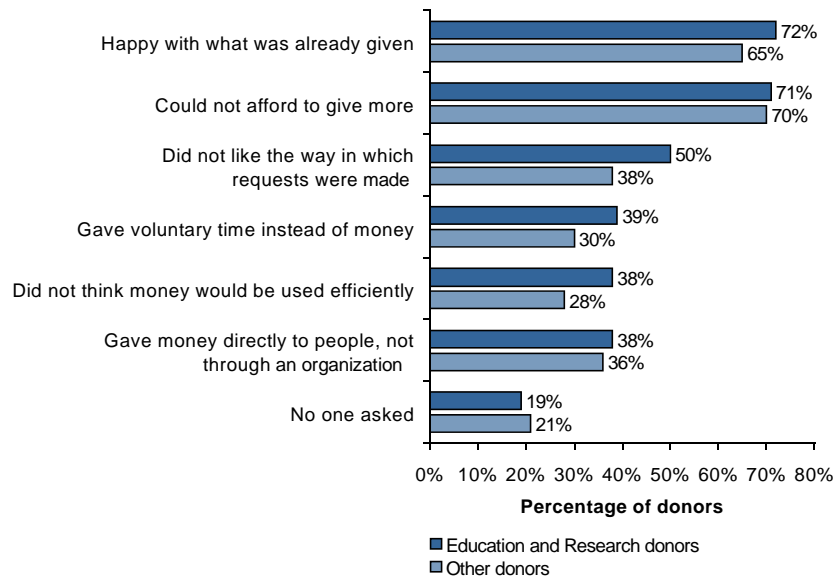
Barriers to donating more

Broadly speaking, Albertans who donated to Education and Research organizations and other Albertan donors identified similar barriers.⁵ The two most important barriers for both groups of donors were that they were happy with what they had already given and they could not afford to give more (see Figure 8). Both groups were least likely to say that they did not give more money because no one had asked them to do so.

There were, however, some interesting differences between Education and Research donors and donors to other types of organizations. Education and Research donors were much more likely than other donors to say that they did not like the way requests were made (50% vs. 38%), indicating that donation requests to these donors should be particularly well thought-out. Education and Research donors also appeared to be somewhat more skeptical of the organizations to which they donate; nearly one in four Education and Research donors (38%) said that they did not give more because they did not think the money would be used efficiently; this compares to just 28% of other donors. Finally, Albertans who donated to Education and Research organizations were more likely than other donors to say that they volunteered instead of giving more money (39% vs. 30%).

⁵ The CSGVP asked donors whether any of nine potential barriers prevented them from donating as much as they otherwise would have. It is important to note that these questions apply to donations generally, rather than specifically to Education and Research donations. Due to sample size limitations, only seven of the nine barriers can be discussed here.

Figure 8: Reasons for not making more financial donations, donors to Education and Research organizations and donors to other organizations aged 15 and over, Alberta, 2004.



What role does prior planning play?

Compared to other donors, Education and Research donors were slightly more likely to decide in advance of being asked which organizations they would support with their larger donations (41% vs. 37% of other donors). The majority of Education and Research donors (77%) did not decide in advance how much they would donate for the year. Roughly one third of Education and Research donors (34%) said they always donated to the same organizations and one quarter (25%) said that they varied the organizations to which they donated. The balance (42%) said they did both.

Volunteering for Education and Research Organizations

Volunteering is important to the functioning of Education and Research organizations. However, volunteering also represents a significant challenge for these organizations – according to the NSNVO, 55% reported difficulties recruiting the types of volunteers the organization needs, and 57% said that they had difficulty retaining volunteers.

While volunteers may be a challenge for Education and Research organizations in Alberta, it is clear that many Albertans are involved in volunteering for these organizations. Education and Research organizations attracted the second largest pool of volunteers for any organization type. In 2004, 13% of Albertans volunteered an average of 82 hours for Education and Research organizations (see Figure 9 and Figure 10), for a total of over 28 million hours, or 13% of all the

hours volunteered in Alberta and the equivalent of roughly 14,700 full-time jobs.⁶ Albertans were more likely than other Canadians to volunteer for Education and Research organizations and volunteered more hours, on average; 12% of Canadians volunteered an average of 78 hours each, or 13% of total hours volunteered in Canada.

Figure 9: Percentage of total hours volunteered and volunteer rate, by selected organization type, population aged 15 and over, Alberta, 2004.

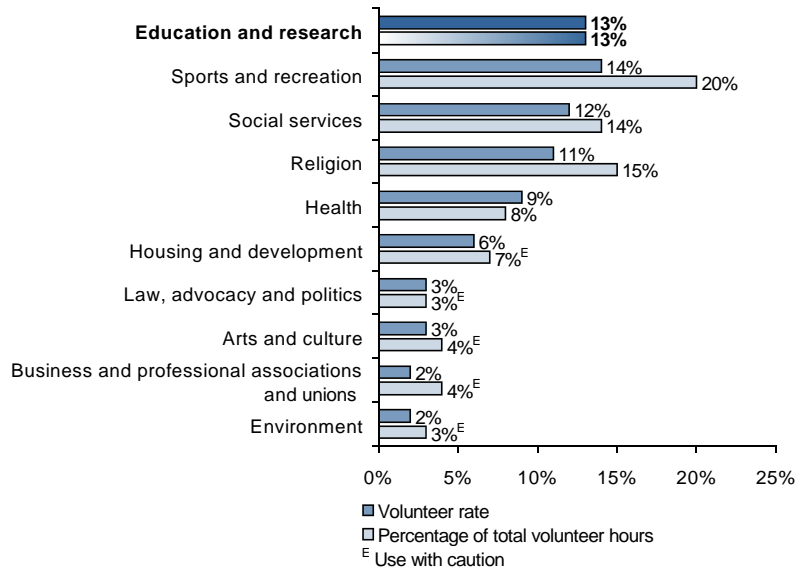
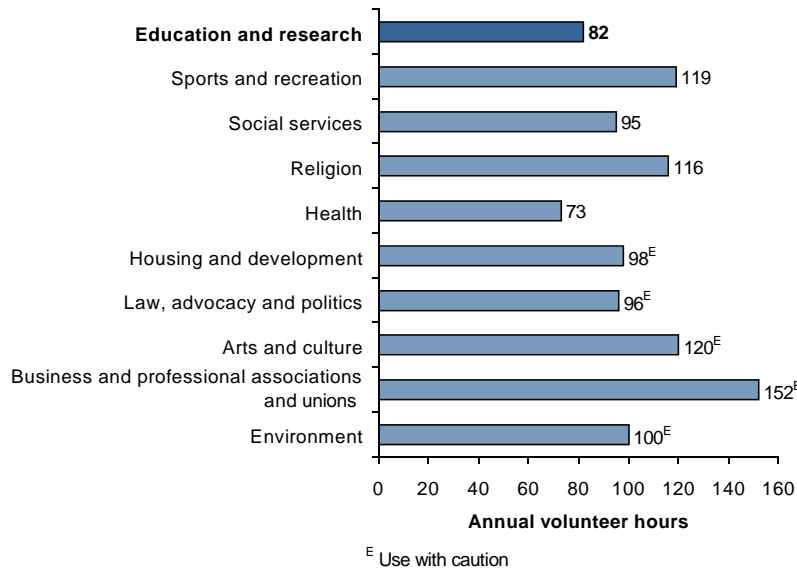


Figure 10: Average annual hours volunteered, by selected organization type, volunteers aged 15 and over, Alberta, 2004.

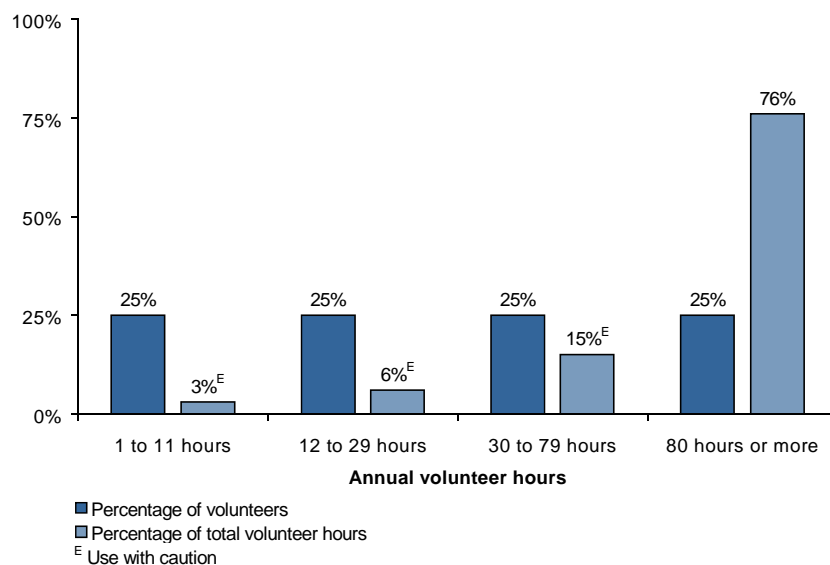


⁶ Assuming a 40-hour work week and 48 work weeks per year.

The concentration of support

Although the volunteer base is relatively large for Education and Research organizations, the bulk of the time volunteered for these organizations comes from a small group of volunteers. Over three quarters (76%) of the hours Albertans volunteered for Education and Research organizations came from the 25% of donors who gave 80 hours or more (see Figure 11). By extension, 3% of Albertans accounted for over three quarters of volunteering for Education and Research organizations. Volunteers who gave between 30 and 79 hours accounted for 15%^E of the hours, and those who gave between 12 and 29 hours accounted for 6%^E of all the hours volunteered. Only 3%^E of the hours volunteered for Education and Research organizations were donated by the 25% of volunteers who contributed 11 hours or less. This degree of concentration is fairly typical – provincially 75% of hours came from the top 25% of volunteers, while nationally, 78% of total hours volunteered for all organizations came from the top 25% of volunteers (Hall, et al., 2006).

Figure 11: Distribution of volunteers and percentage of total annual hours volunteered, by amount of annual hours, Education and Research volunteers aged 15 and over, Alberta, 2004.



Who volunteers for Education and Research organizations?

Although the decision to volunteer is above all a personal choice, there are some personal and economic characteristics that appear to be associated with the likelihood of volunteering for Education and Research organizations in Alberta and with the extent of that support. The most significant of these are the presence of children in the household, sex, annual household income, level of formal education, age, and employment status (see Table 2).

Table 2: Education and Research volunteer rate and average Education and Research volunteer hours, by personal and economic characteristics, population aged 15 and over, Alberta, 2004.

	Education and Research volunteer rate	Average annual Education and Research hours
All Albertans	13%	82
Age		
15 to 34	16%	105 ^E
35 to 54	16%	60
55 and over	4% ^E	...
Sex		
Male	9%	82 ^E
Female	17%	82
Marital status		
Married or common-law	14%	66
Single, never married	16%	112 ^E
Separated or divorced	...	...
Widow or widower	...	...
Education		
High school or less	12%	104 ^E
Postsecondary	14%	61
University degree	19%	84 ^E
Labour force status		
Employed	14%	64
Unemployed	...	...
Not in the labour force	18%	119 ^E
Household income		
Less than \$40,000	9%	71 ^E
\$40,000 to \$79,999	14%	77
\$80,000 or more	17%	91 ^E
Presence of children in household		
No children in household	9%	98 ^E
Children in household	24%	65
Religious attendance		
Attends religious services weekly	17%	68
Does not attend religious services weekly	14%	88

^E Sample size limited; use with caution.

... Sample size too small to be presented.

Albertans with children in their household were far more likely to volunteer for Education and Research organizations than were those with no children in the household; 24% of those with children in the household volunteered compared to 9% of those with no children. However, those with no children did volunteer more time (98^E hours vs. 65 hours).

Although women in Alberta were nearly twice as likely as men to volunteer for Education and Research organizations (17% vs. 9%, respectively), both men and women contributed the same amount of time, on average (82^E hours).

The likelihood of volunteering for an Education and Research organization tended to increase with annual household income, from a low of 9% among Albertans with annual household incomes less than \$40,000 to a high of 17% among those with household incomes of \$80,000 or more. Those with incomes in excess of \$80,000 contributed the most time (91^E hours), and those with household incomes less than \$40,000 contributed the least (71^E hours).

University graduates were the most likely to volunteer for Education and Research organizations (19% did so), followed by those with some postsecondary education or a postsecondary degree or diploma (14%). Although those with a high school diploma or less were the least likely to volunteer (12%), they volunteered the most hours annually (104^E).

Albertans below the age of 55 were much more likely to volunteer than those 55 or over (16% vs. 4%^E). Those aged 15 to 34 volunteered more hours than did those aged 35 to 54 (105^E vs. 60).

Albertans who were not in the labour force were more likely than employed Albertans to volunteer for Education and Research organizations (18% vs. 14%) and contributed more time, on average (119^E hours vs. 64 hours).

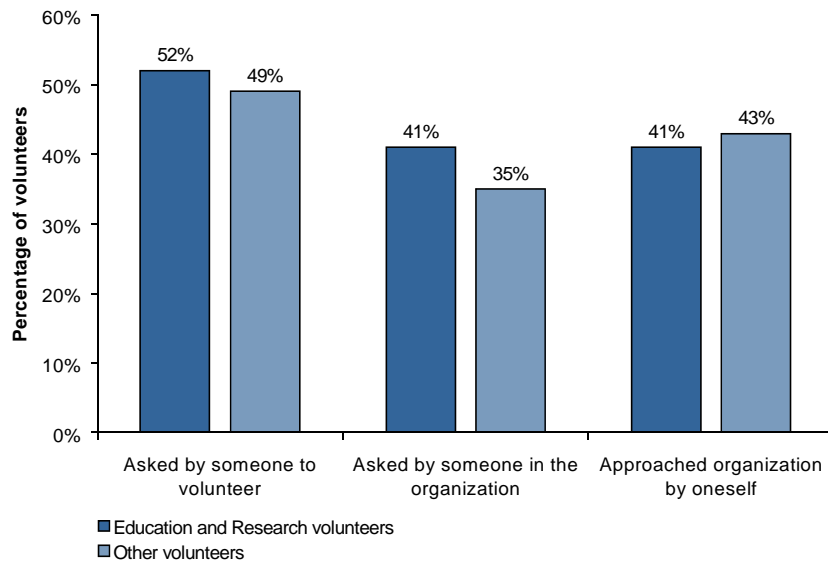
How do Education and Research volunteers involved?

Education and Research volunteers, like those who volunteer for other types of organizations in Alberta, are more likely to volunteer because someone asked them than they are to volunteer because they approached the organization on their own. More than half (52%) of all Education and Research volunteers were asked to volunteer, as were 49% of other volunteers (see Figure 12). Forty-one percent of Education and Research volunteers approached the organization on their own initiative, as did 43% of other volunteers.

Of the Education and Research volunteers who were asked to become involved, more than three quarters (78%) were approached by someone in the organization.⁷ This accounts for 41% of all Education and Research volunteers. By comparison, volunteers for other types of organizations were somewhat less likely to be asked by someone in the organization – 72% of those who were asked to volunteer (or 35% of volunteers overall) were approached by someone in the organization.

⁷ Respondents were asked about other classes of individuals who might have asked them to volunteer, but sample size limitations made it impossible to present these results in this report.

Figure 12: Method of initial involvement with organization, Education and Research volunteers aged 15 and over, Alberta, 2004.



What do Education and Research volunteers do?

Albertan volunteers who devoted most of their volunteer time to Education and Research organizations undertook a variety of activities.⁸ Albertans who devoted most of their volunteer time to Education and Research organizations were more likely than other volunteers to participate in fundraising (54% vs. 36%), teaching, educating, or mentoring (41% vs. 26%), and organizing or supervising events (49% vs. 42%; see Figure 13). They were somewhat less likely than other volunteers to counsel others or provide advice (16%^E vs. 20%).

Although more than half of Education and Research volunteers reported that they had participated in fundraising efforts, this activity accounted for only 9%^E of the total number of hours volunteered (see Figure 14). The largest proportion of hours volunteered to Education and Research organizations (25%) was spent on teaching, educating, or mentoring. Compared to other volunteers, Education and Research volunteers spent more of their time teaching, educating, or mentoring (25% vs. 12%), and less time sitting on a committee or board (9%^E vs. 12%).

⁸ Respondents were asked about 15 different volunteer activities but due to limited sample sizes only the results shown here can be presented.

Figure 13: Distribution of type of volunteer activity, Education and Research volunteers aged 15 and over, Alberta, 2004.

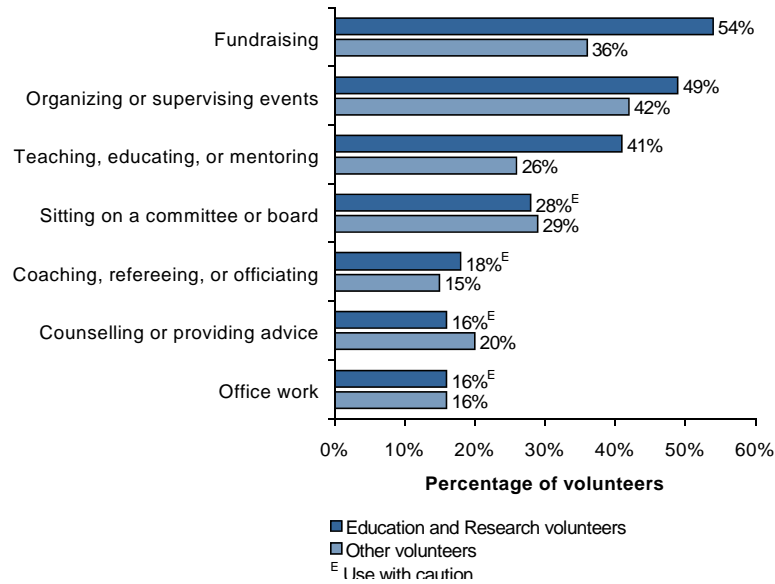
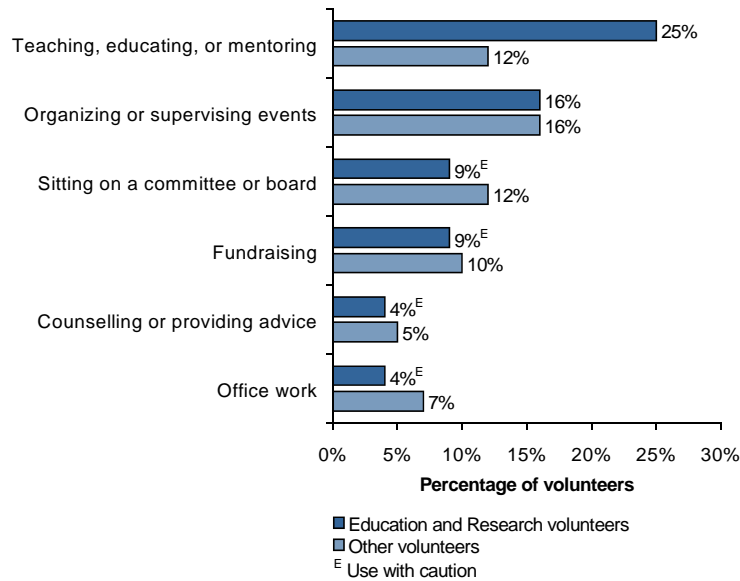


Figure 14: Distribution of annual volunteer hours, by type of volunteer activity, Education and Research volunteers aged 15 and over, Alberta, 2004.

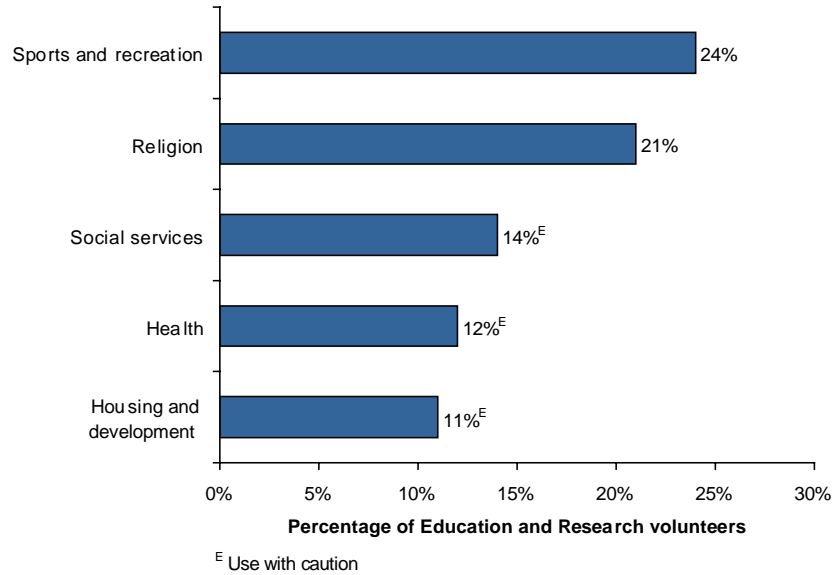


What other organizations do Education and Research volunteers support?

Not all Education and Research volunteers limited their support to one type of organization. Albertans who volunteered for Education and Research organizations also supported one other type of organization, on average. They were most likely to also volunteer for Sports and Recreation organizations (24%) and Religion organizations (21%; see Figure 15). They were somewhat less likely

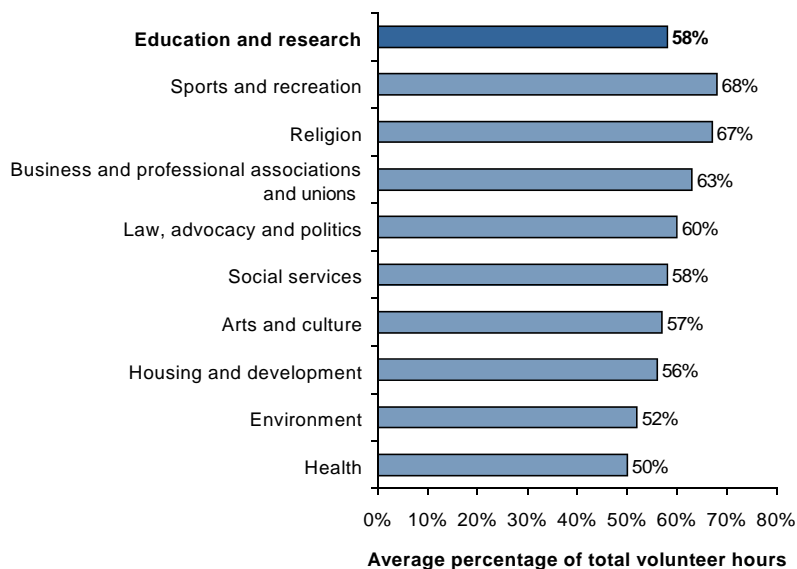
to volunteer for organizations working in the areas of Social Services (14%^E), Health (12%^E), and Housing and Development (11%^E).

Figure 15: Rate of volunteering for other types of organizations, Education and Research volunteers aged 15 and over, Alberta, 2004.



Education and Research volunteers devoted more than half (58%) of their volunteer time to Education and Research organizations; the remaining 42% of their time was spent with other types of organizations (see Figure 16). Among the organizations that received larger proportions of the total hours volunteered by their supporters were Sports and Recreation organizations (68% of their volunteers' total hours), Religion organizations (67%), and Business and Professional Associations and Unions (63%).

Figure 16: Average percentage of hours devoted to organization type by supporters of organization type, volunteers aged 15 and over, Alberta, 2004.



What motivations and barriers do Education and Research volunteers experience?

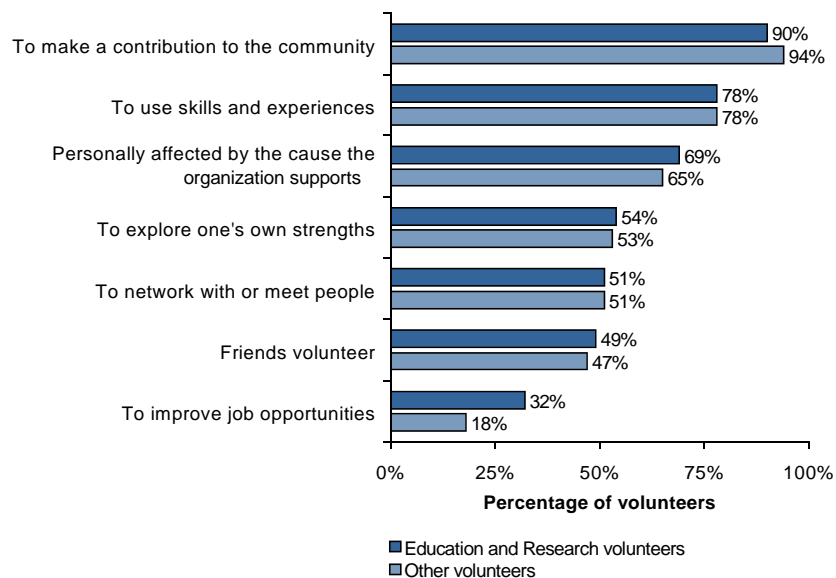
There is a wide range of factors that may motivate individuals to volunteer or prevent them from volunteering more time or volunteering at all. Understanding these factors is important for any organization that wants to better recruit and retain volunteers.

Motivations for volunteering

Education and Research volunteers are very similar to other volunteers in terms of what motivates them to volunteer.⁹ Both groups of volunteers were most likely to volunteer because they wanted to make a contribution to their community, they wanted to use their skills or experiences, and because they had been personally affected by the cause the organization supports (see Figure 17). Both groups were least likely to volunteer because their friends did or because they wanted to improve their job opportunities.

There was one notable difference, however. Education and Research volunteers were nearly twice as likely as other volunteers to give their time in order to improve job opportunities (32% of Education and Research volunteers vs. 18% of other volunteers).

Figure 17: Reasons for volunteering, Education and Research volunteers and volunteers for other organizations aged 15 and over, Alberta, 2004.

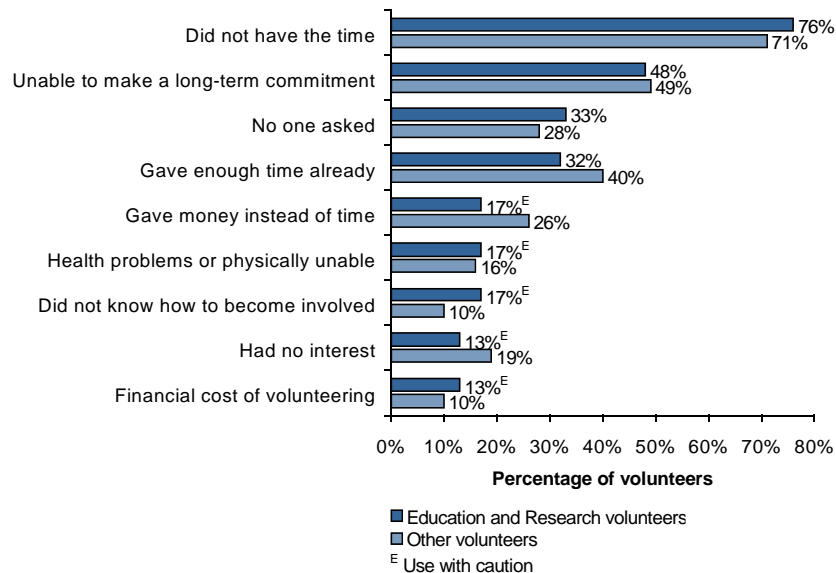


⁹ The CSGVP asked volunteers whether any of eight potential motivations were important in their decision to volunteer for the organization for which they volunteered the most hours. These potential motivations tie directly to the type of organization to which the respondent contributed the most hours – by extension the motivations discussed here pertain directly to volunteering for Education and Research organizations. Note that due to sample size limitations it is only possible to discuss seven of these potential motivations in this report.

Barriers to volunteering more

Education and Research volunteers and volunteers for other organizations were not as similar in identifying barriers as they were in identifying motivations.¹⁰ Those who volunteered for Education and Research organizations were more likely than other volunteers to say that they did not volunteer more because they did not know how to become involved (17%^E vs. 10%), because they did not have the time (76% vs. 71%), and because no one had asked them (33% vs. 28%; see Figure 18). Conversely, other volunteers were more likely to say that they did not volunteer more because they had given enough time already (40% vs. 32% of Education and Research volunteers) and they preferred to give money instead of time (26% vs. 17%^E). The most important barriers identified by Education and Research volunteers were not having the time to volunteer more (76%) and being unable to make a long-term commitment (48%), whereas the least important barriers were a lack of interest in volunteering more (13%^E) and the financial cost of volunteering (13%^E).

Figure 18: Reasons for not volunteering more, Education and Research volunteers and volunteers for other organizations aged 15 and over, Alberta, 2004.



Summary and Conclusions

Albertans provide a generous amount of financial and volunteer support to Education and Research organizations. The 17% of Albertans who donate to these organizations give an average of \$71 annually, for a total of over \$31 million. Similarly, 13% of Albertans volunteer an average of 82 hours for Education and Research organizations, for a total of more than 28 million hours.

¹⁰ The CSGVP asked whether any of 10 potential barriers kept volunteers from volunteering more time than they might otherwise have contributed. Due to sample size limitations it is only possible to discuss nine of these potential barriers in this report. Note that barriers to volunteering more cannot be linked specifically to volunteering for particular organization types. Instead, potential barriers apply to all episodes of volunteering that the volunteer may have engaged in.

Although Education and Research organizations have relatively widespread donor and volunteer support, a small group of individuals accounts for the majority of the money donated and hours volunteered. The top 25% of donors contributed 80% of all the money donated to Education and Research organizations while the top 25% of volunteers contributed over three quarters (76%) of the hours volunteered to these organizations.

Albertans who are most likely to donate to Education and Research organizations tend to be over the age of 35, actively involved in their religion, female, and married or in common-law relationships. They also tend to have a university degree and to be relatively wealthy. Albertans who donate to Education and Research organizations do so most commonly by sponsoring someone or by giving in response to a door-to-door canvassing request. Education and Research donors are motivated to give to these organizations because they believe in the cause, they feel compassion for those in need, and they want to make a contribution to their community. The most common reasons these donors cite for not giving more are being satisfied with what they have already given and not being able to afford to give more.

Albertans who volunteer for Education and Research organizations tend to have children in their household, a university degree, and relatively high household incomes. Education and Research volunteers also tend to be female, between the ages of 15 and 54, and not part of the labour force. These volunteers are most likely to be recruited by being approached by someone rather than by approaching the organization on their own. They are motivated by the desire to contribute to their community, a desire to use their skills and experiences, and by having been personally affected by the cause the organization supports. The most common reasons these volunteers give for not volunteering more is lack of time and an inability to make a long-term commitment.

Education and Research organizations play an important role in the day-to-day lives of Albertans. The detailed examination of Education and Research donors and volunteers offered in this report gives these organizations a better understanding of who their supporters are and what motivates these individuals. This information can help Education and Research organizations use their resources to recruit and retain both donors and volunteers more effectively in the future.

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