

Giving and Volunteering for Education Organizations: Findings from the 2004 Canada Survey of Giving, Volunteering and Participating

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Giving in Canada

- 85% of Canadians aged 15 and over (22.2 million people) made financial donations to nonprofit and charitable organizations
 - Donors contributed an average of \$400 each, for a total of \$8.9 billion
- Donors made an average of 4.3 individual donations of \$94 each

Donating to Education organizations

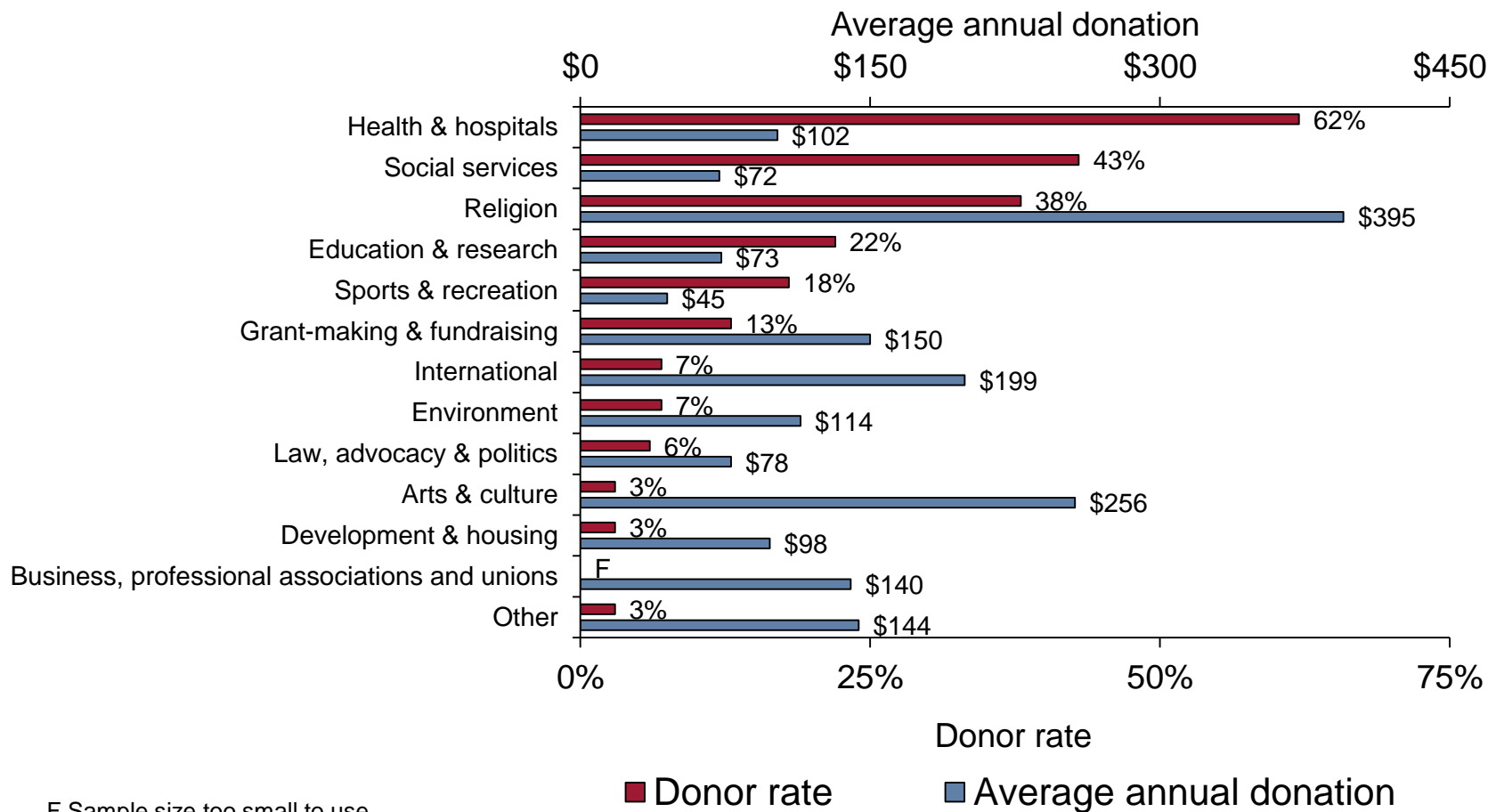
- 22% of Canadians aged 15 and over (5.5 million people) made financial donations to Education organizations
- Donors contributed an average of \$73 each, for a total of \$410 million
 - 3% of the total value of donations made to all organizations

Support for Education organizations

FINDINGS:

- Education organizations have a relatively broad base of support
 - Cause ranks fourth in terms of the number of Canadians donating
- However, donors make quite small donations on average

Levels of support by organization type



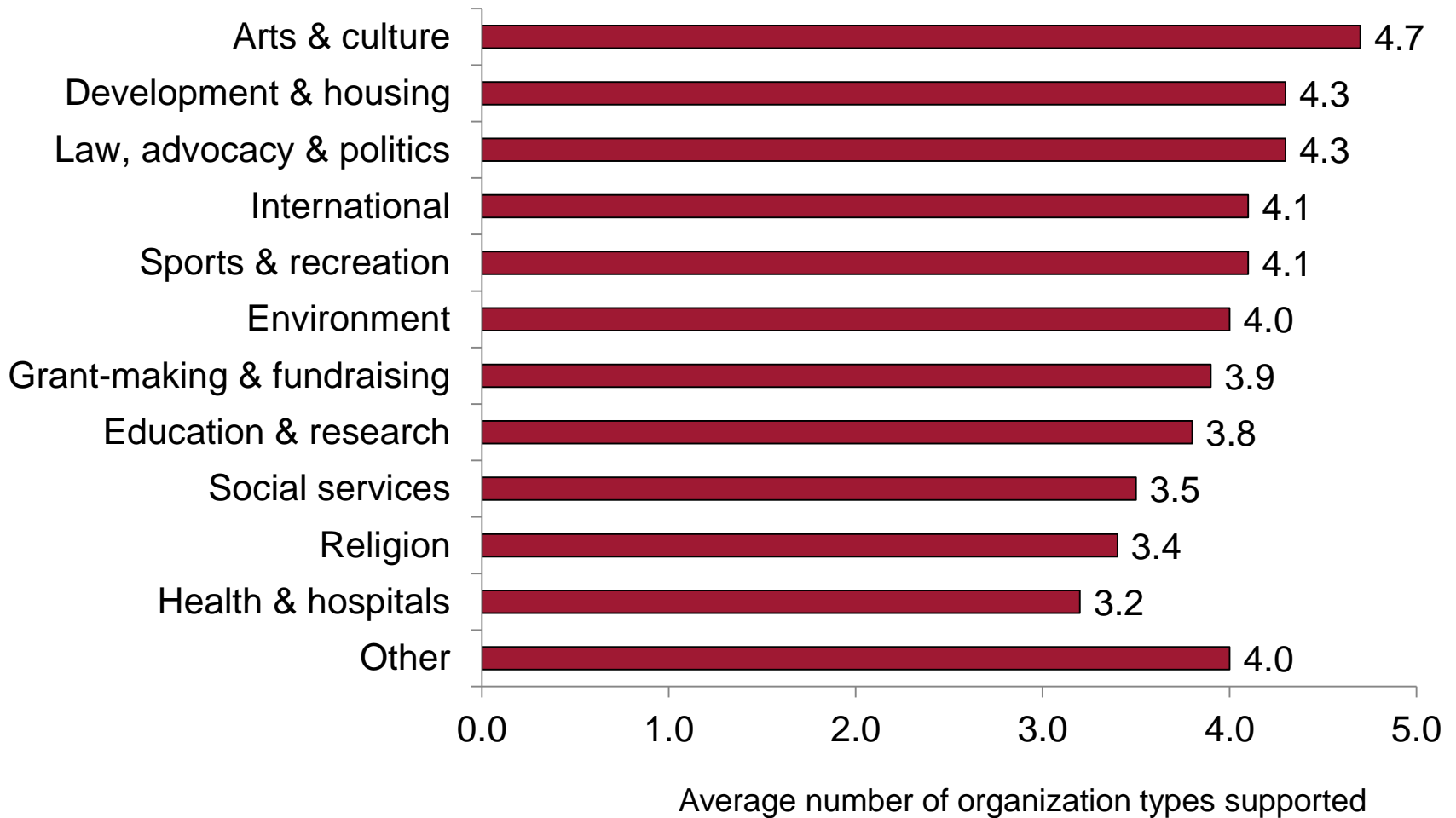
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Support for Education organizations

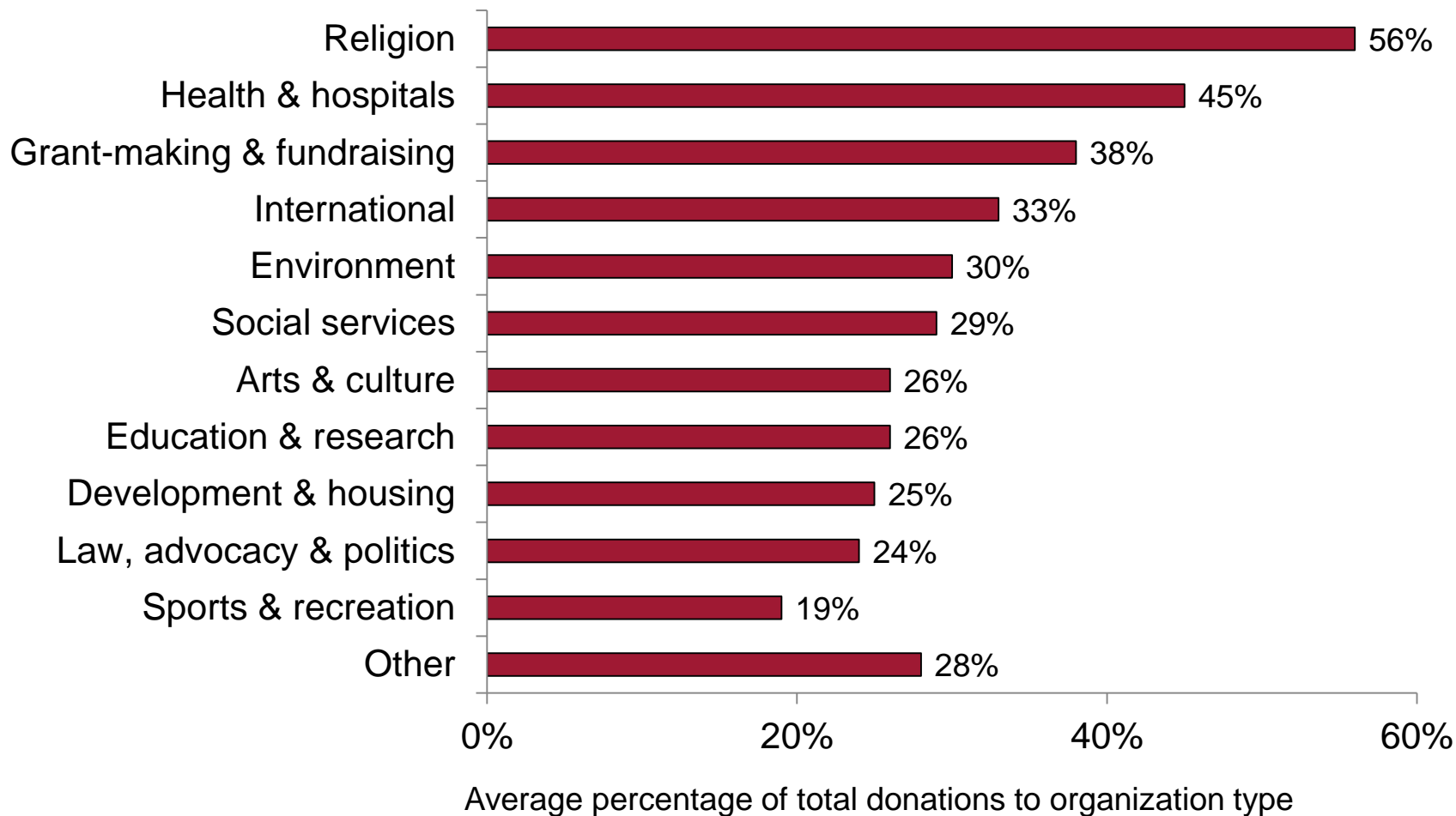
FINDINGS:

- Education donors contribute to a moderate number of causes
- On average, they allocate about a quarter of their total donations to Education organizations

Number of organization types supported



Average level of support



Support for Education organizations

IMPLICATIONS:

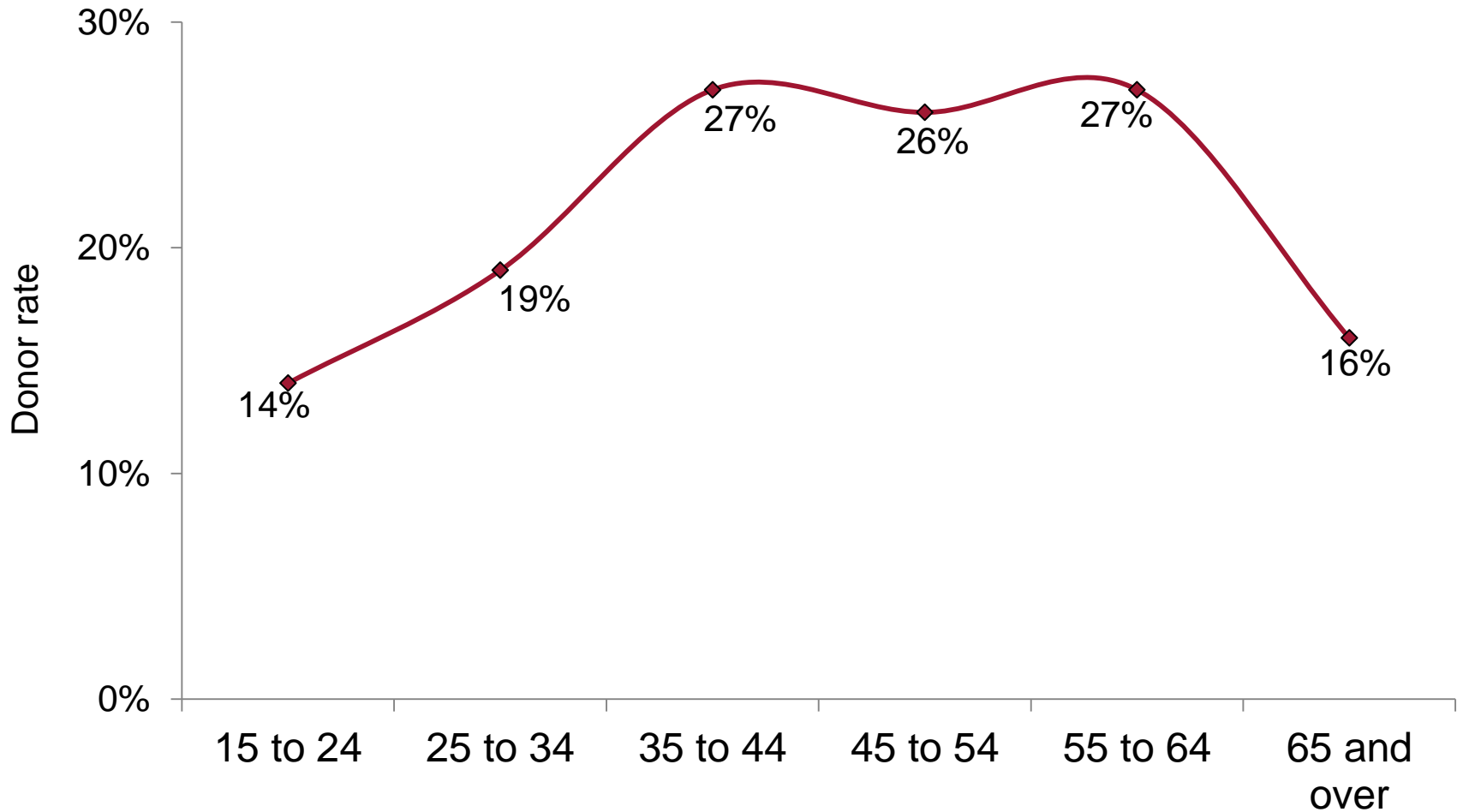
- Education and Research donors not highly focused on cause
 - Average donation amount relatively small
 - Support moderate number of organization types
 - Focus small part of total support on cause
- Major challenge is growing the level of support
 - Donor base relatively broad
 - Competition with other causes may be a challenge

Who gives to Education organizations?

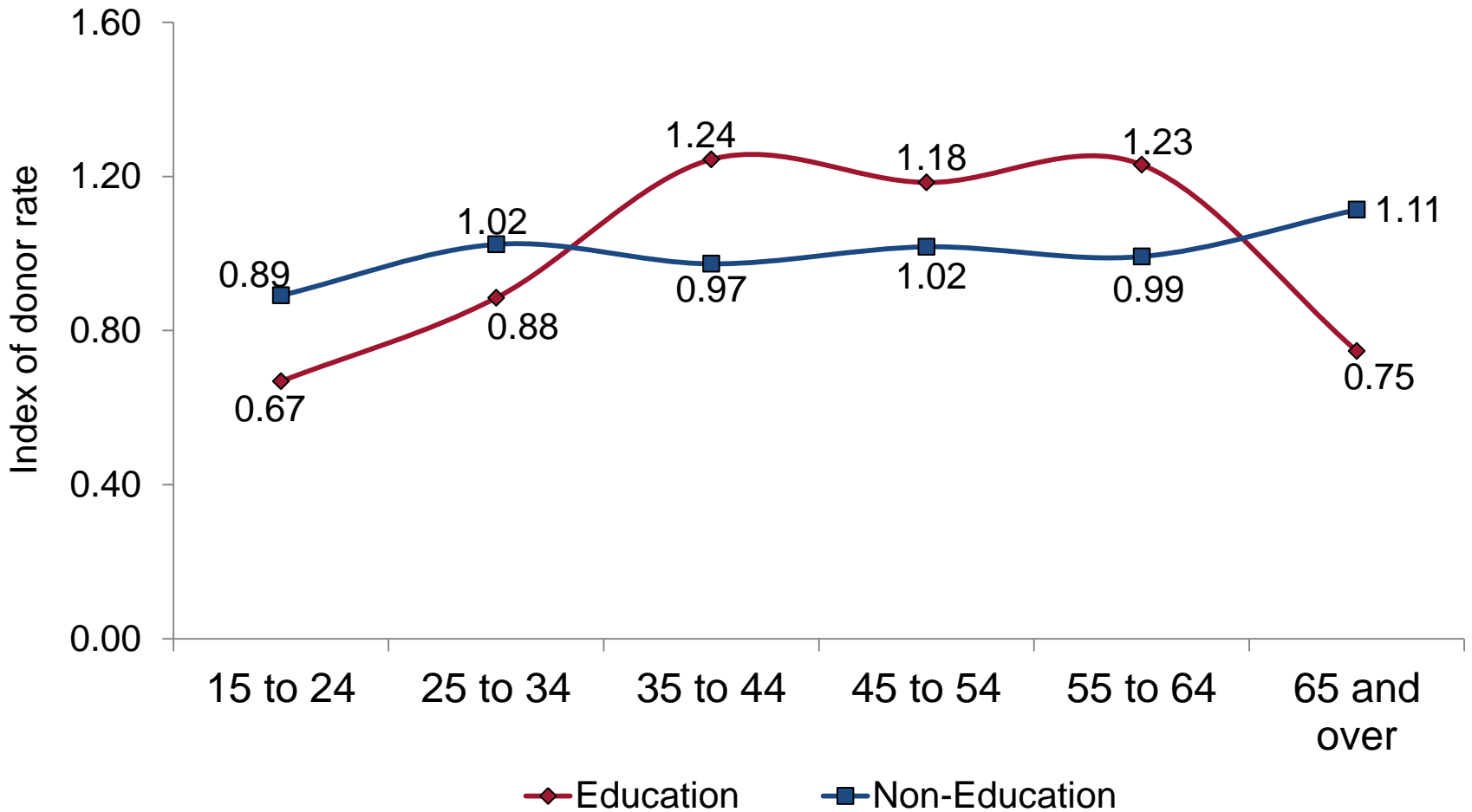
FINDINGS:

- Likelihood of donating to Education organizations generally increases with:
 - Education, particularly post-secondary or higher
 - Household income, particularly \$100,000 or more annually
- Others more likely to donate include those who are:
 - Aged 35 to 64
 - Married or in common-law relationship
 - Employed
- Likelihood of donating does not vary greatly with sex, religious attendance, or the presence of children

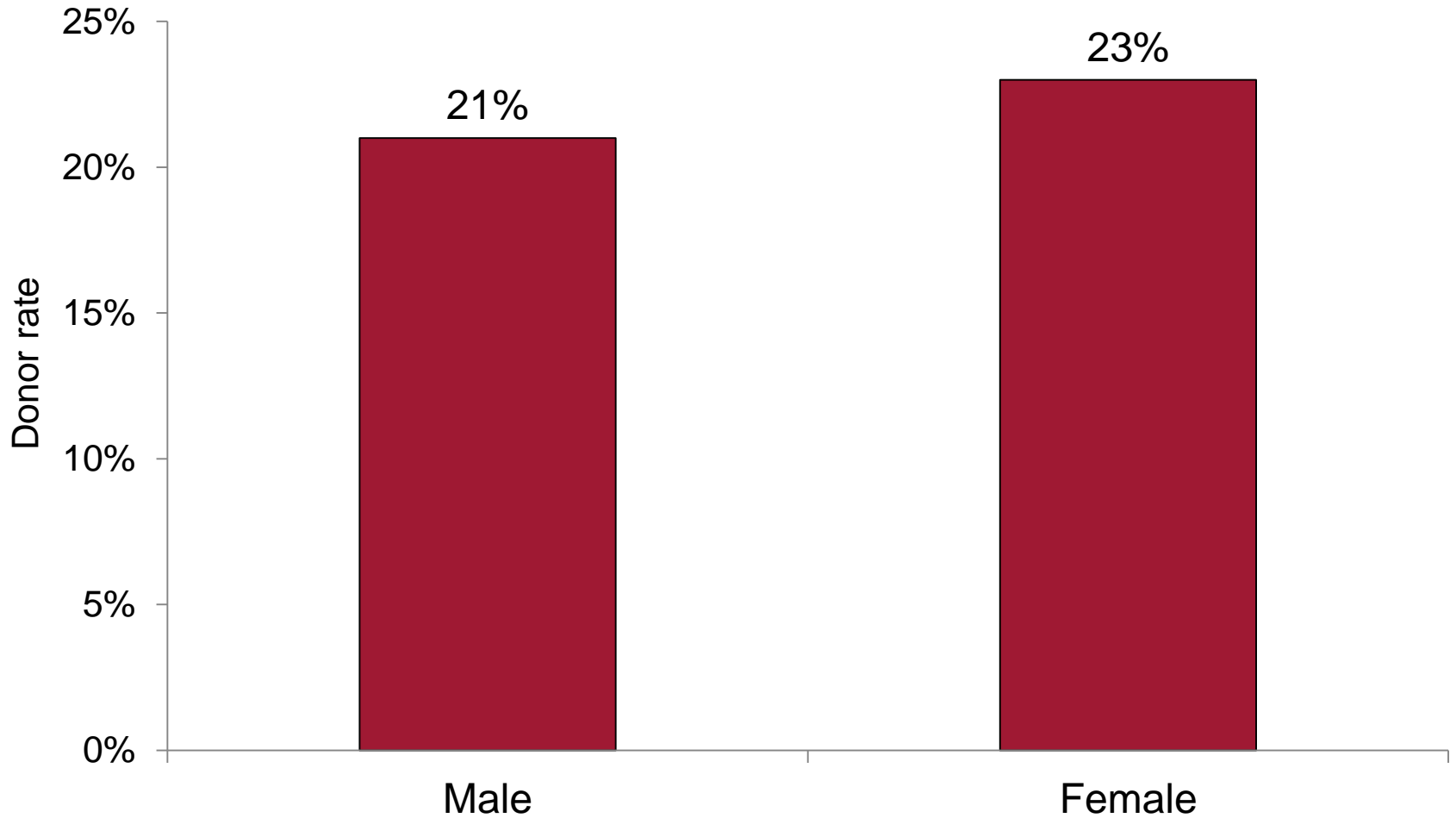
Characteristics of donors: Age



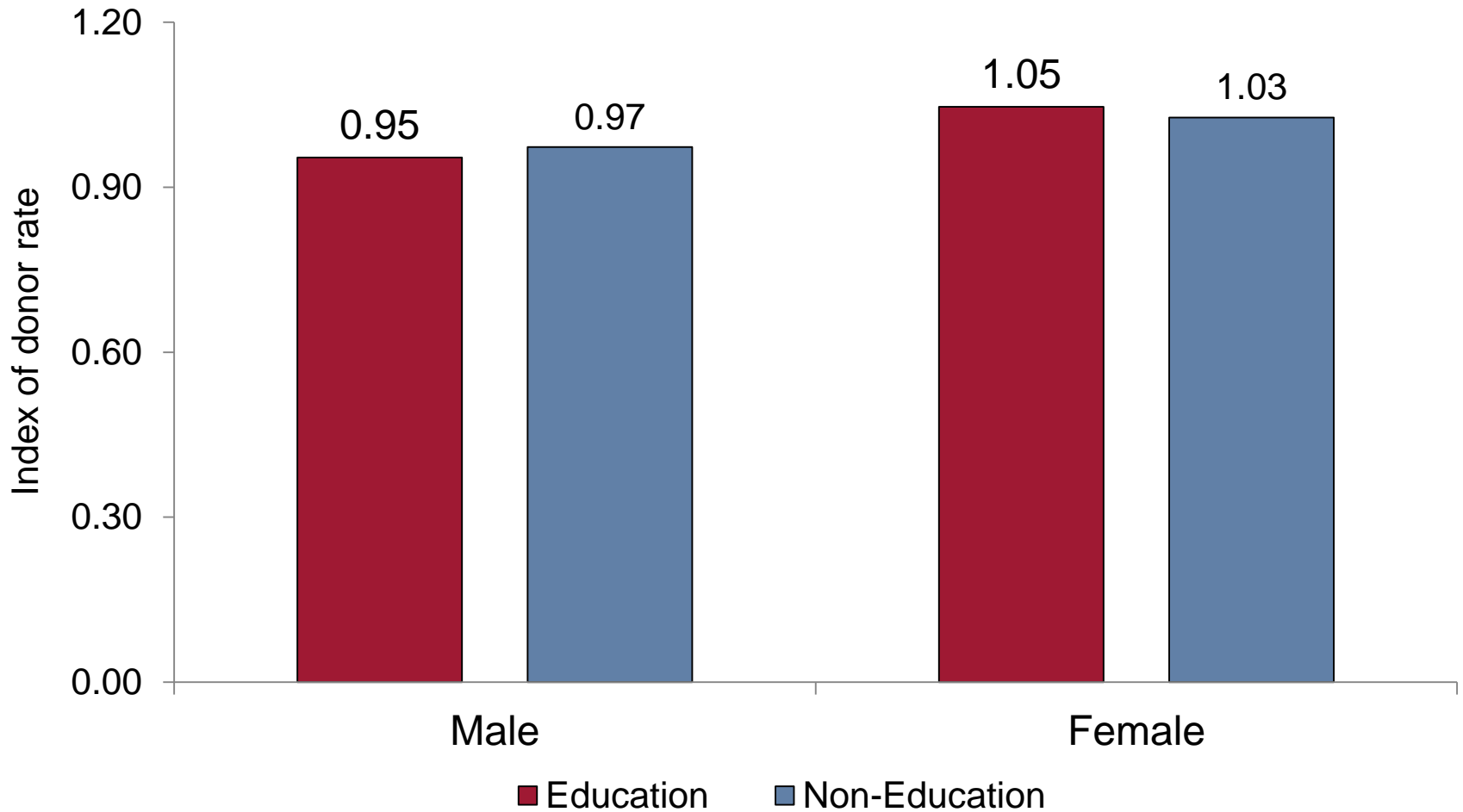
Characteristics of donors: Age



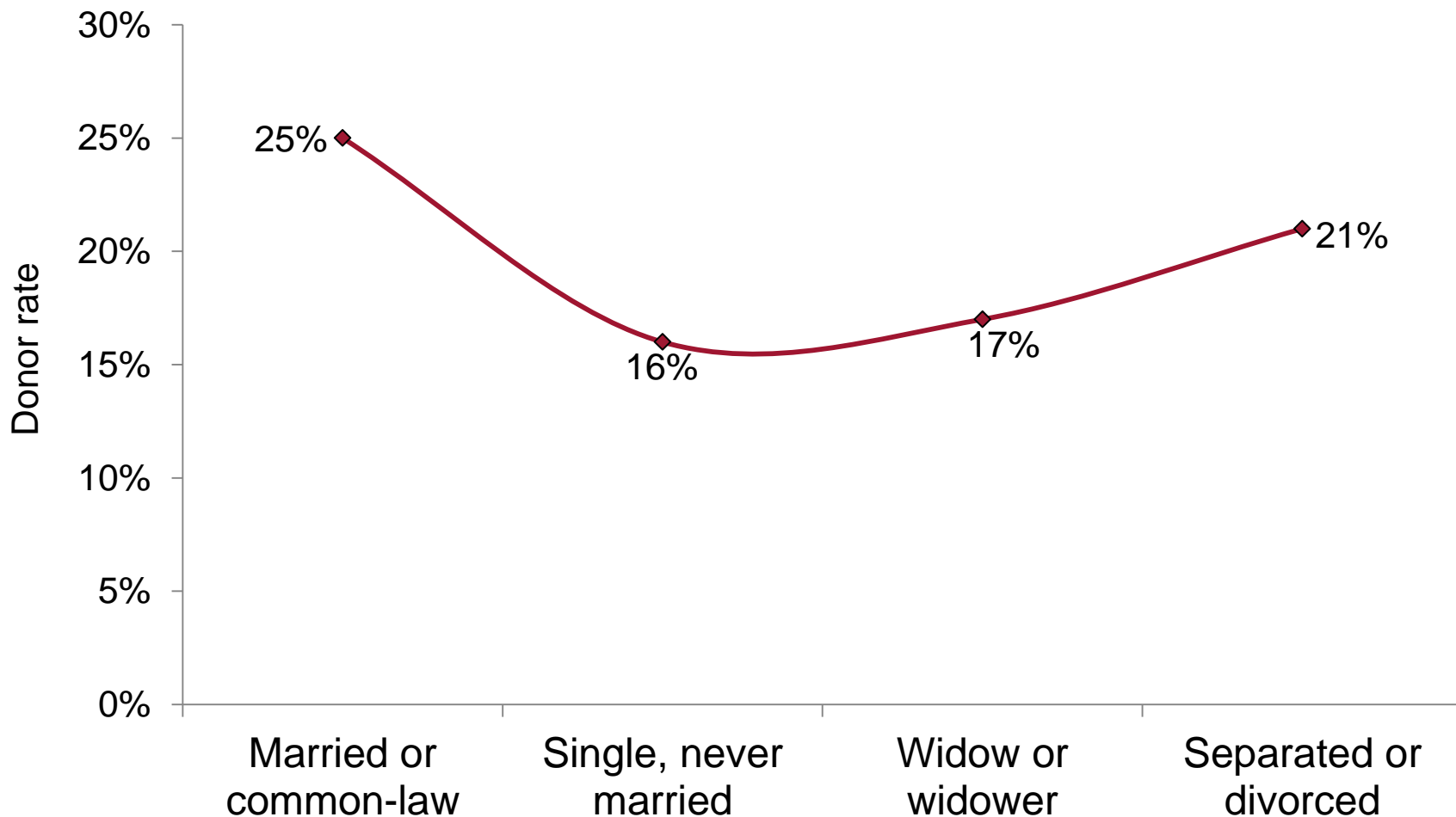
Characteristics of donors: Sex



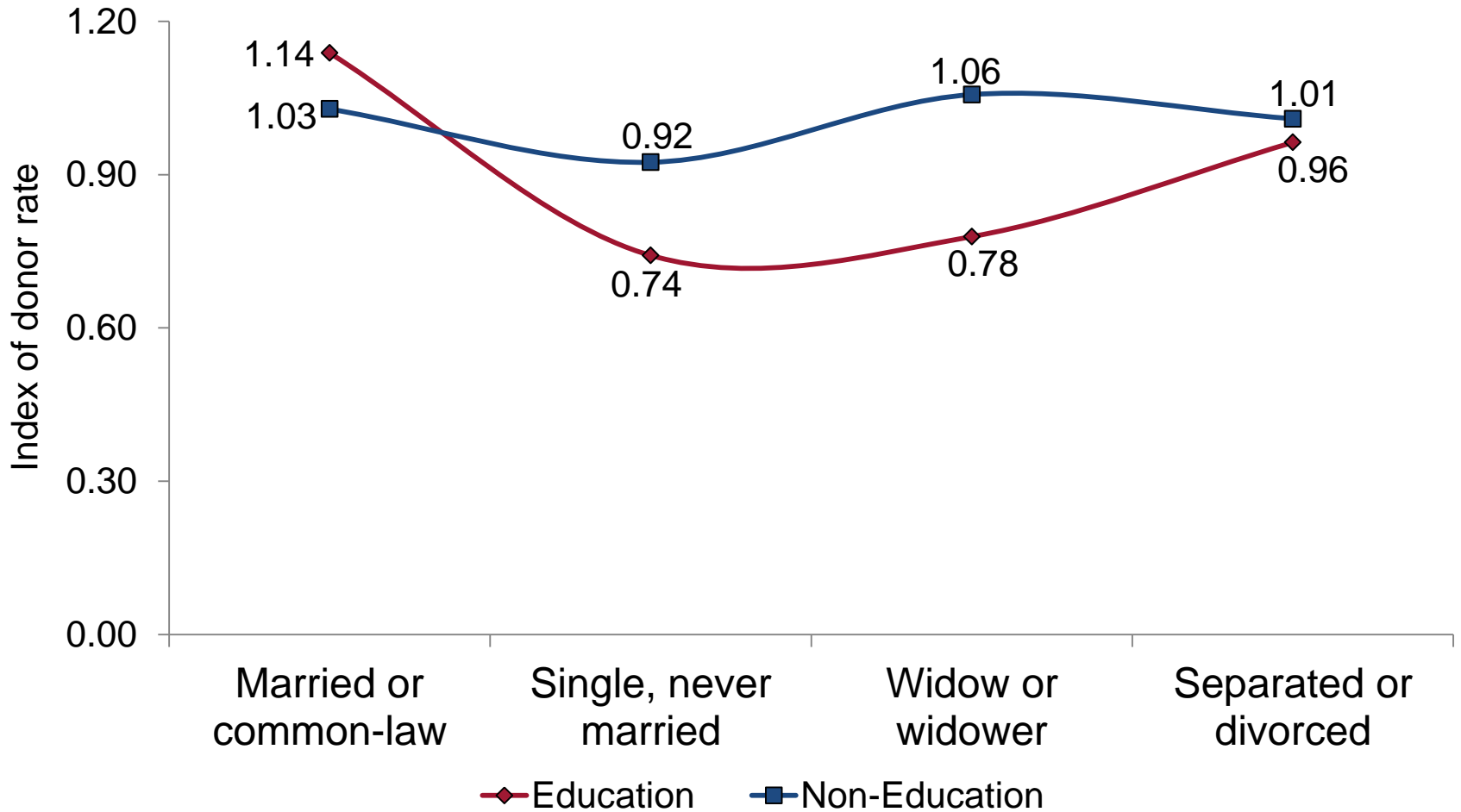
Characteristics of donors: Sex



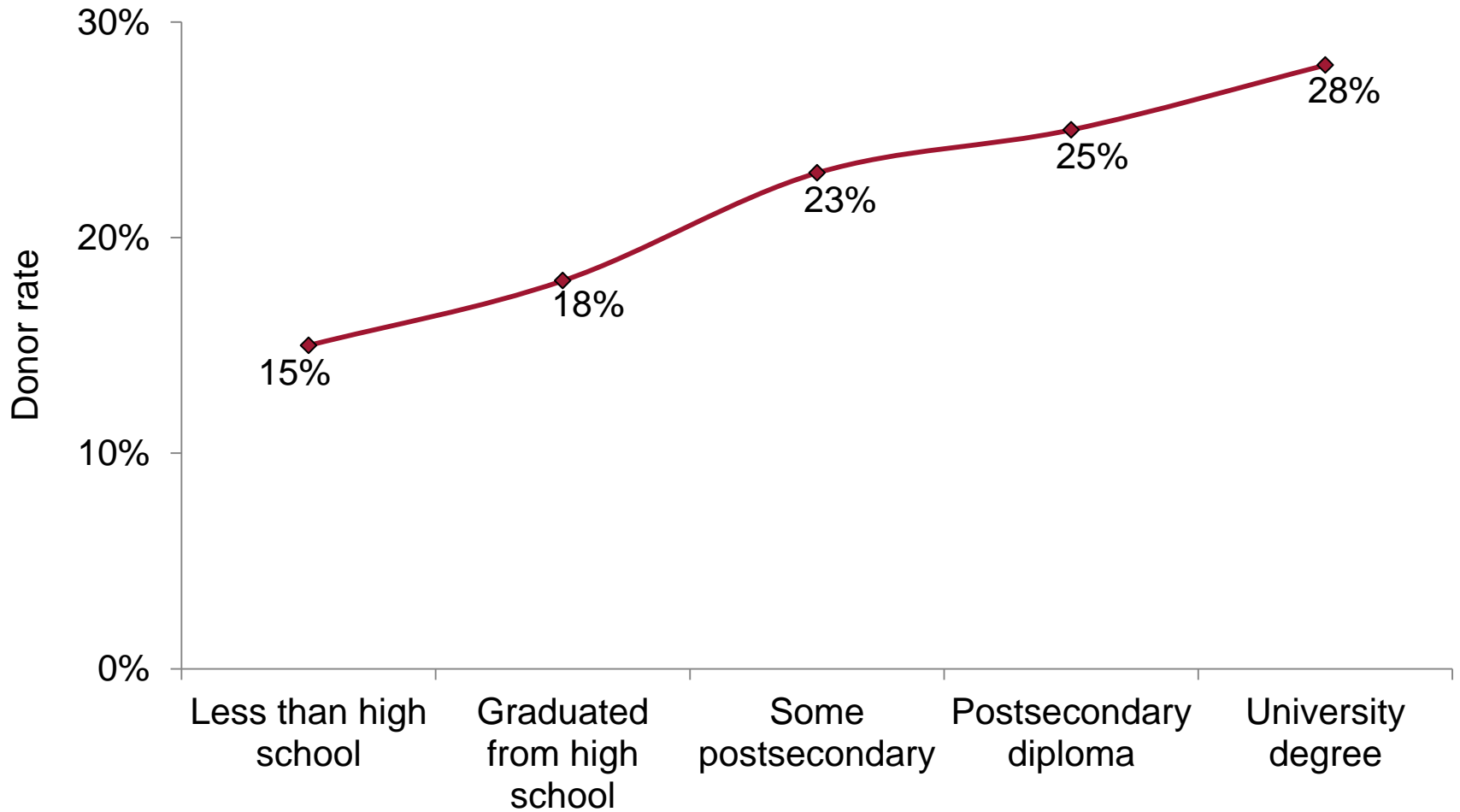
Characteristics of donors: Marital status



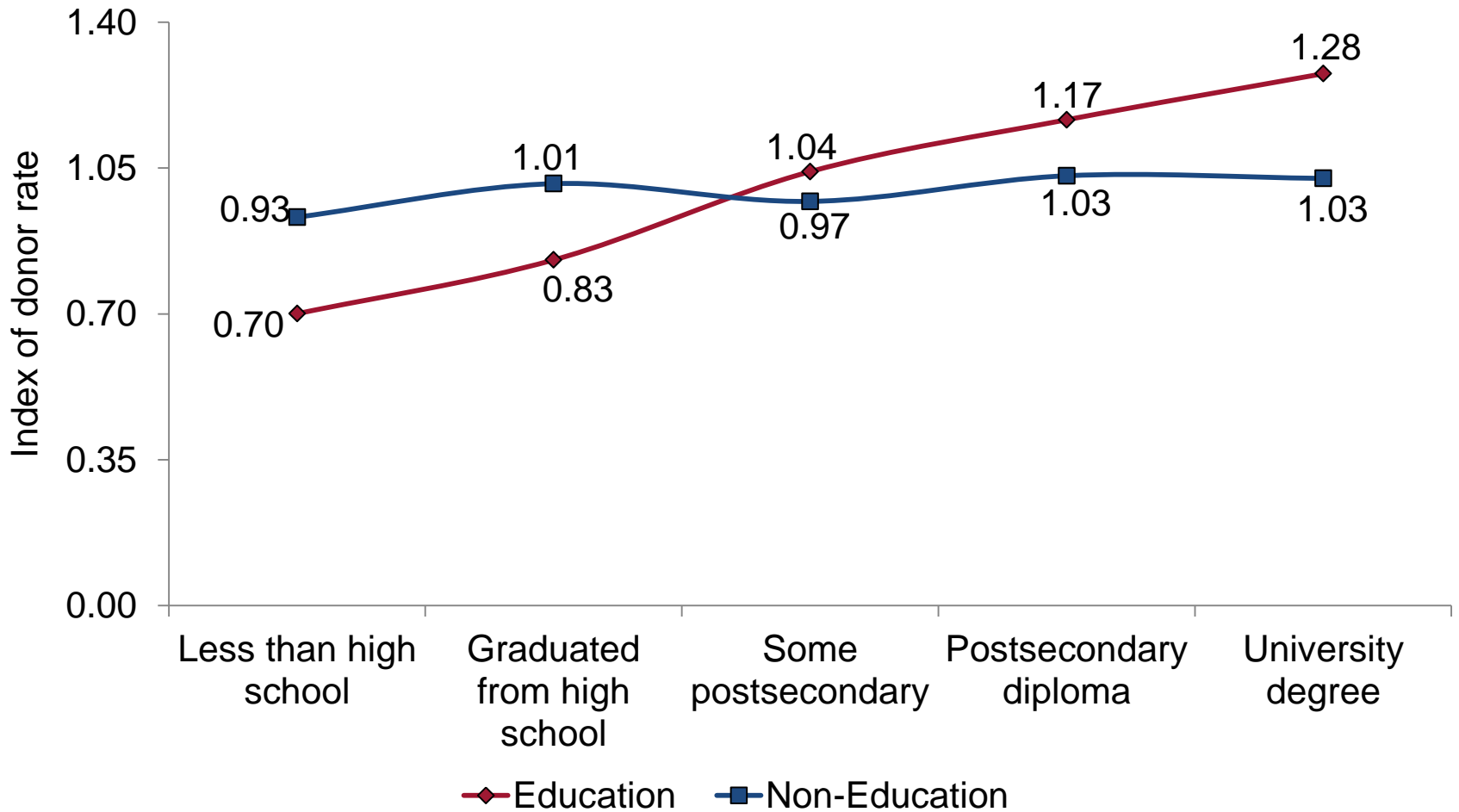
Characteristics of donors: Marital status



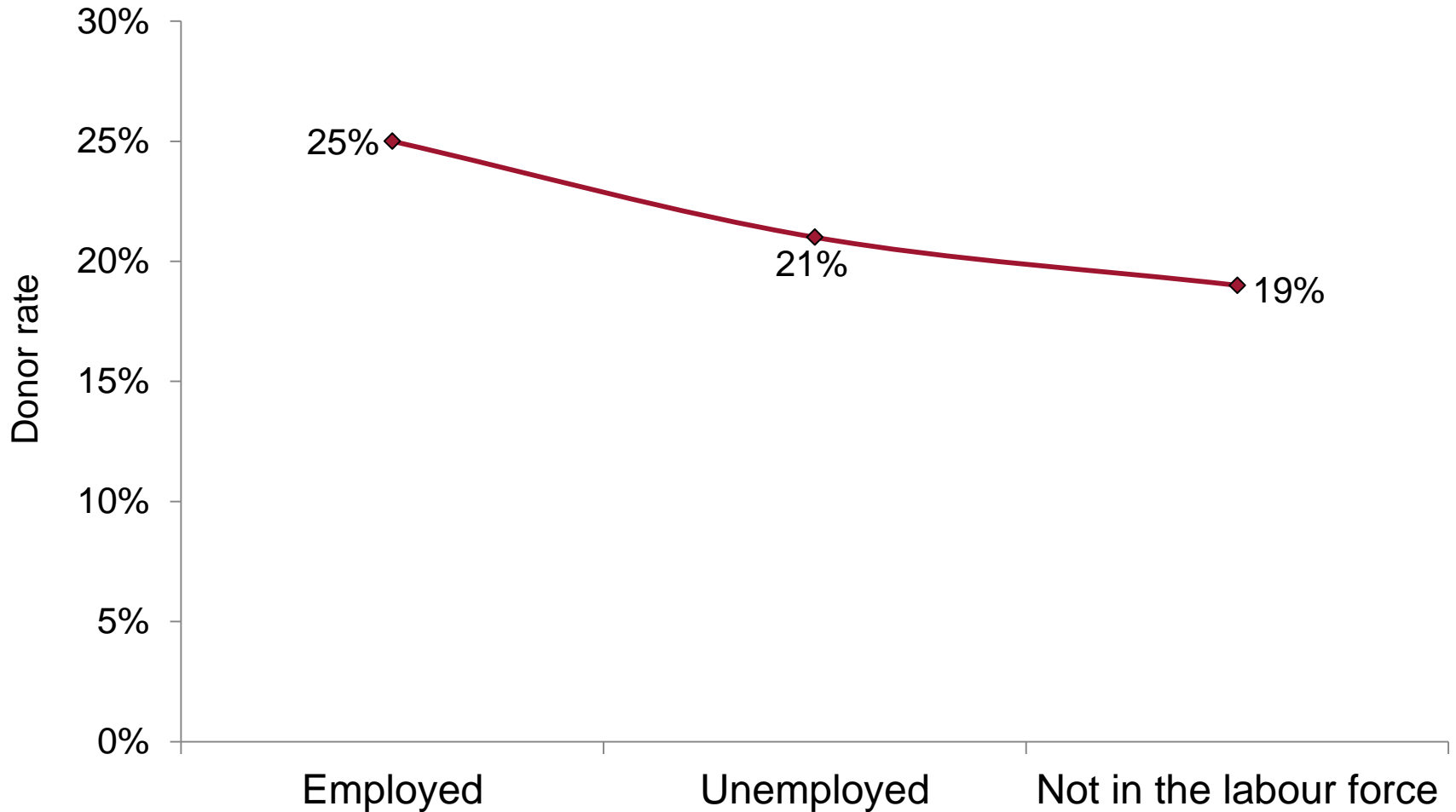
Characteristics of donors: Education



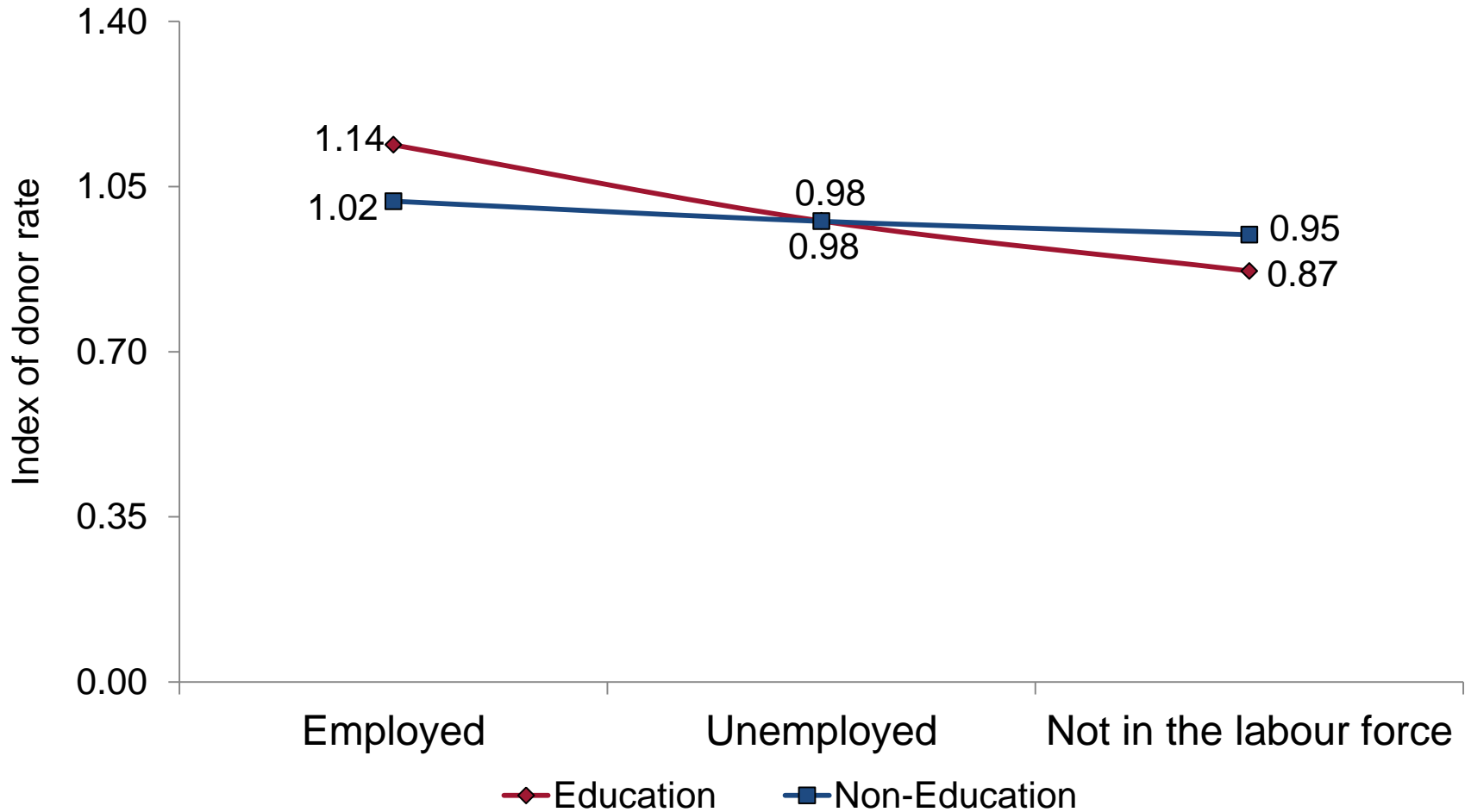
Characteristics of donors: Education



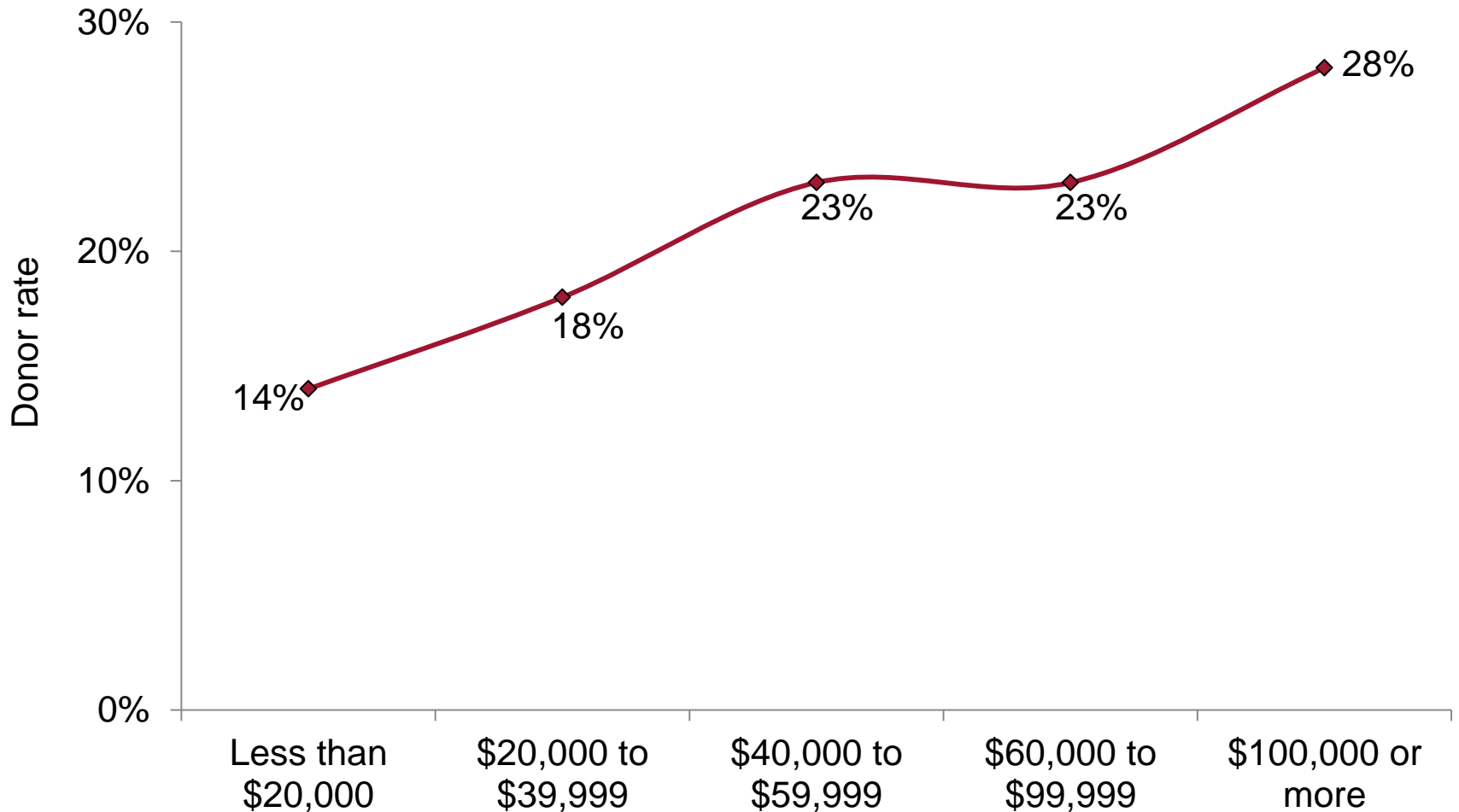
Characteristics of donors: Labour force status



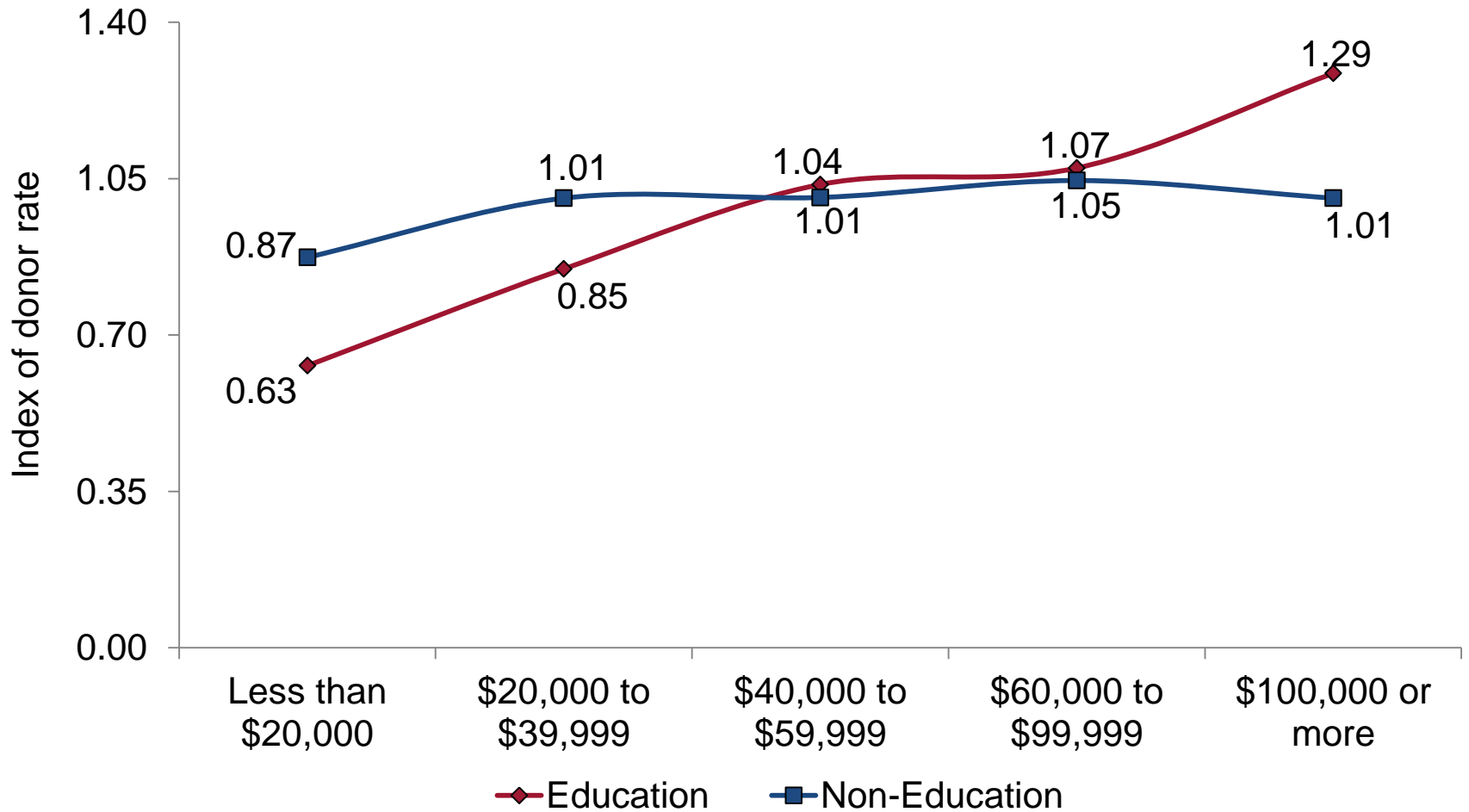
Characteristics of donors: Labour force status



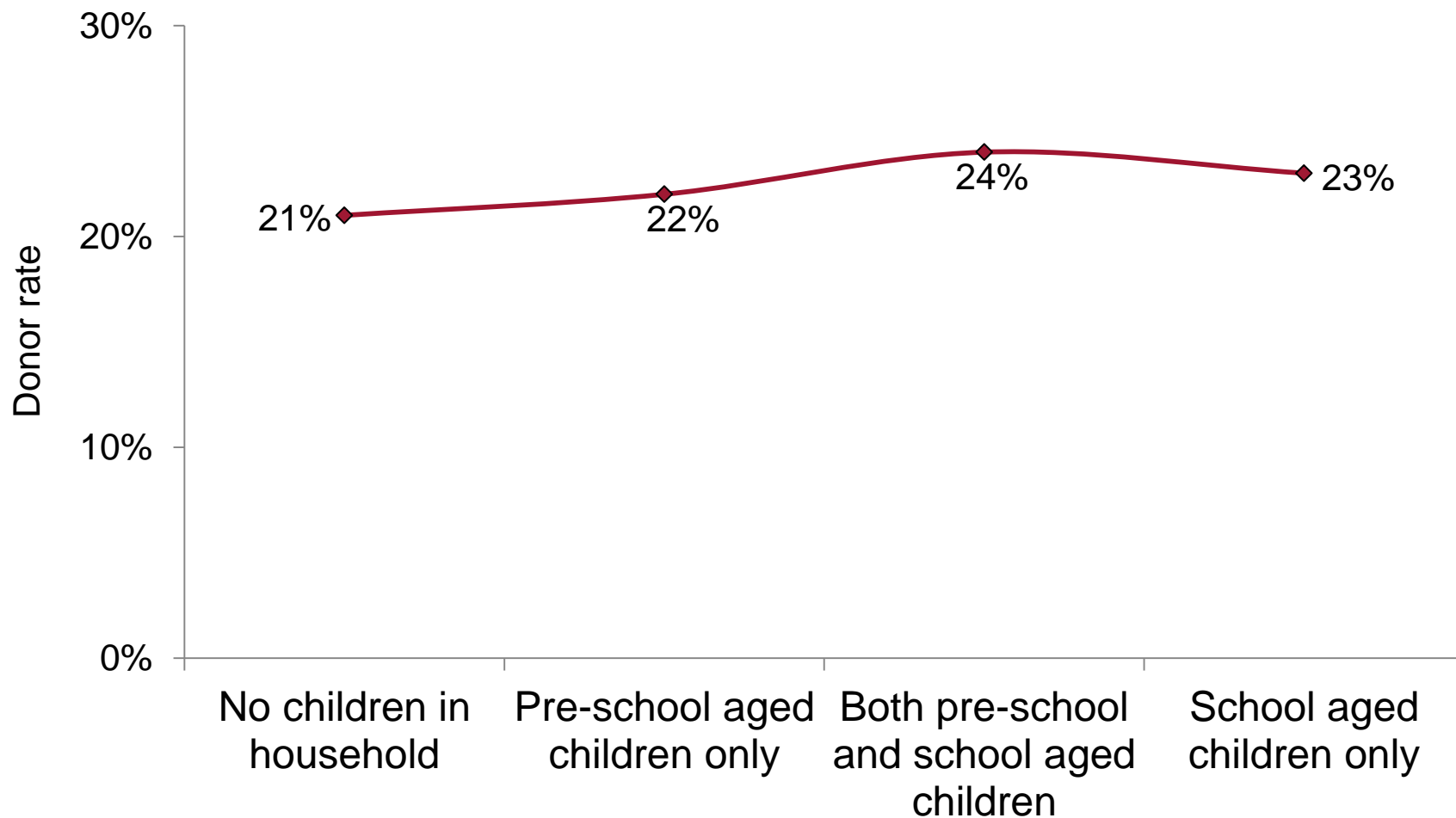
Characteristics of donors: Household income



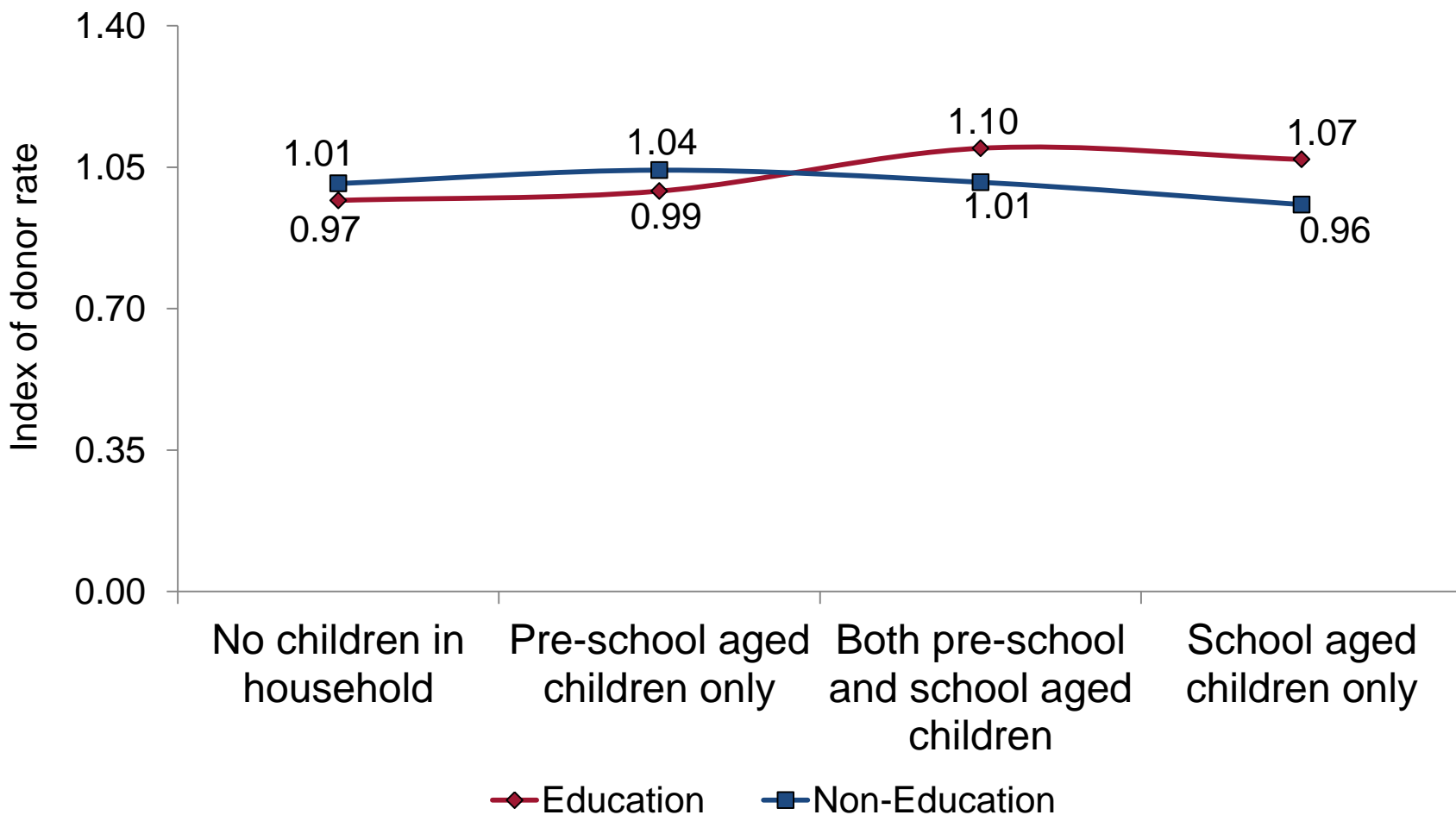
Characteristics of donors: Household income



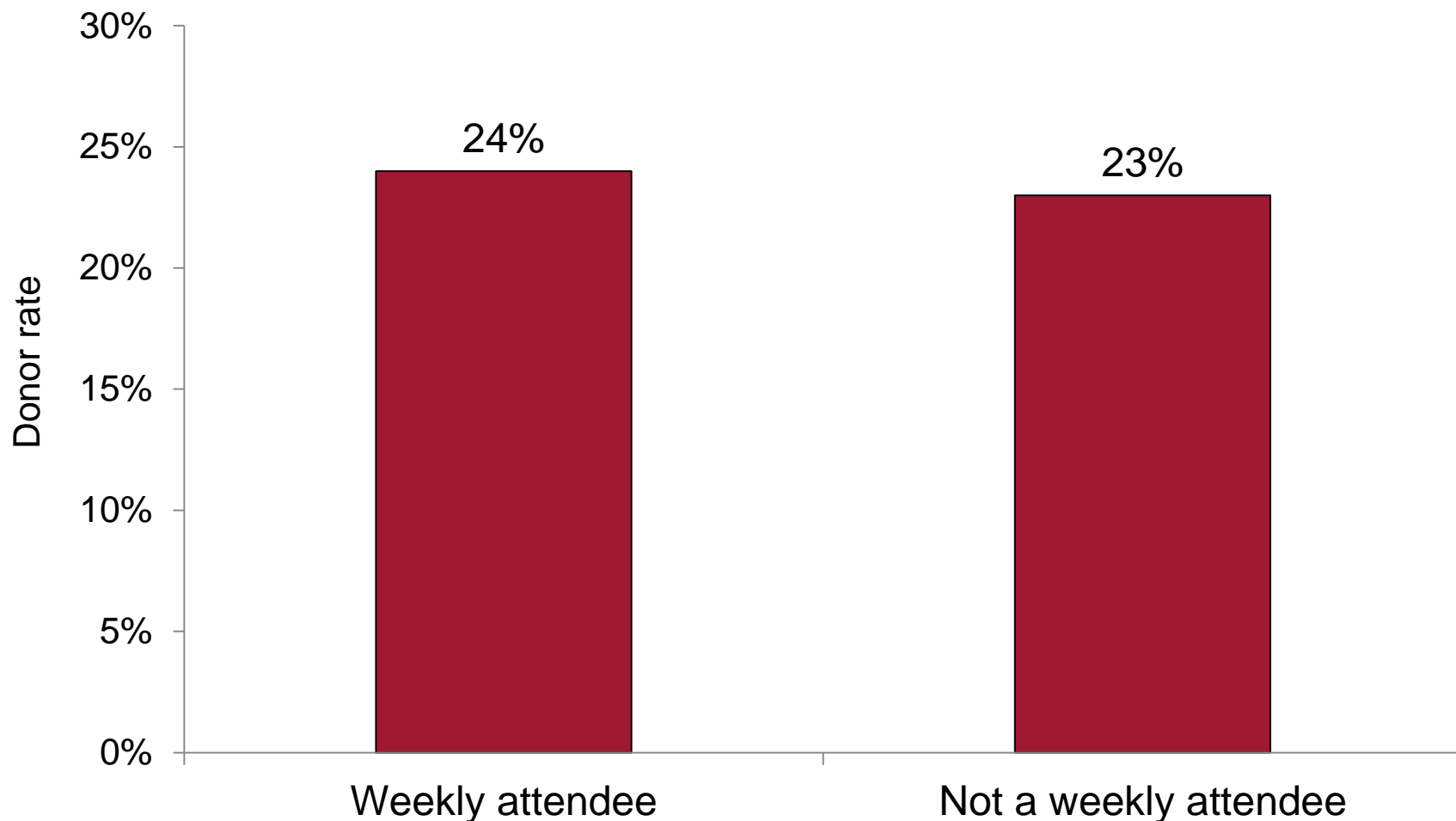
Characteristics of donors: Presence of children



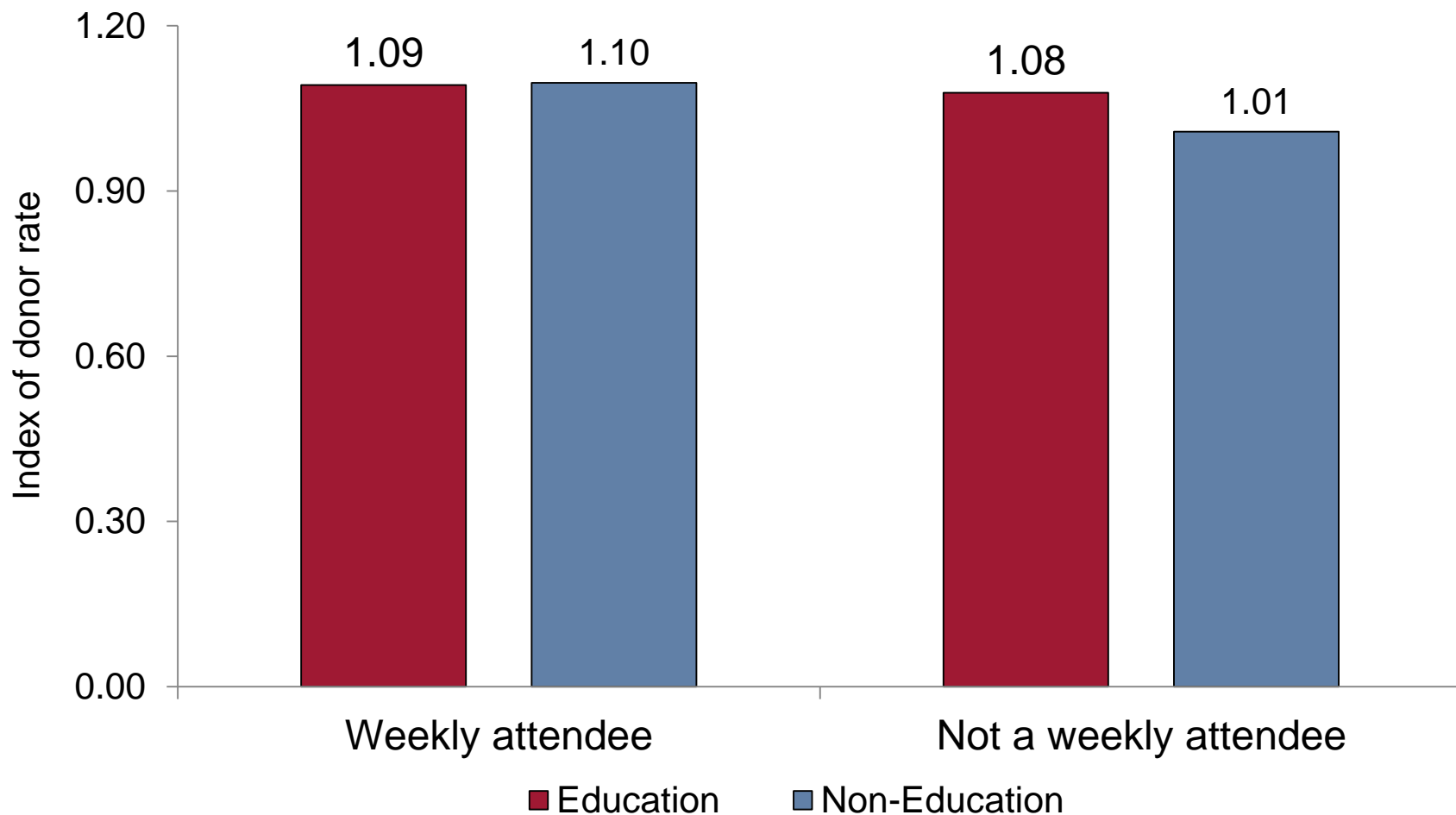
Characteristics of donors: Presence of children



Characteristics of donors: Religious attendance



Characteristics of donors: Religious attendance

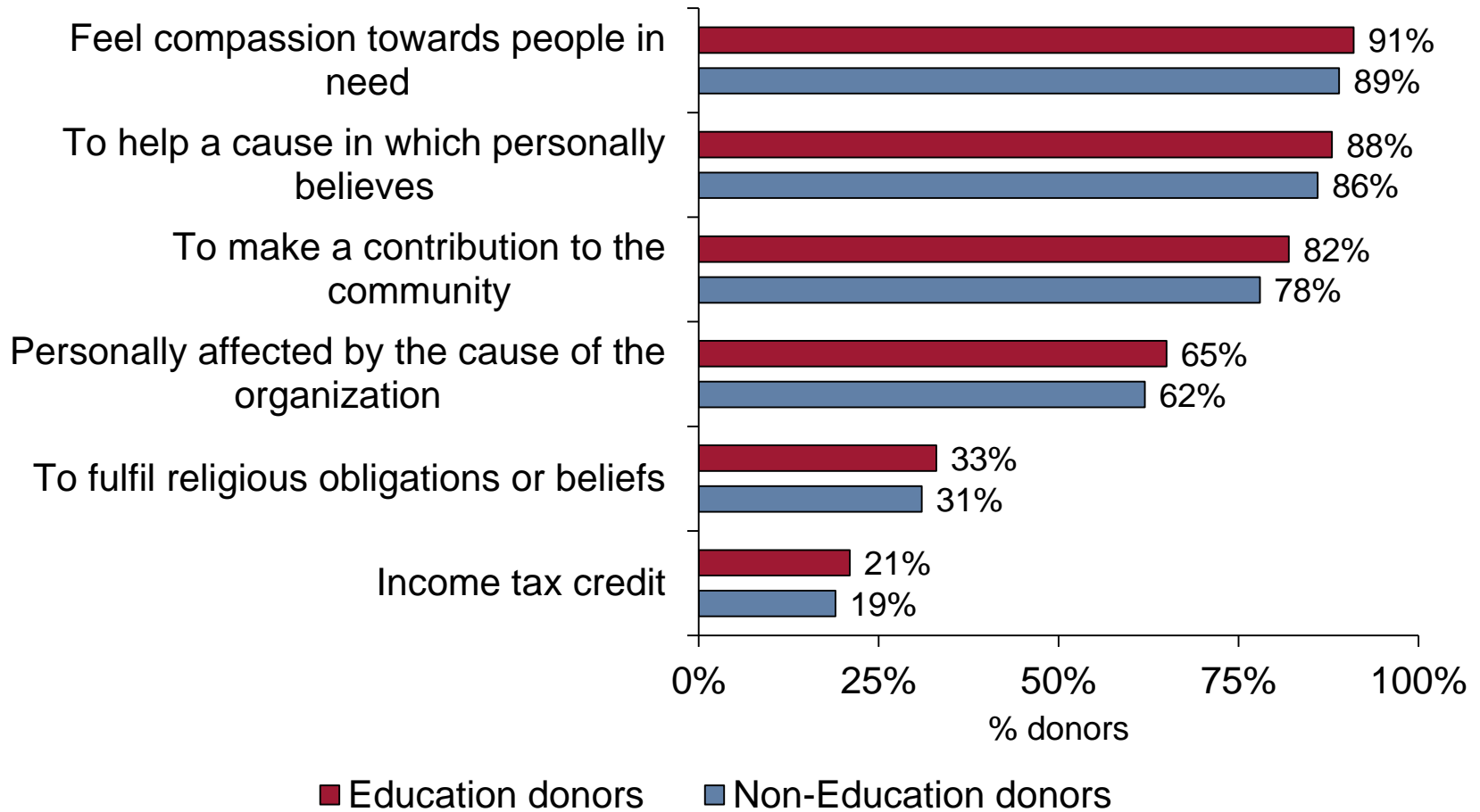


Motivations for giving

FINDINGS:

- Education donors most likely to be motivated by compassion and belief in cause
- Least likely to be motivated by religious obligations or beliefs or tax credits
- Very little difference between Education donors and donors to other causes
 - Motivated by same range of factors
 - Slightly more likely to report most motivations

Motivations for giving

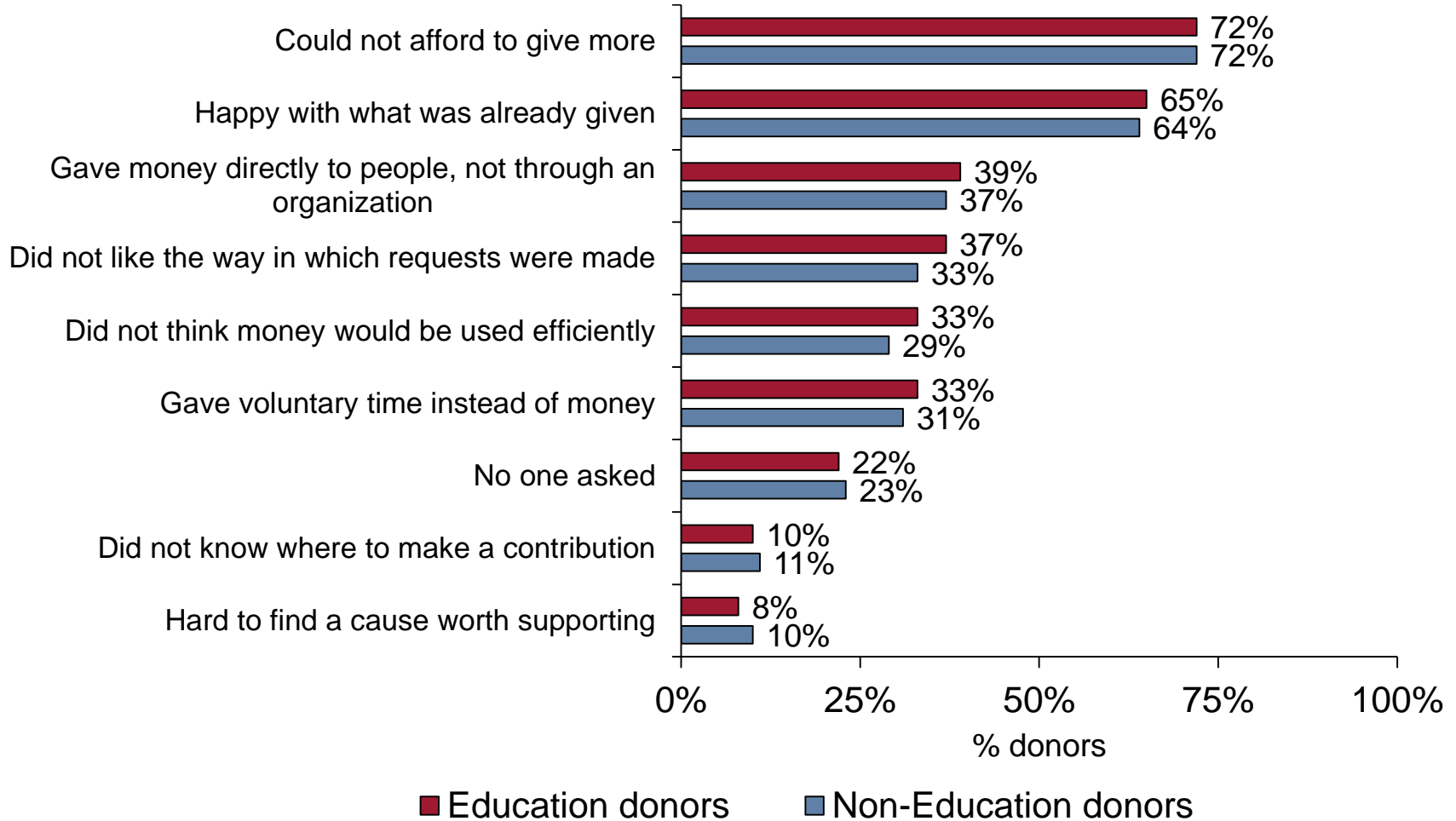


Barriers to giving more

FINDINGS:

- Education donors:
 - most likely to cite cost as barrier to giving more
 - two thirds happy with amounts they had already given
- Compared to other donors:
 - slightly more likely to be critical of how requests were made
 - more likely to think donations would not be used efficiently

Barriers to giving more



Motivations and barriers to giving

IMPLICATIONS:

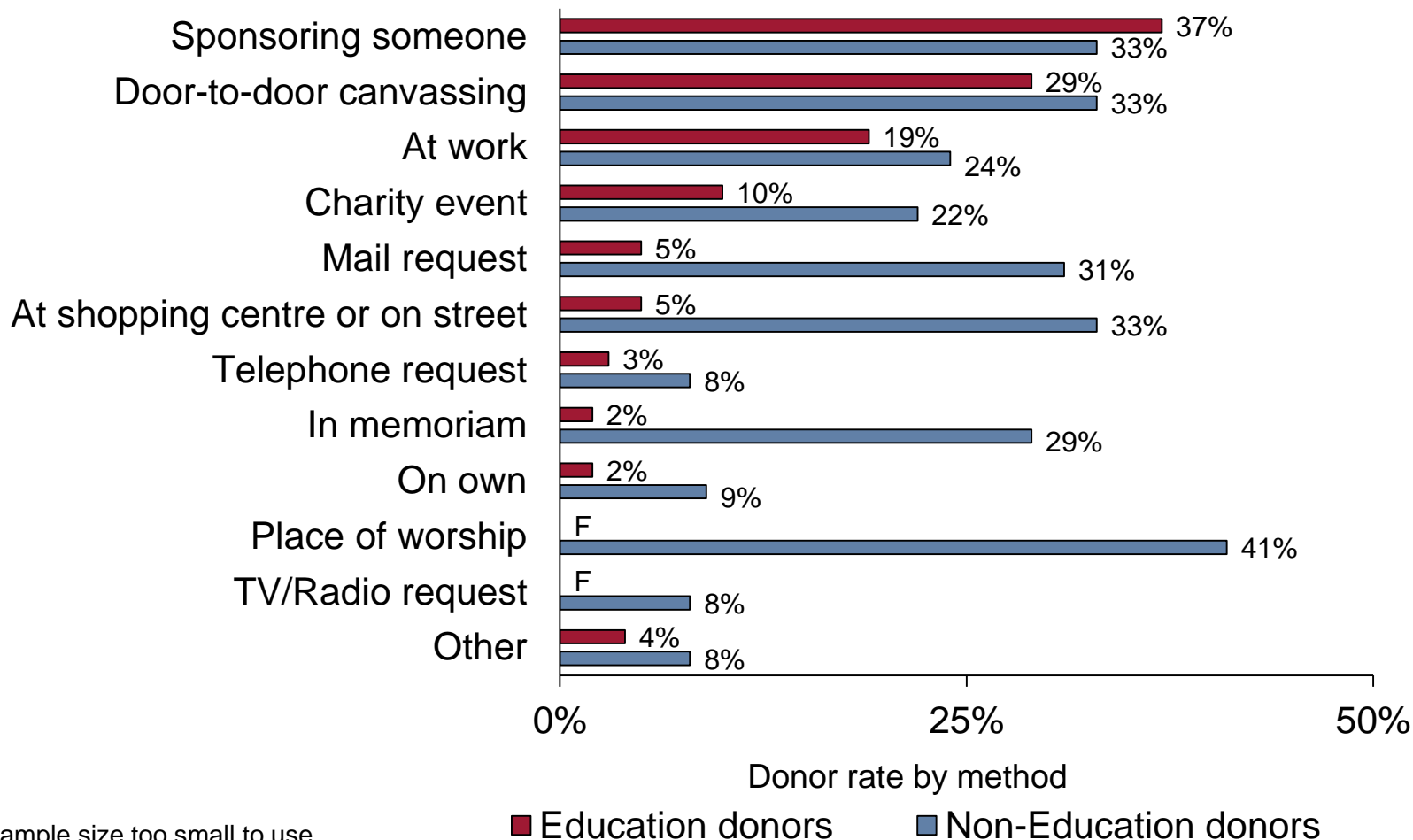
- Very little to differentiate between Education donors and donors to other causes
- Slightly more likely to respond to barriers that are associated with donations of larger amounts
 - Suggests that constructing appeals that grow the donation may be something of a challenge

Methods of donation

FINDINGS:

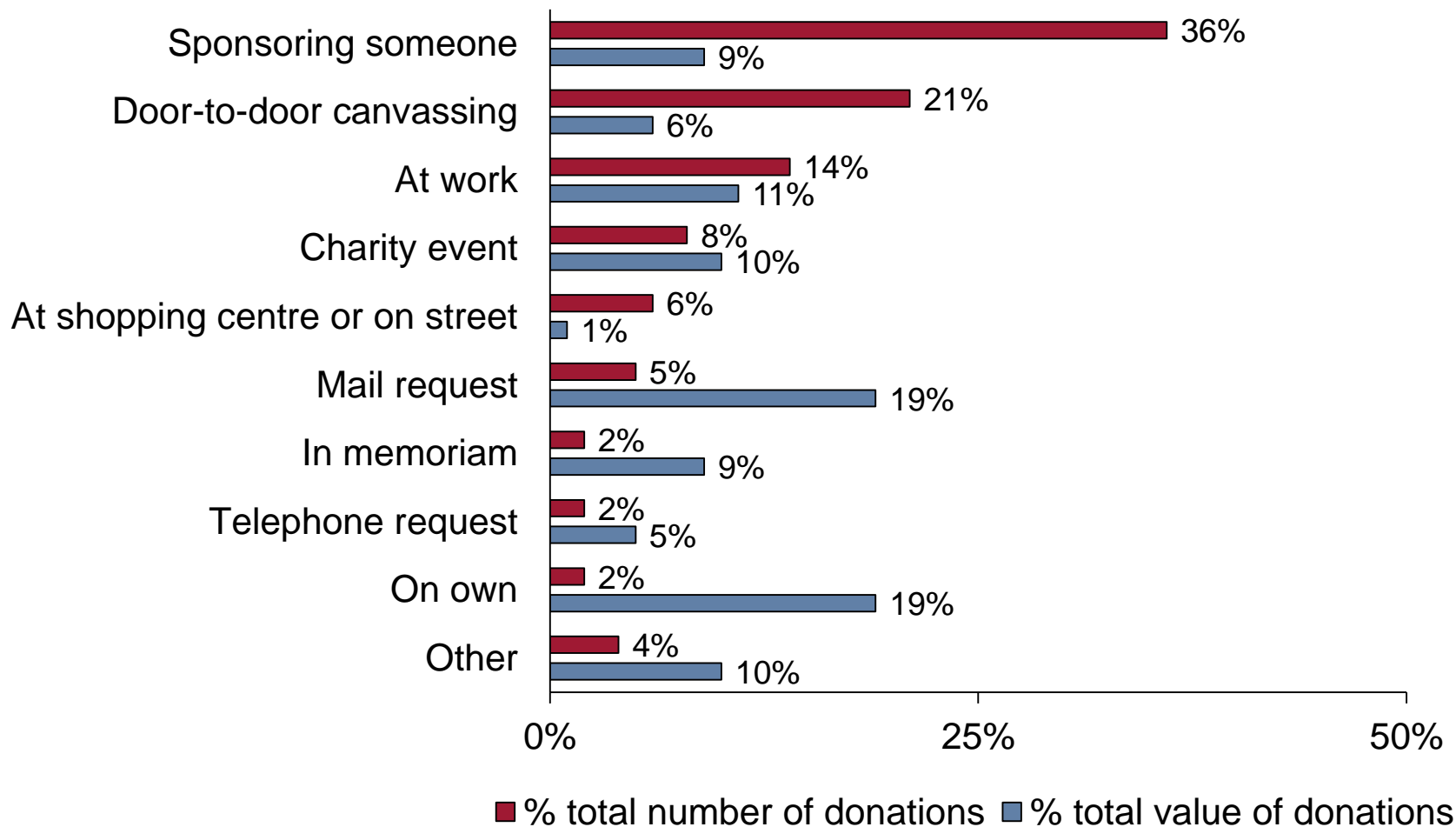
- Education donors most likely to donate via:
 - Sponsoring someone in an event
 - Door-to-door canvassing
 - Their place of work
- Much less likely to receive most types of donations
- Largest part of total donation value via:
 - Mail requests
 - Donors who contribute on own initiative

Methods of donation



F Sample size too small to use.

Methods of donation



Methods of donation

IMPLICATIONS:

- Relatively broad base of funding – no one method predominates in terms of money donated, though some methods are far more common than others
- Most of the common methods of donation are relatively inefficient
 - However, some of these methods may encourage individuals to approach organizations themselves

Volunteering in Canada

- 45% of Canadians (11.8 million people) volunteered for nonprofit and charitable organizations
- Volunteers contributed an average of 168 hours each, for a total of 2 billion hours
 - Equivalent to 1 million full-time jobs

Volunteering for Education organizations

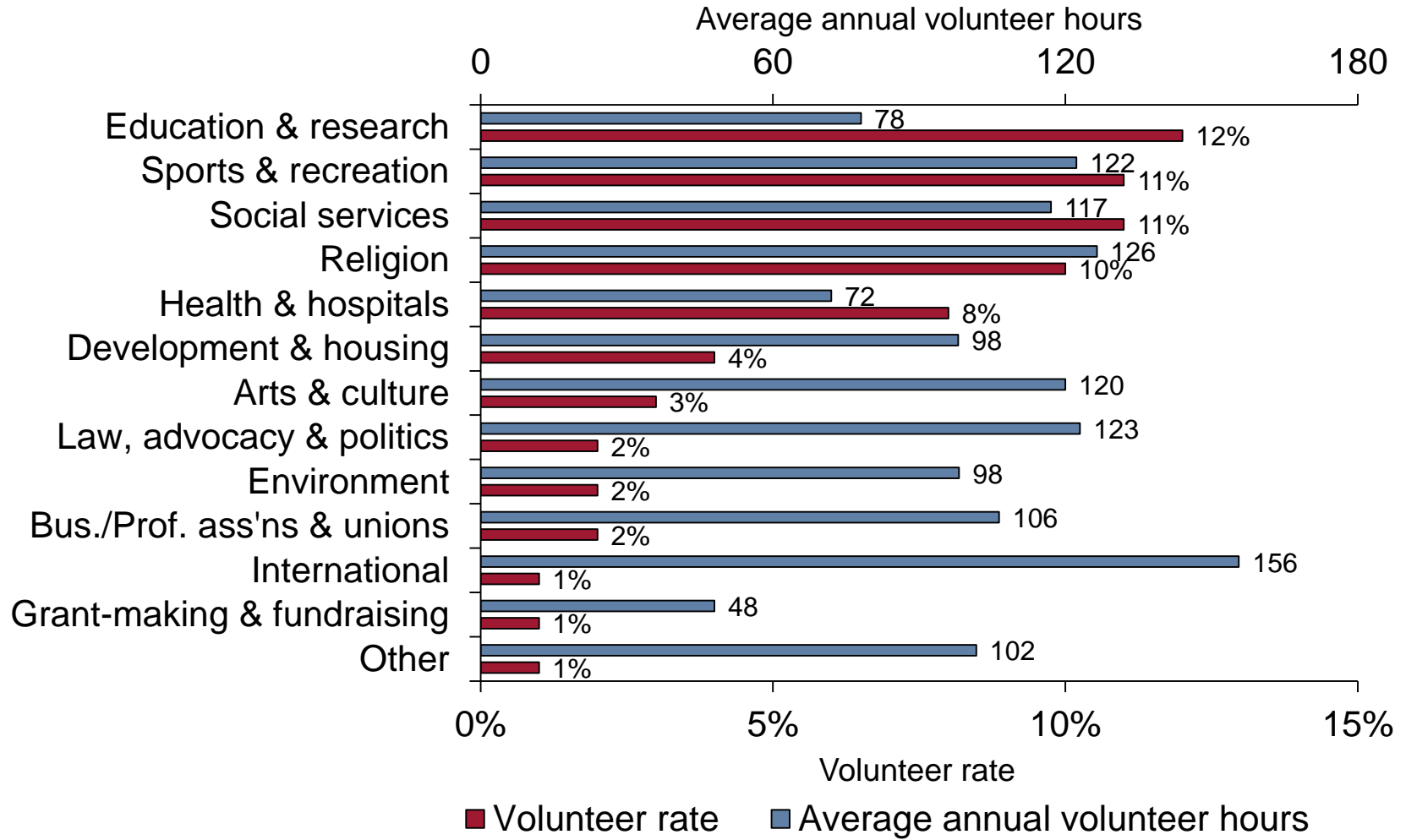
- 12% of Canadians (3.2 million people) volunteered for Education organizations
- These volunteers contributed an average of 78 hours each, for a total of 245 million hours
 - 11% of total volunteer hours contributed to all organizations

Support for Education organizations

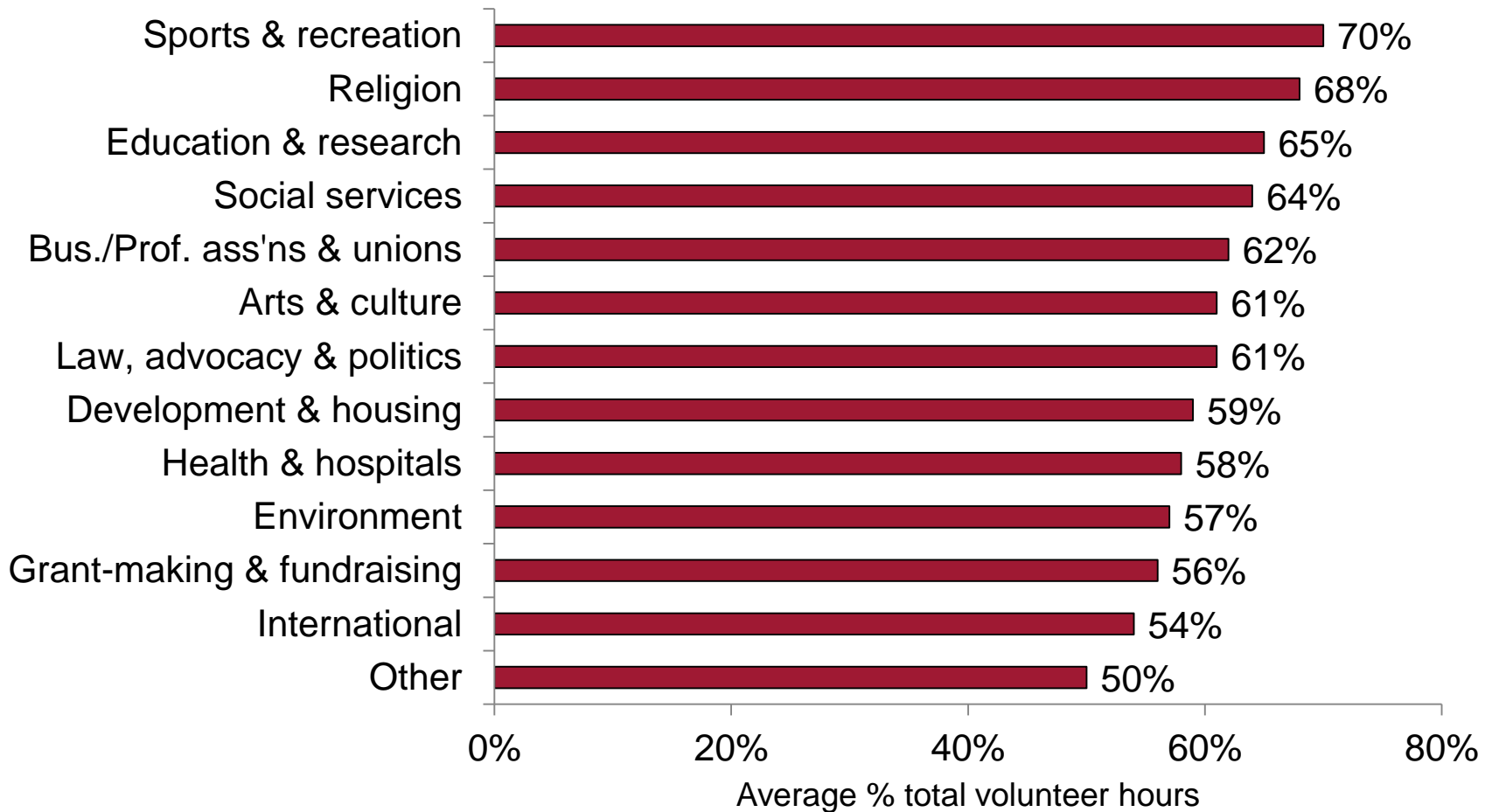
FINDINGS:

- Canadians are more likely to volunteer for Education organizations than for any other cause
- However, they contribute fewer volunteer hours, on average, than they do to almost every other cause
- Education volunteers tend to be relatively focused on volunteering for Education organizations

Levels of support by organization type



Average level of support



Support for Education organizations

IMPLICATIONS:

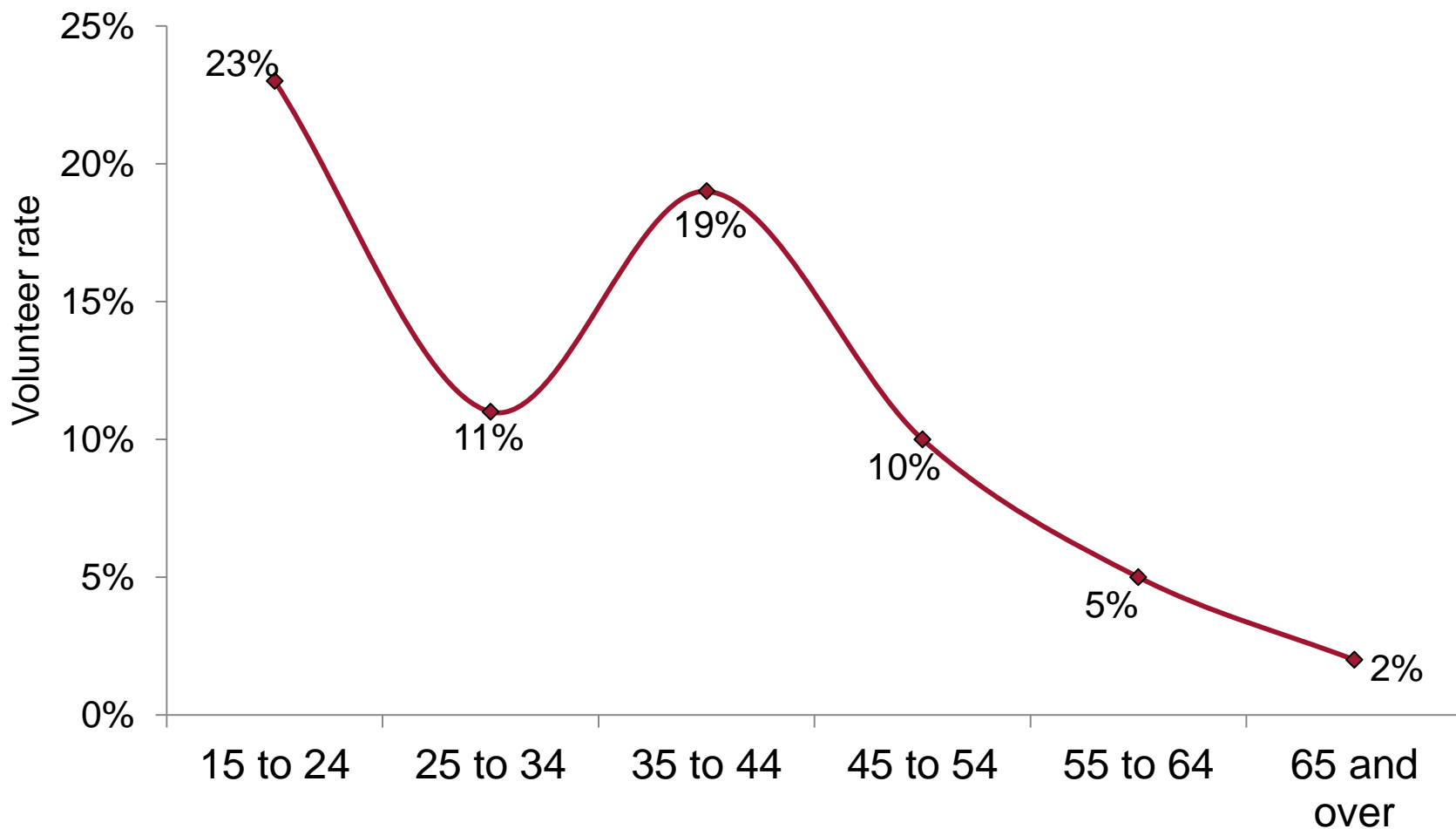
- Base of support for Education and Research organizations is broad, but not very deep
 - Many volunteer, but volunteers do not contribute many hours
- Low volunteer hours tends to be driven more by low volunteer hours generally, rather than competition from other organization types

Who volunteers for Education organizations?

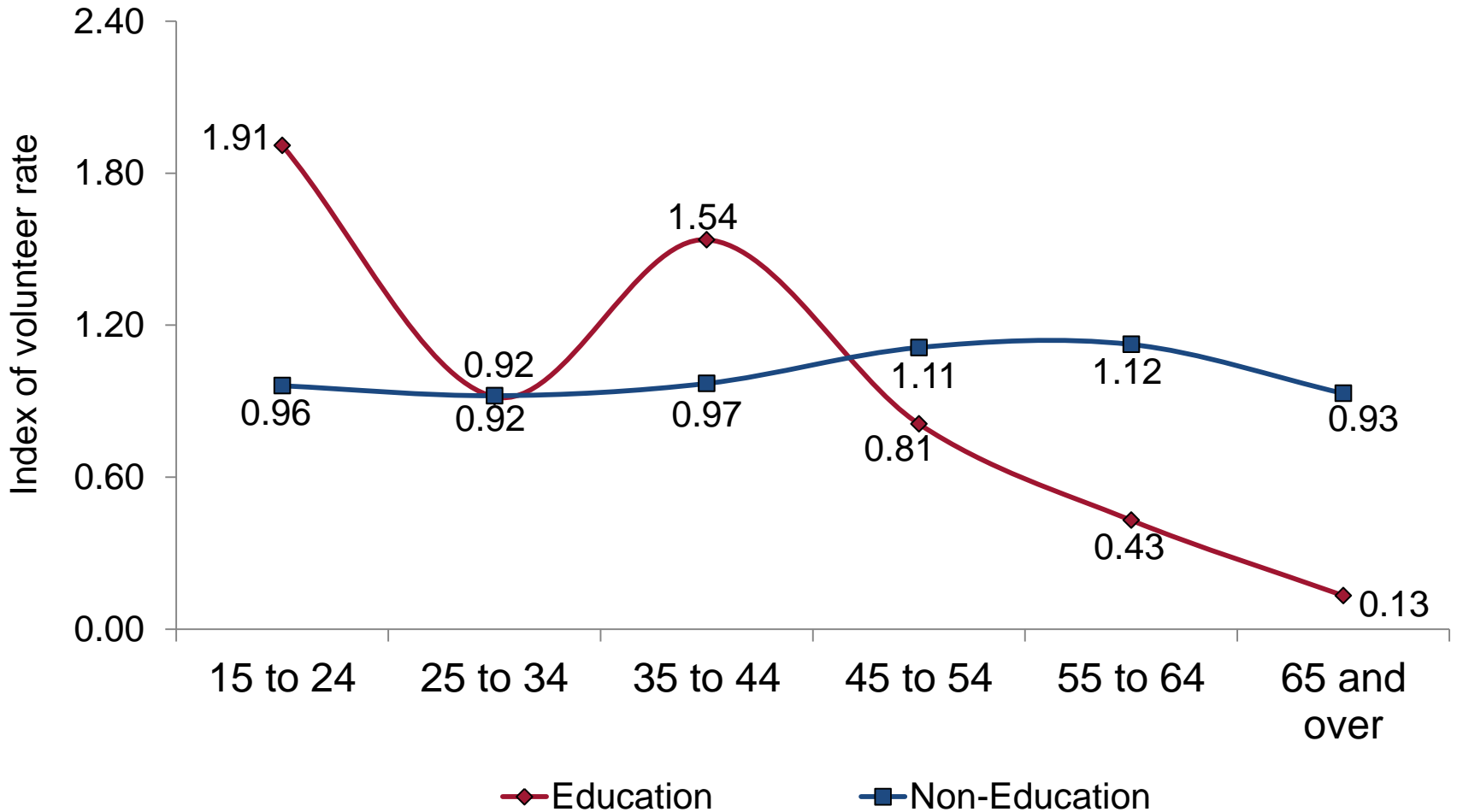
FINDINGS:

- Those who are more likely to volunteer for Education organizations are:
 - 15 to 24 or 35 to 44
 - Those who have school aged children in the household
 - Female
 - Single
 - Employed
- Likelihood of volunteering increases with household income, particularly those with annual household incomes of \$100,000 or more

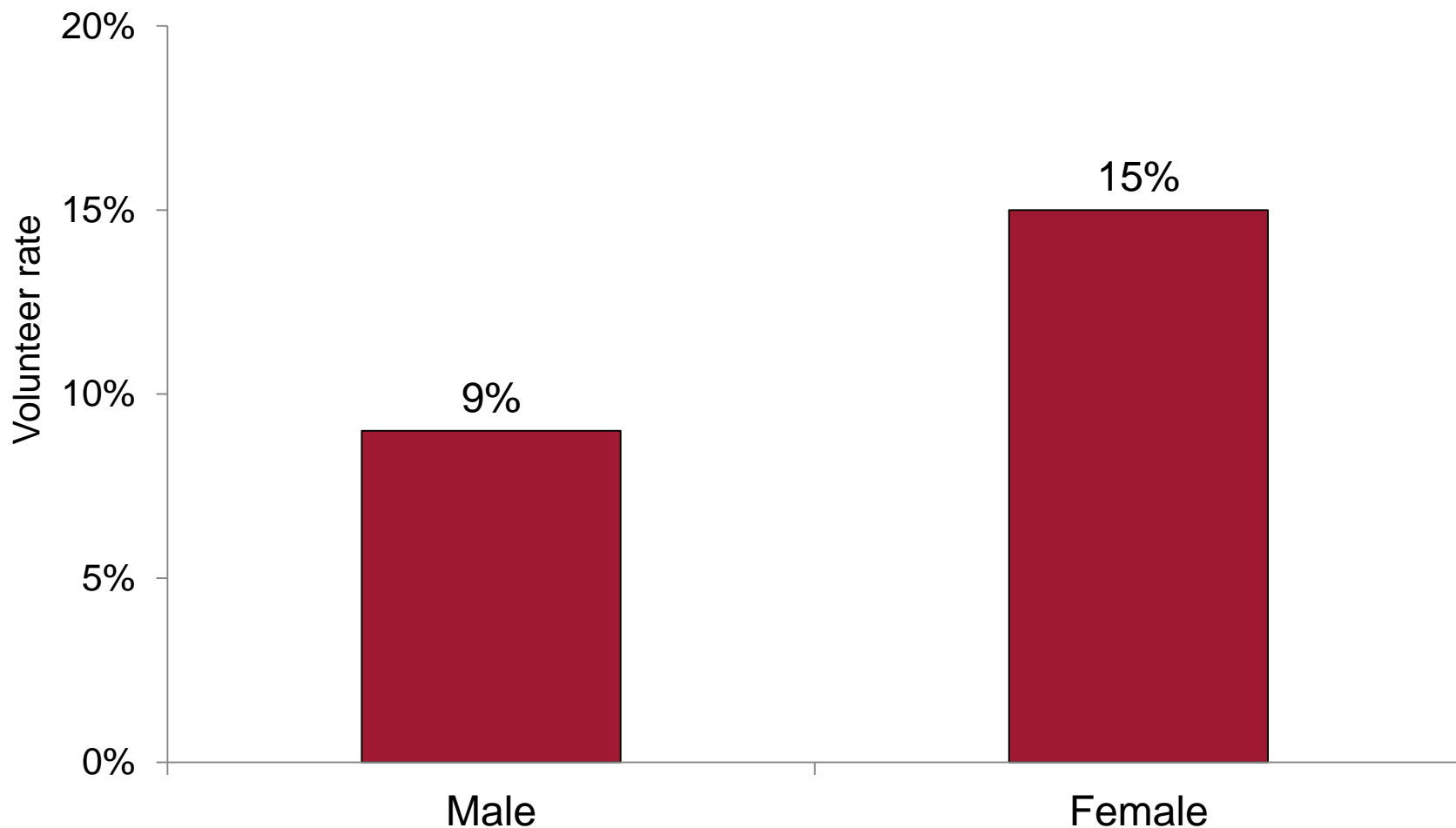
Characteristics of volunteers: Age



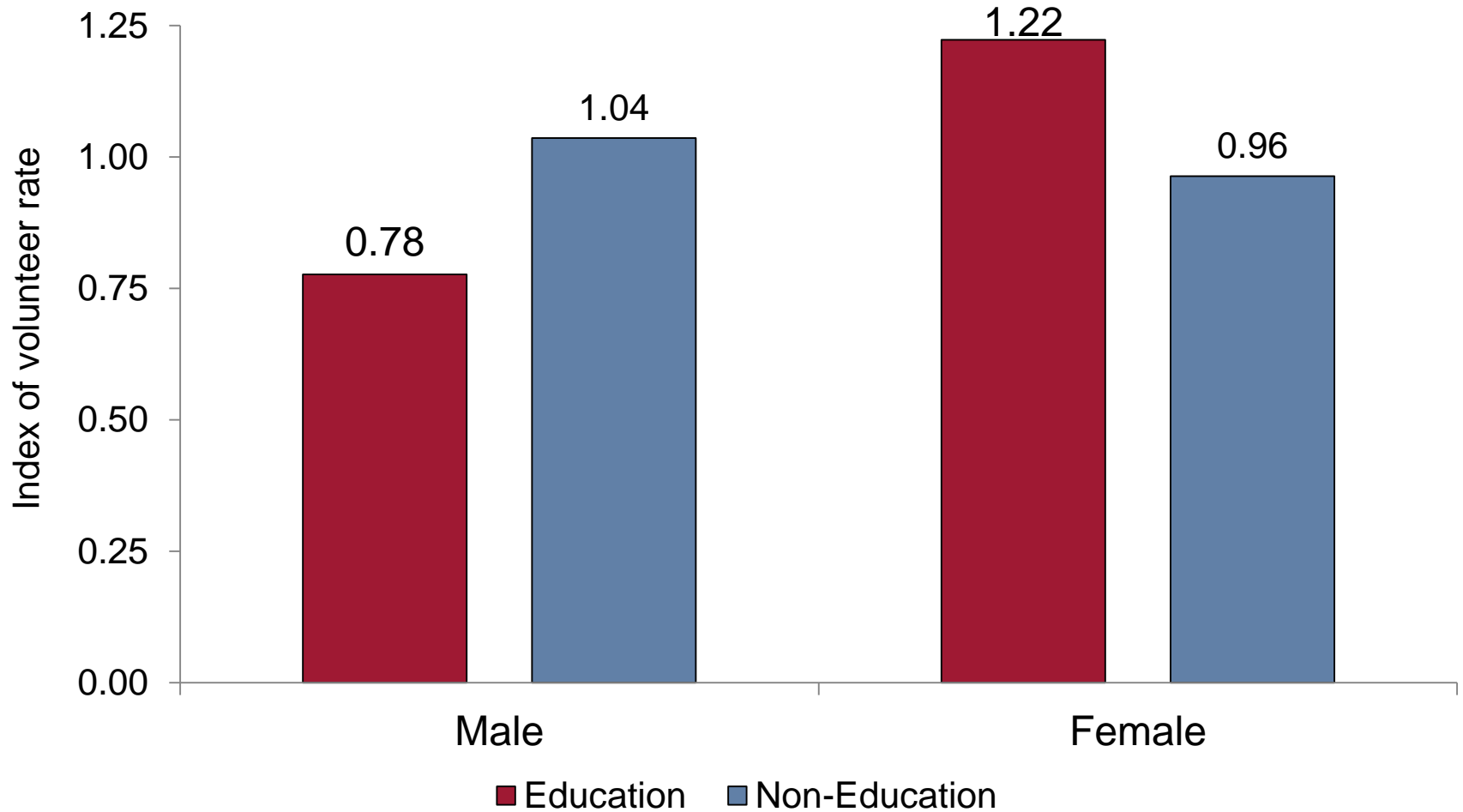
Characteristics of volunteers: Age



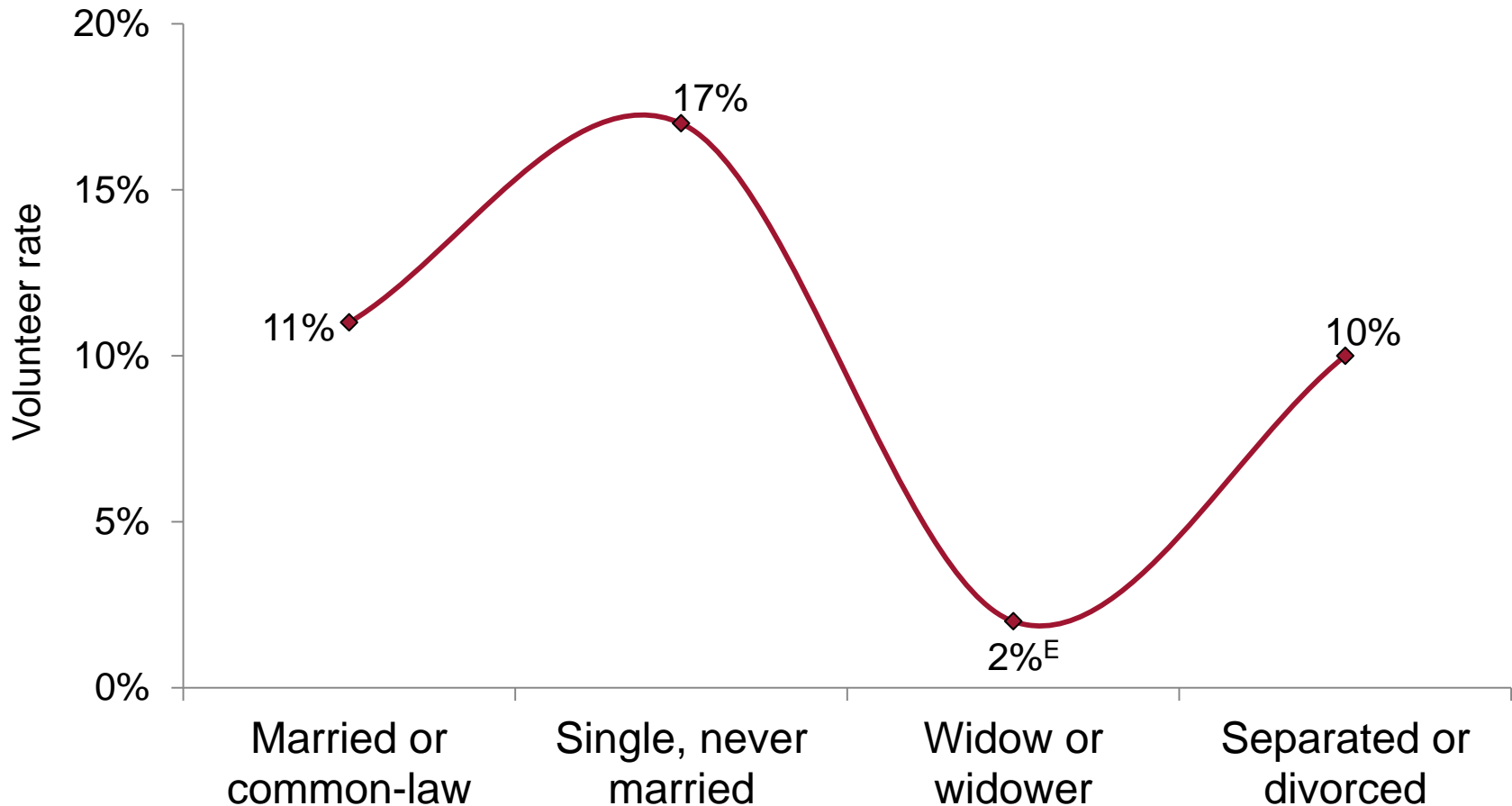
Characteristics of volunteers: Sex



Characteristics of volunteers: Sex

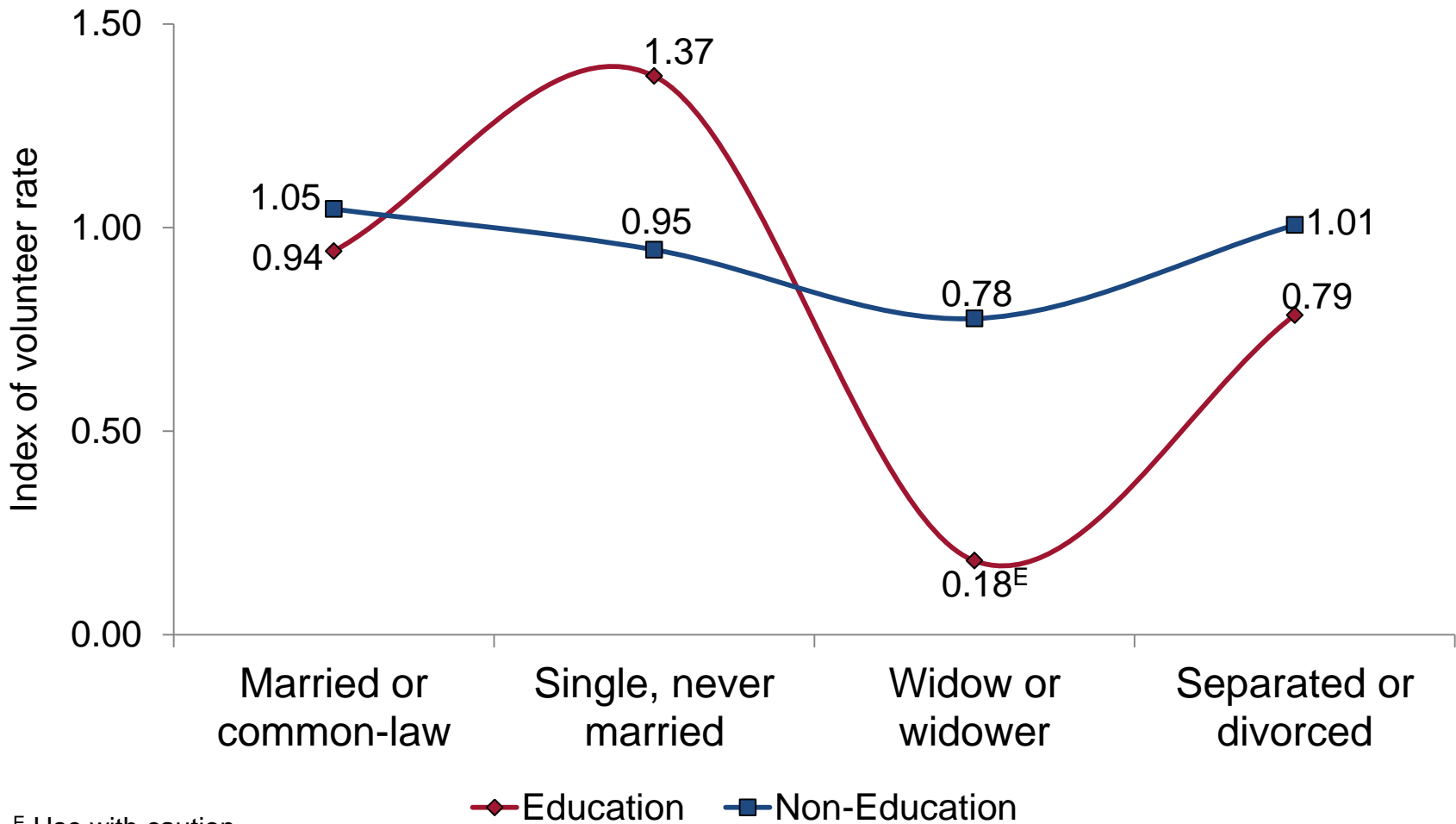


Characteristics of volunteers: Marital status

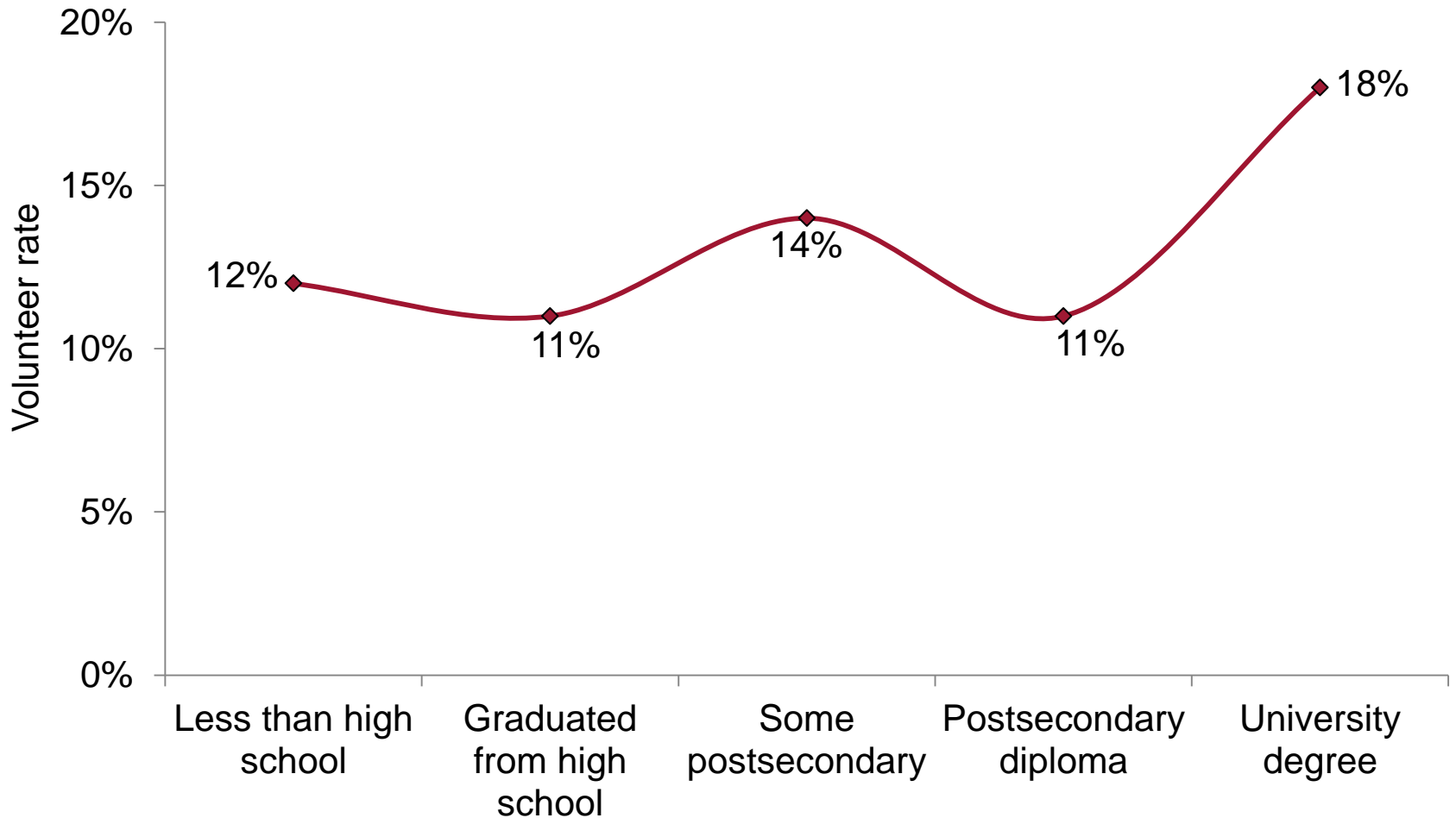


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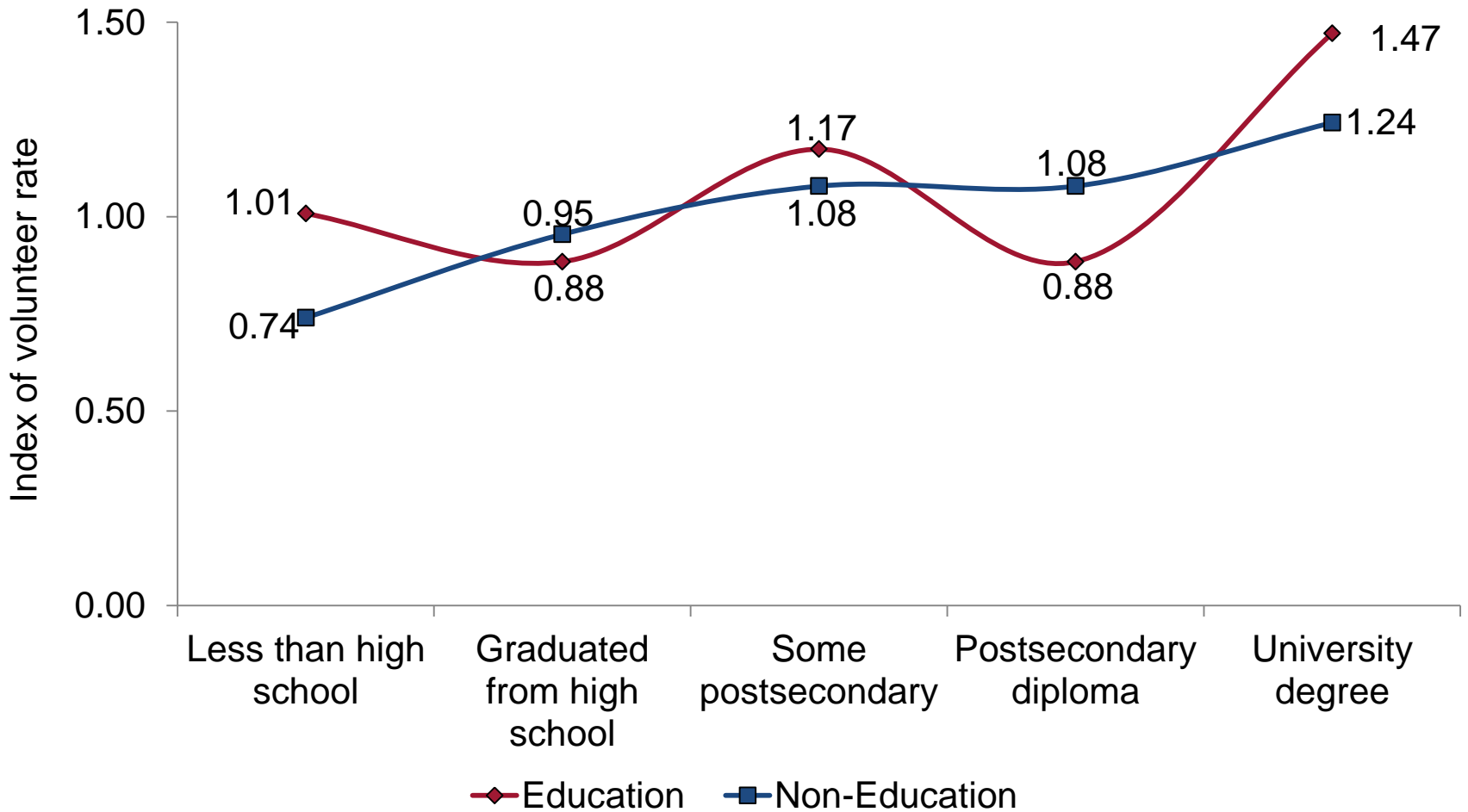
Characteristics of volunteers: Marital status



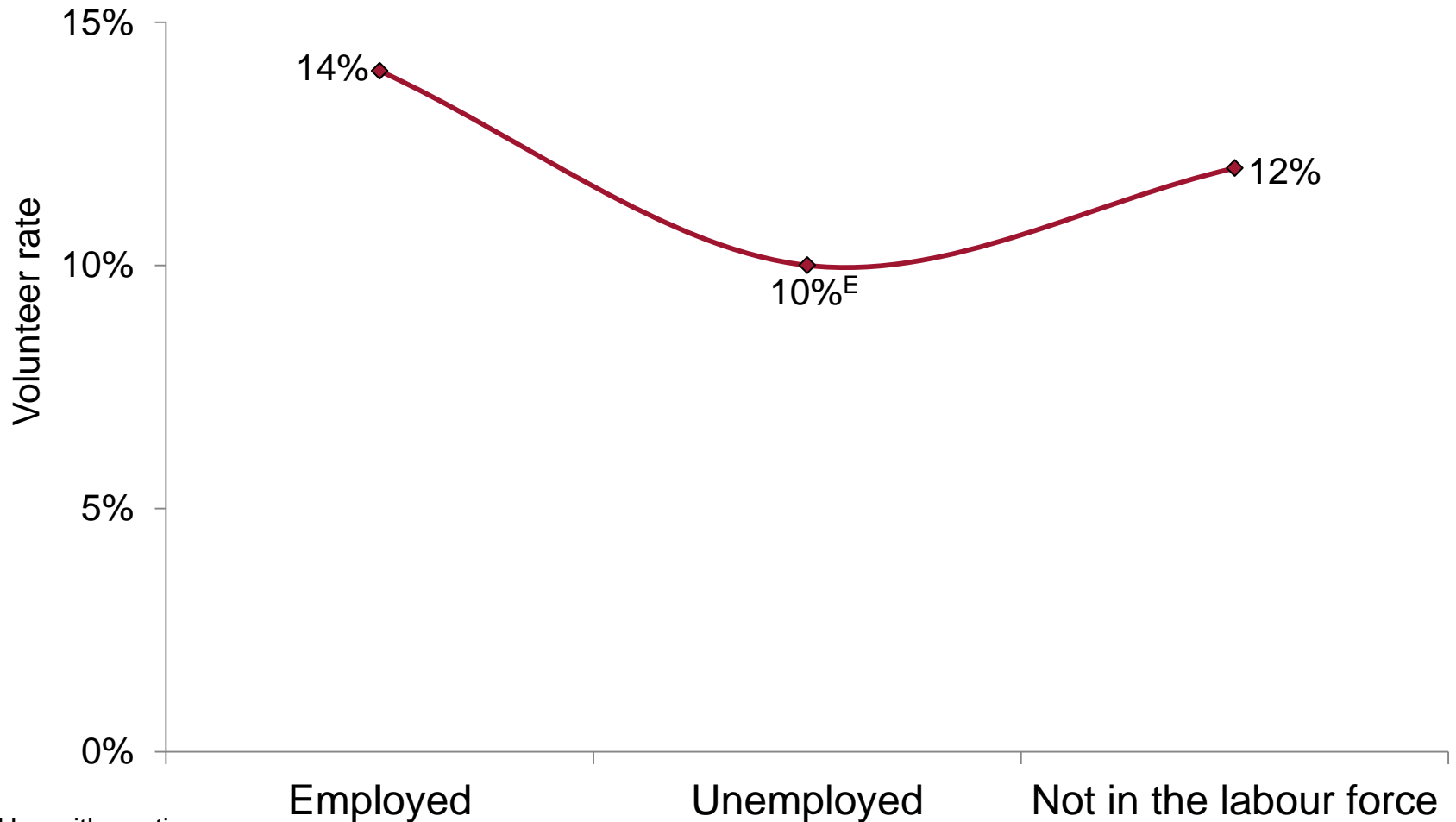
Characteristics of volunteers: Education



Characteristics of volunteers: Education

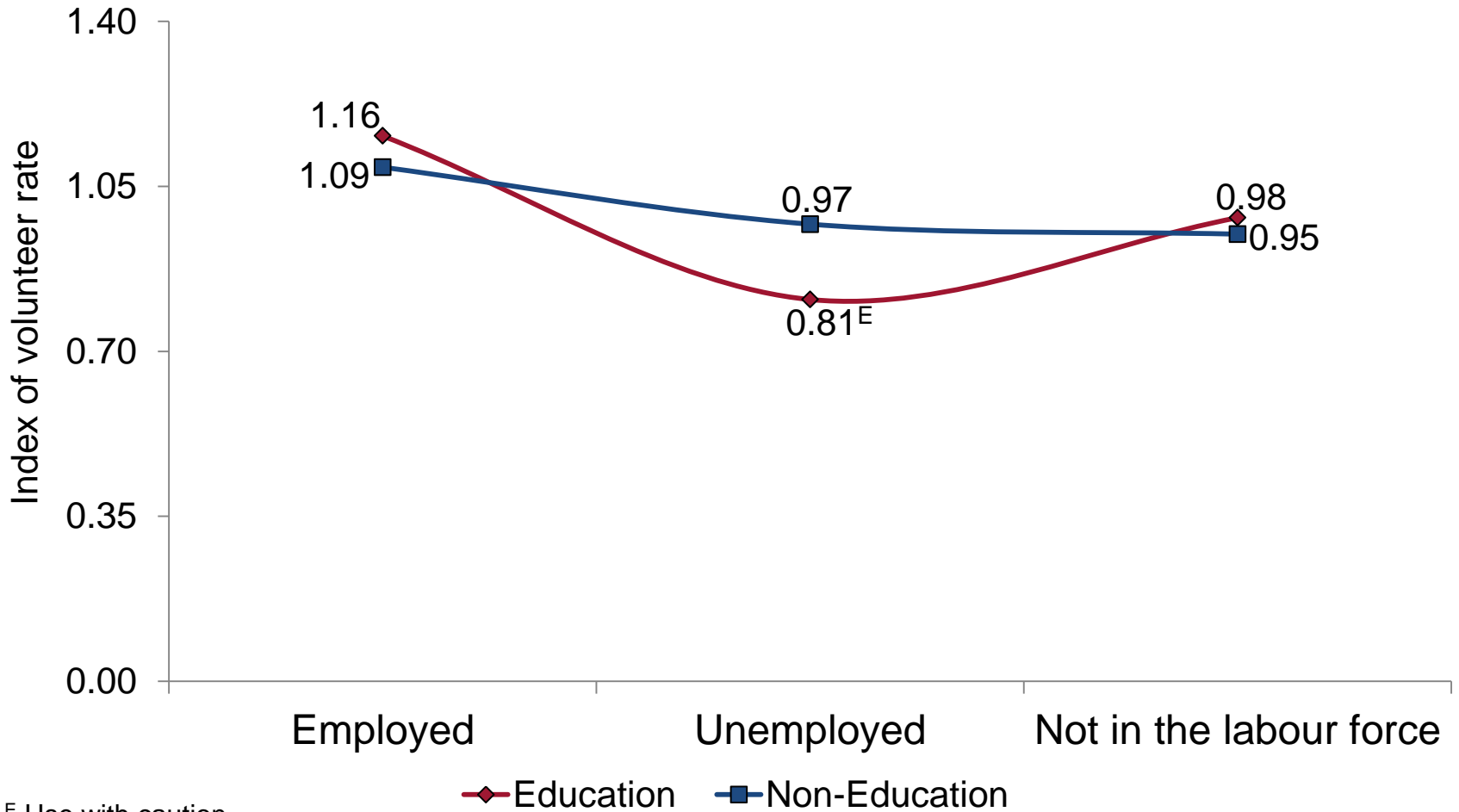


Characteristics of volunteers: Labour force status

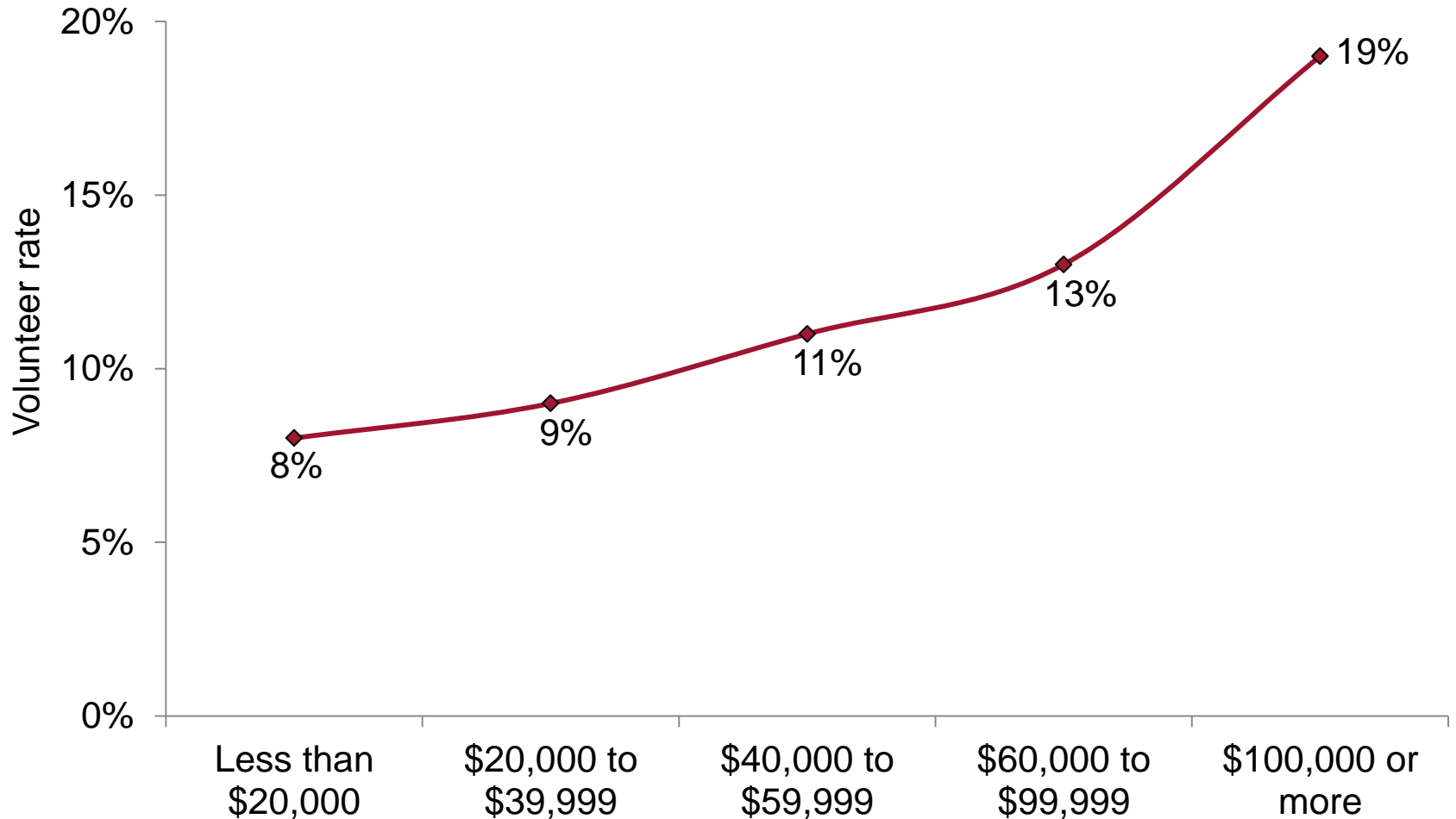


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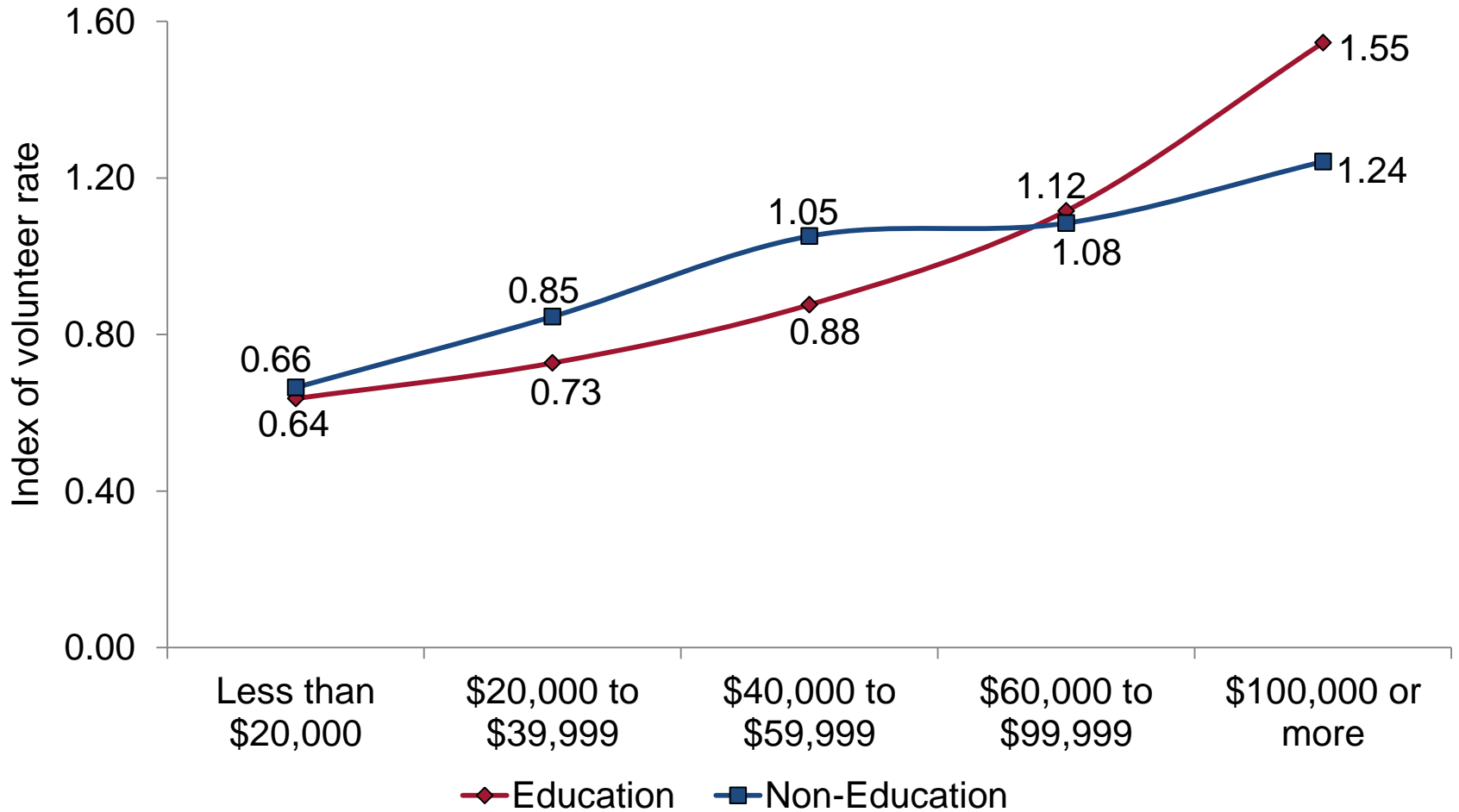
Characteristics of volunteers: Labour force status



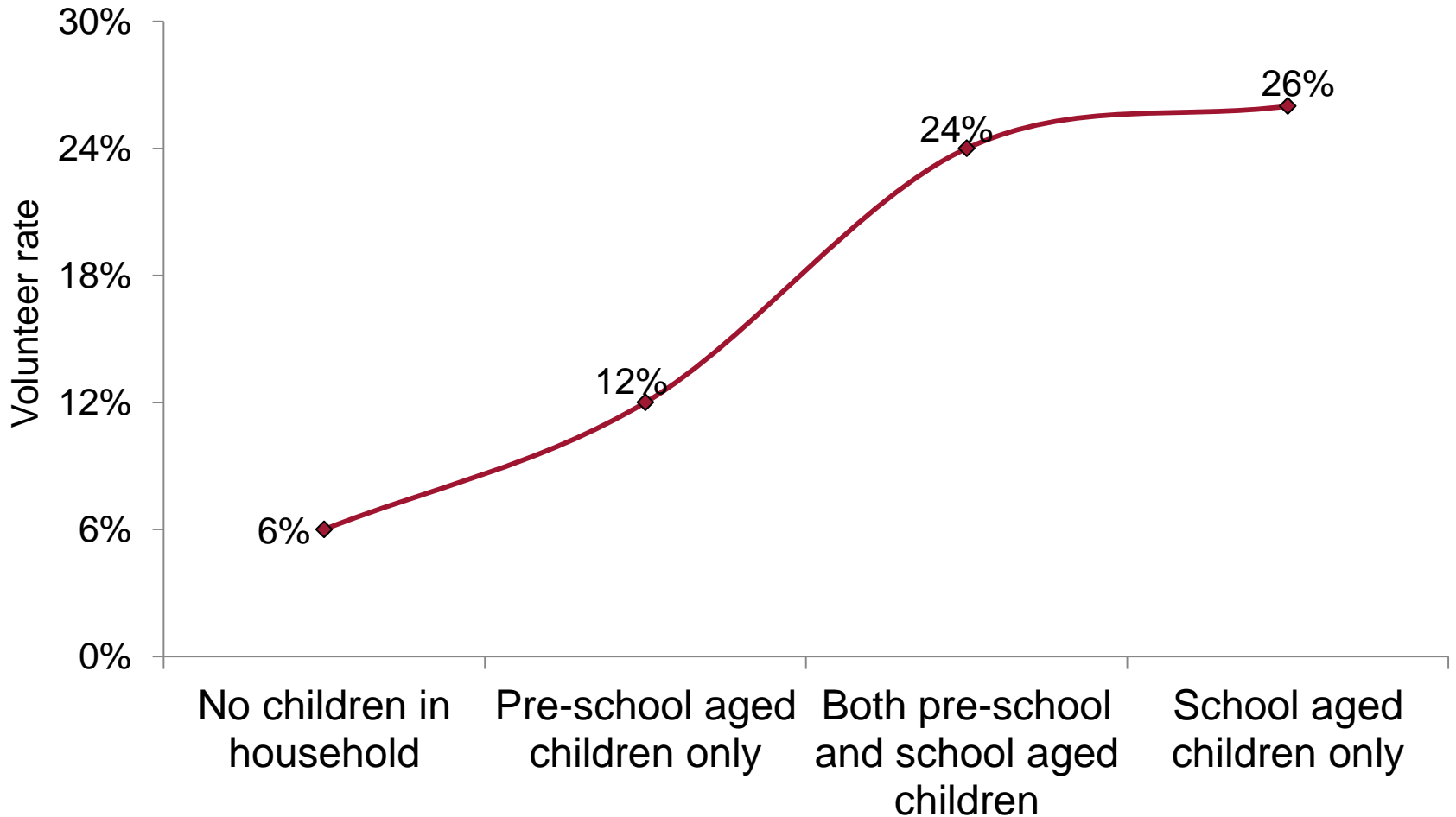
Characteristics of volunteers: Household income



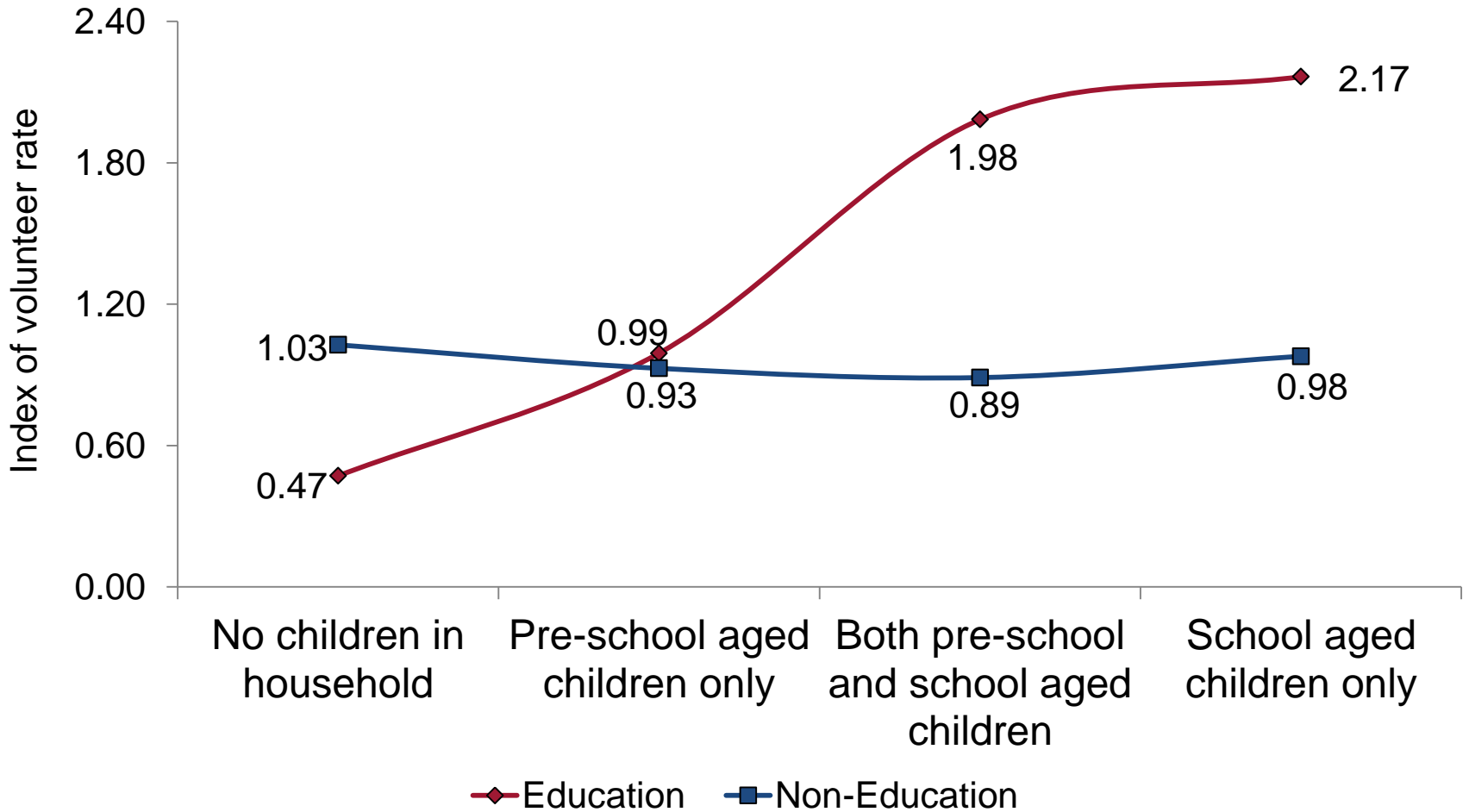
Characteristics of volunteers: Household income



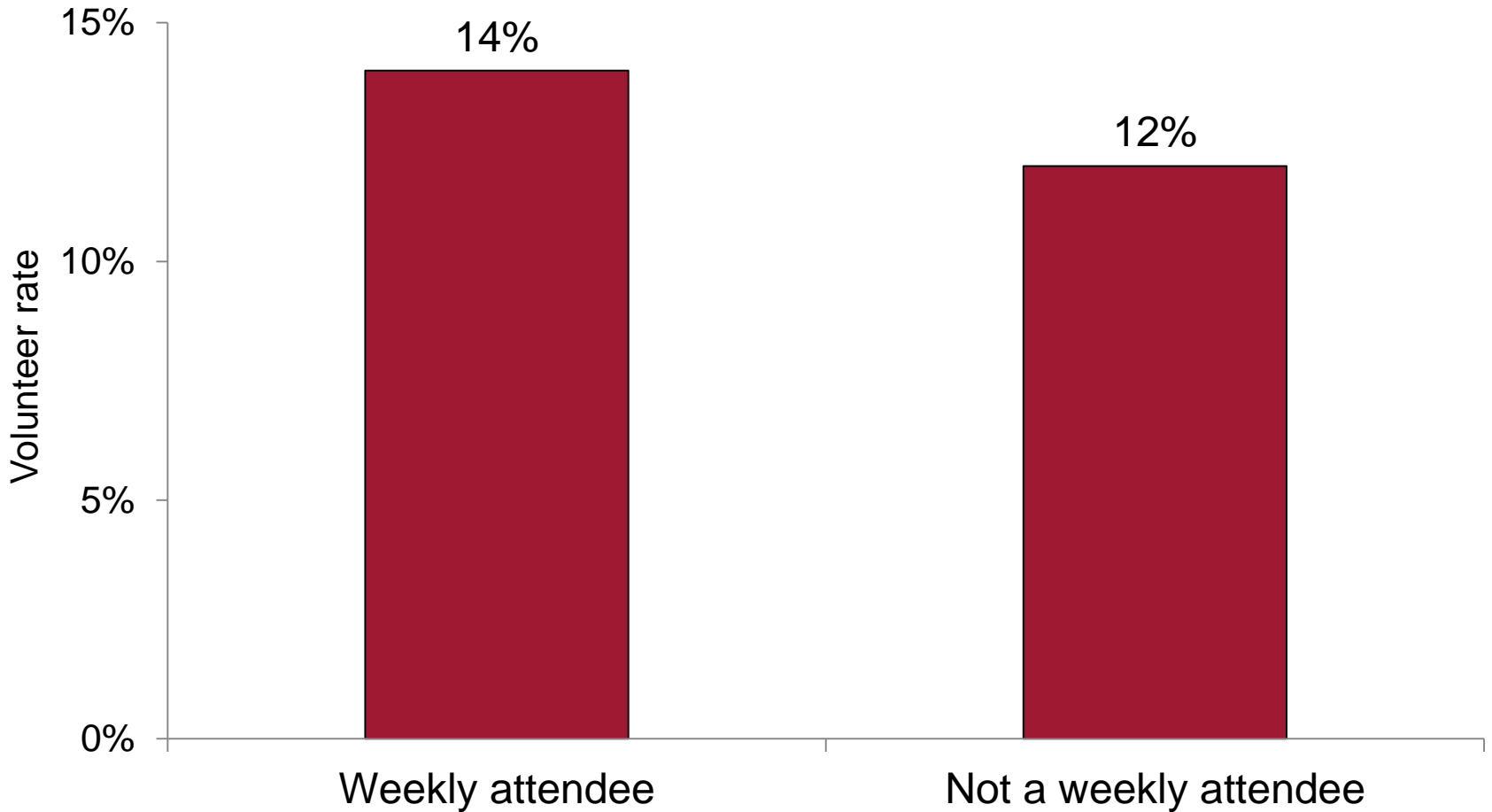
Characteristics of volunteers: Presence of children



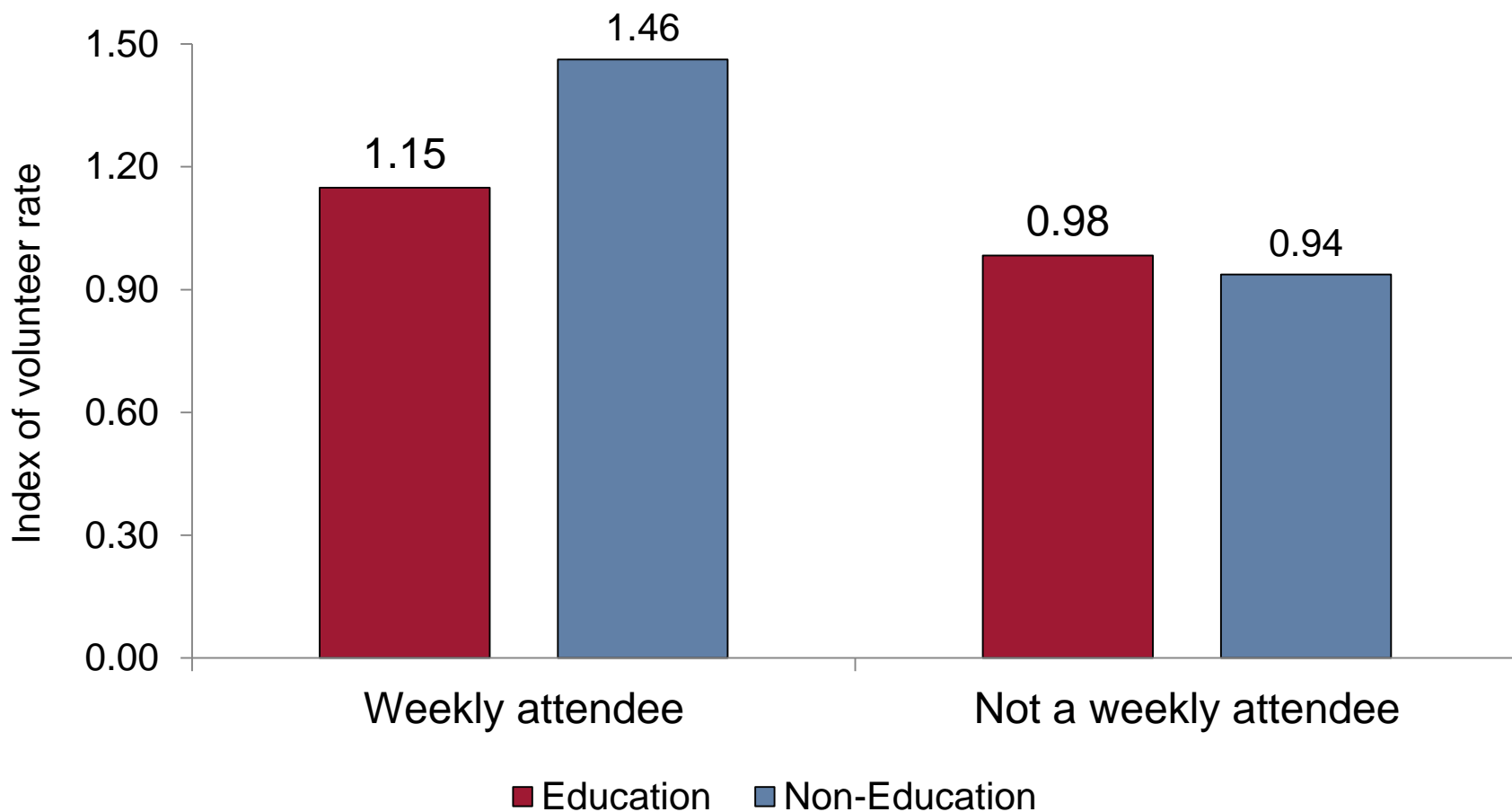
Characteristics of volunteers: Presence of children



Characteristics of volunteers: Religious attendance



Characteristics of volunteers: Religious attendance

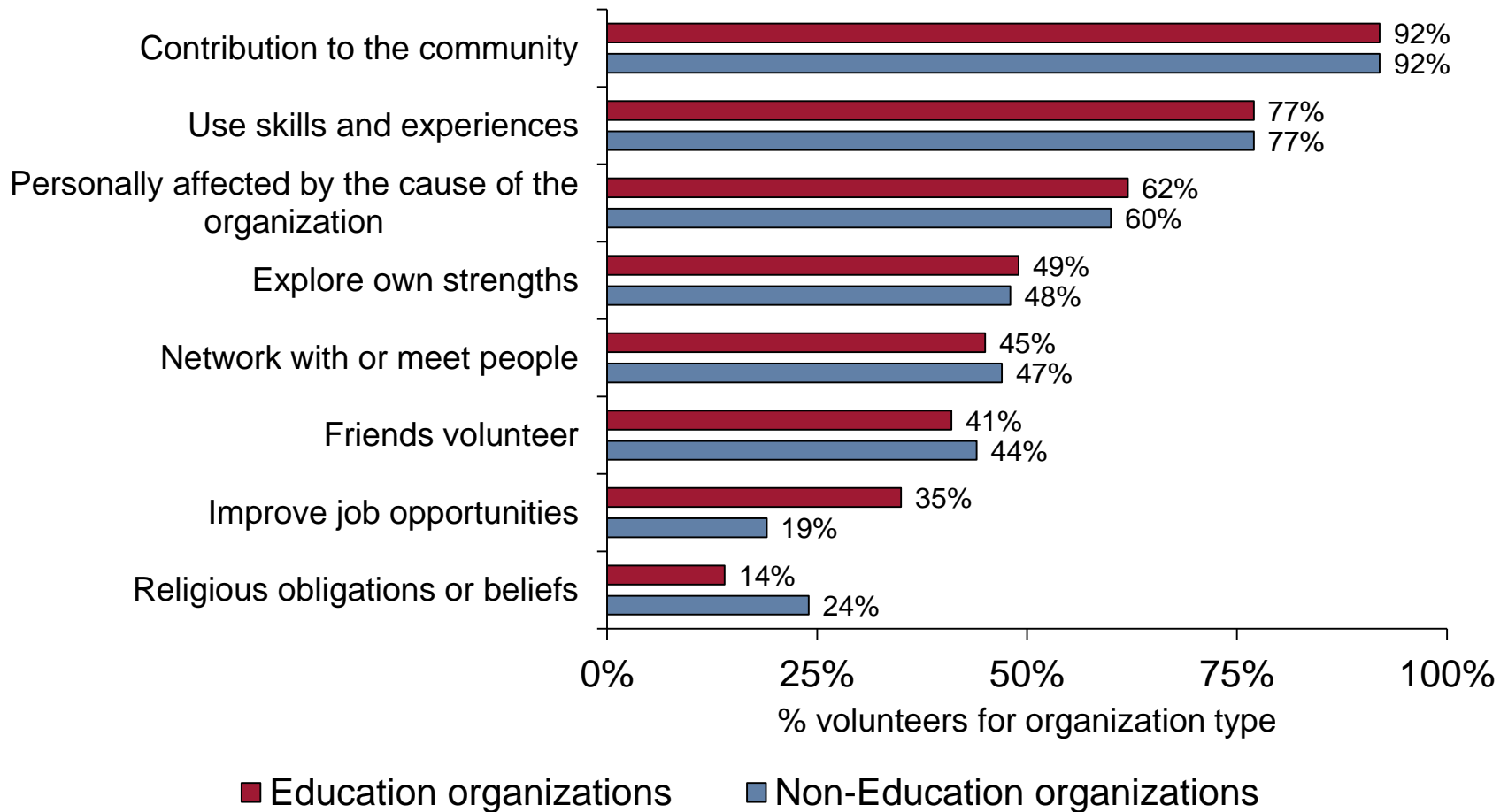


Motivations for volunteering

FINDINGS:

- Education volunteers most likely to report desire to make a contribution to their community or desire to use skills and experiences as motivations
- Least likely to volunteer to fulfill religious obligations or beliefs
- As likely as volunteers for other causes to report most motivations
 - However, much more likely to volunteer in order to improve their job opportunities

Motivations for volunteering

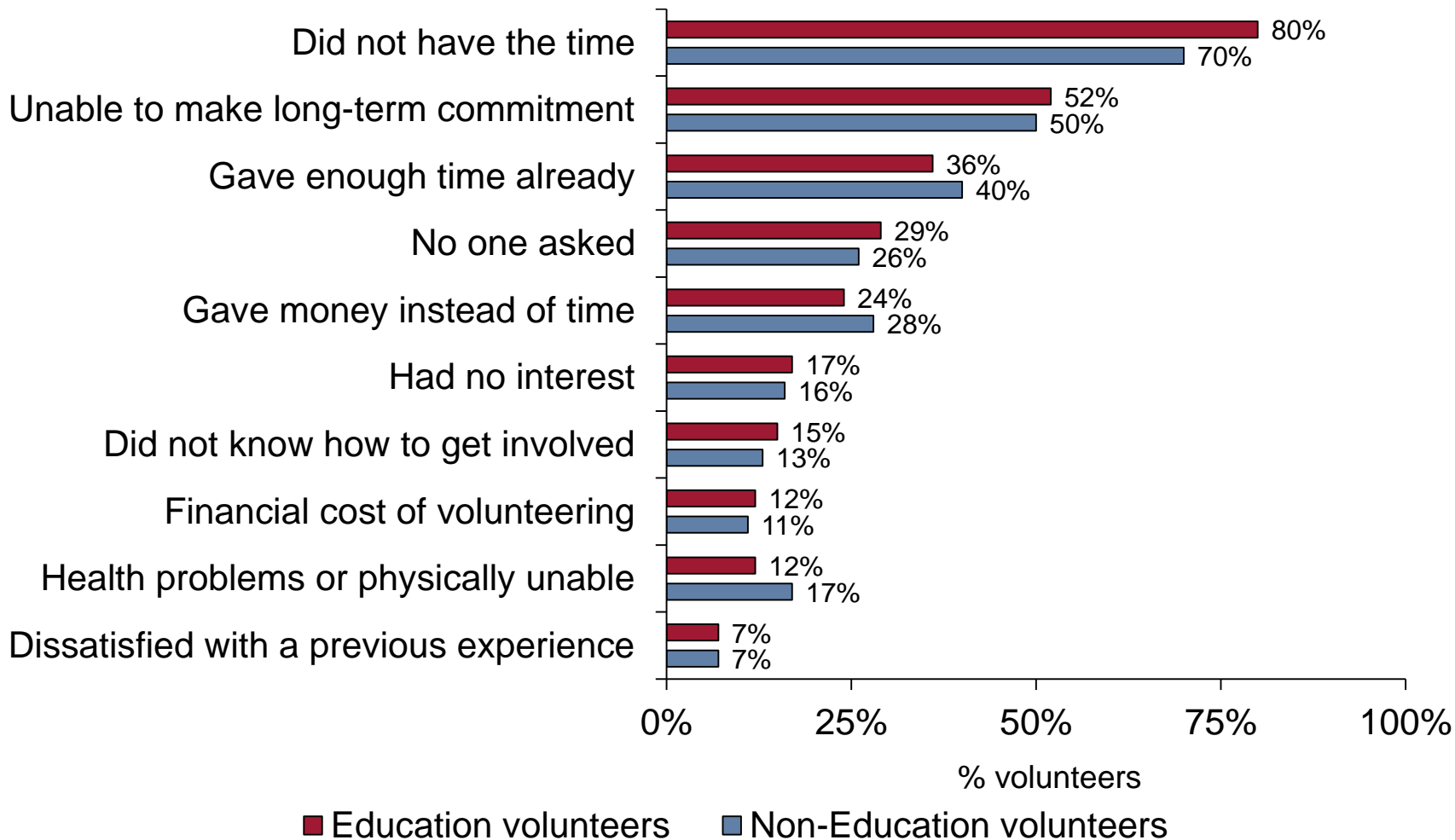


Barriers to volunteering

FINDINGS:

- Education volunteers more likely to cite lack of time as a barrier
- However, less likely to cite a number of other barriers, including:
 - Health problems or disabilities
 - Having already contributed enough time
 - Preference for giving money instead

Barriers to volunteering more



Motivations and barriers to volunteering

IMPLICATIONS:

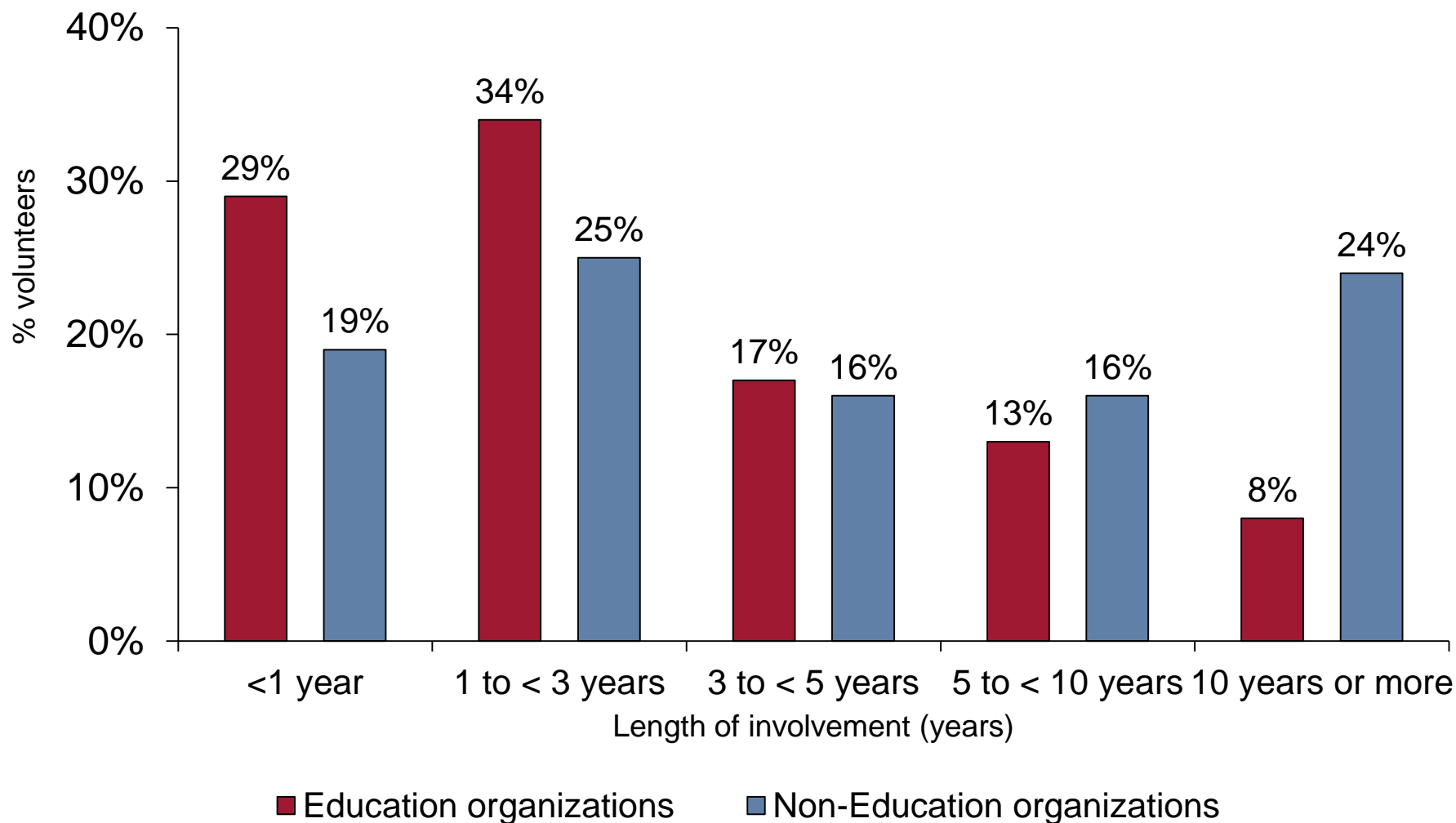
- Pattern of motivations and barriers associated with Education volunteers also commonly seen among young Canadians
- Other than improving job opportunities, little to differentiate Education volunteers
- Need to be sensitive to time requirements of volunteers
 - May also relate to low average hours Education volunteers contribute

Length of involvement

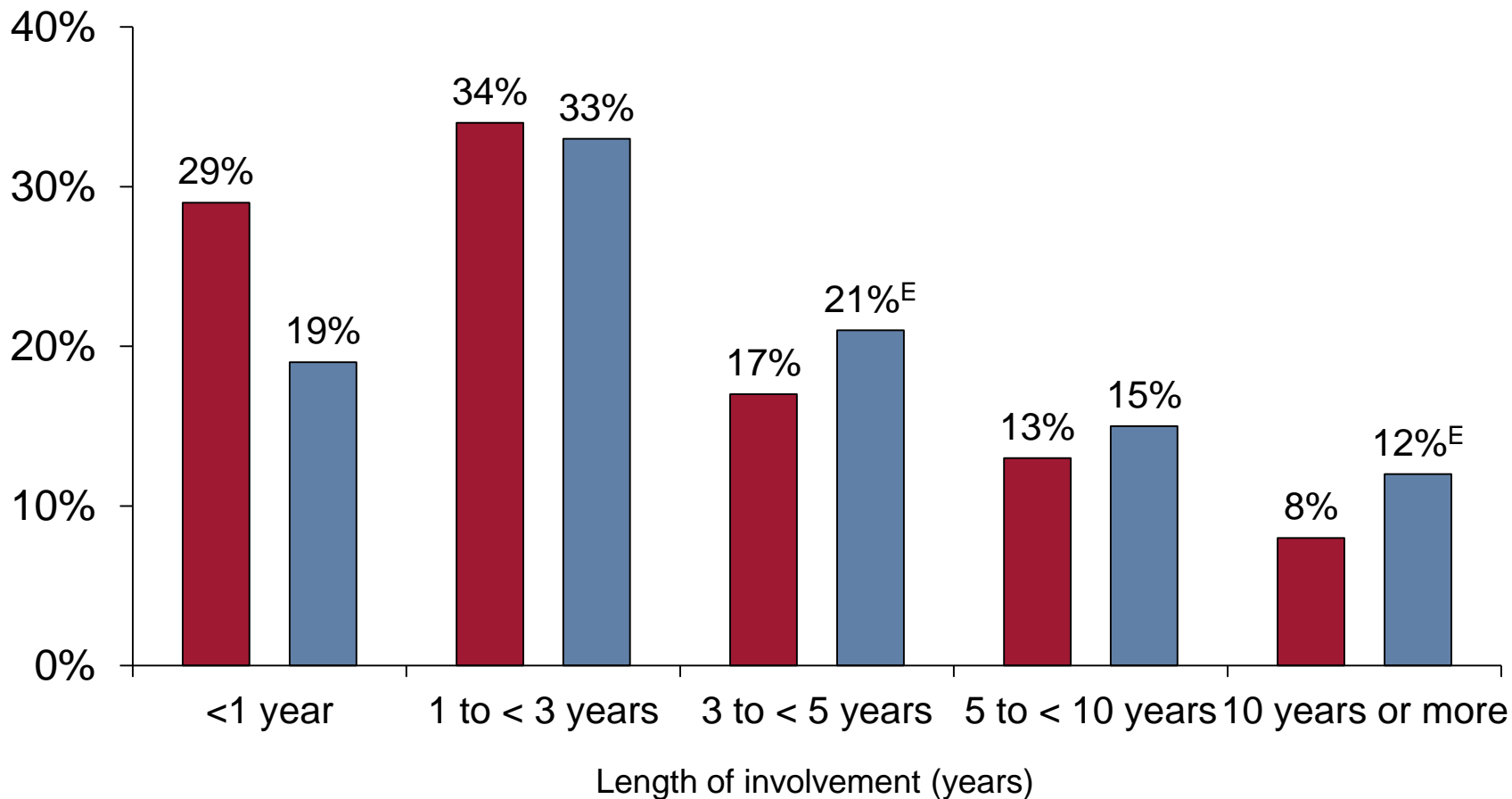
FINDINGS:

- Education volunteers are more likely to have been involved with organization for a relatively short time (less than three years)
- However, volunteers who have been involved for three years or more contribute disproportionately more hours

Length of involvement



Length of involvement



^E Use with caution.

■ % volunteers ■ % total volunteer hours

Length of Involvement with Organization

IMPLICATION:

- Picture is very much of volunteers who have relatively little connection to organization
 - May tie in with finding that they volunteer relatively few hours, on average
- Comparatively high degree of ‘churn’ among Education volunteers, compared to other organizations
 - May have significant implications for organizations that require highly skilled volunteers

Types of volunteer activity

FINDINGS:

- Education volunteers most likely to engage in fundraising, organizing or supervising events, and teaching, educating and mentoring
 - More likely than volunteers for other organizations to engage in these activities
- Generally most volunteer time is devoted to the most common activities
- Devote much more time to teaching, educating and mentoring than volunteers for other organizations
 - Generally, devote less time to less common activities than do volunteers for other organizations

Volunteer activities

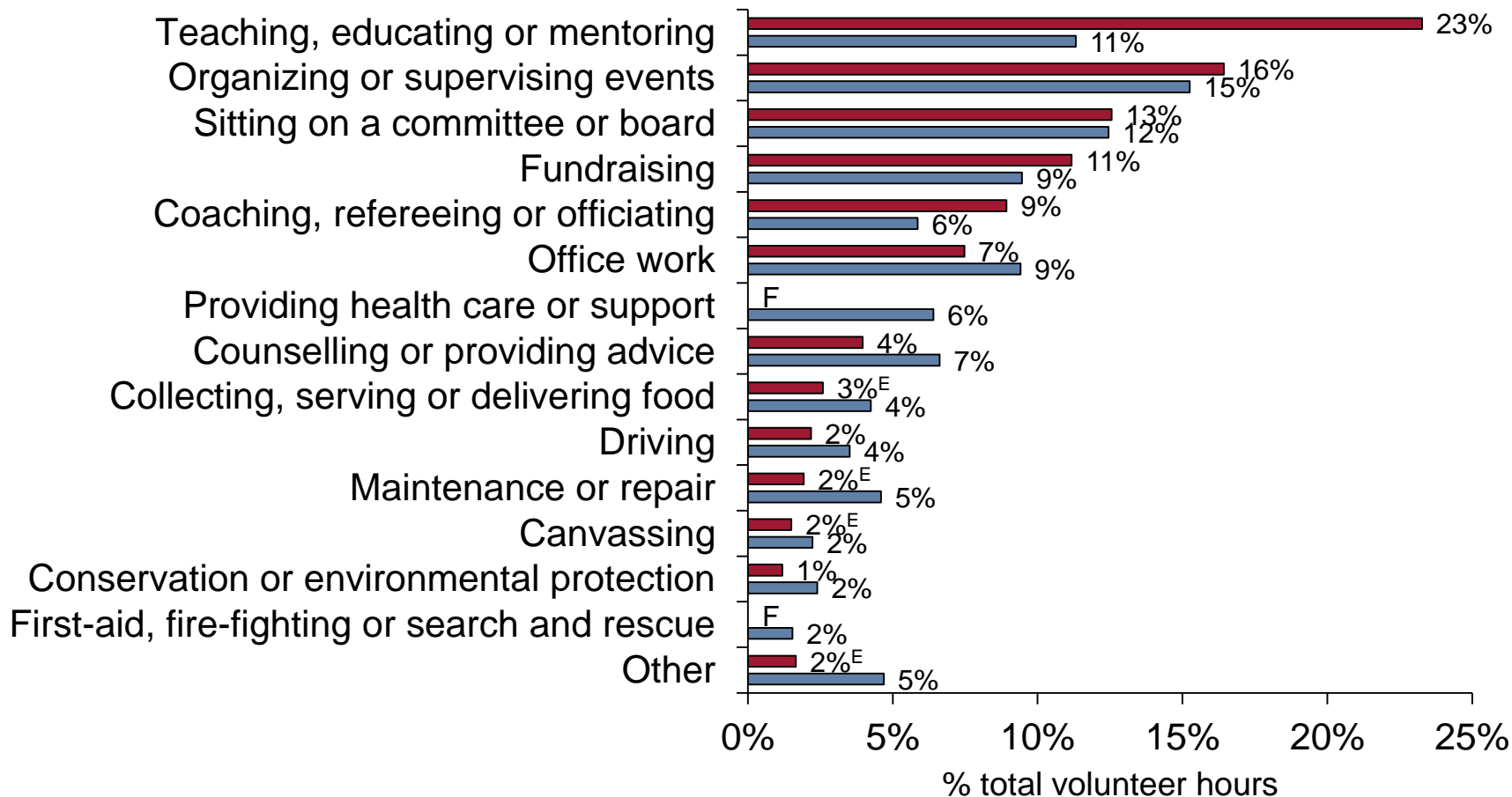


^E Use with caution.

■ Education volunteers

■ Non-Education volunteers

Volunteer activities



^E Use with caution.

F Sample size too small to use.

■ Education organizations

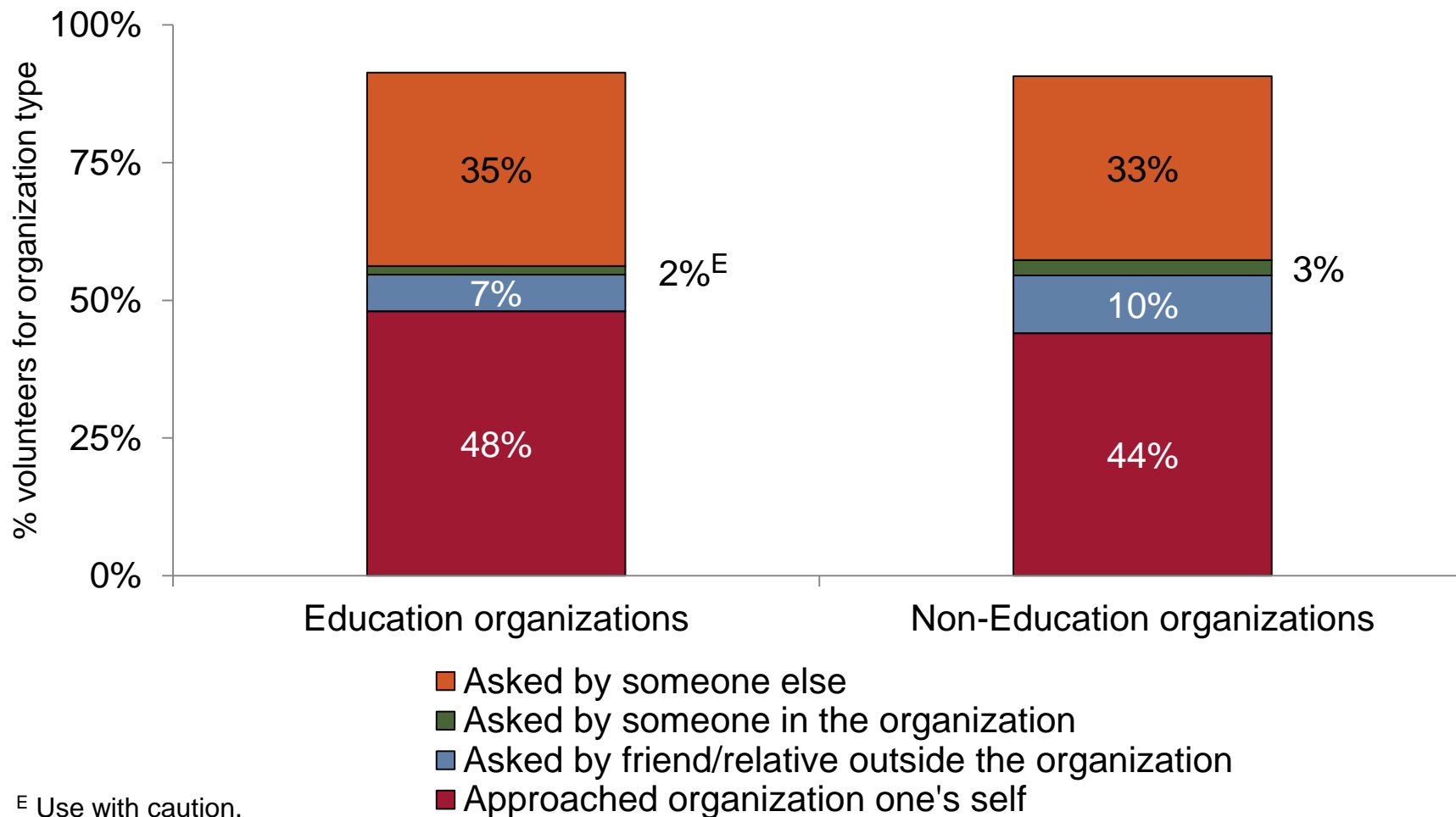
■ Non-Education organizations

Methods of initial involvement

FINDINGS:

- Education volunteers slightly more likely to become involved after approaching organization on their own
- No major differences for other methods of initial involvement

Methods of initial involvement



Mandatory community service

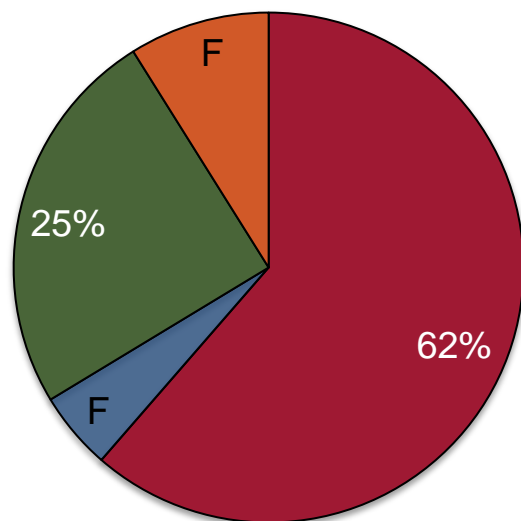
FINDINGS:

- Education and Research volunteers slightly more likely to be required to volunteer than volunteers for other types of organizations
- Most likely to be required to volunteer by one's school
 - Much more likely than volunteers for other organizations to be required to volunteer by school

Mandatory community service

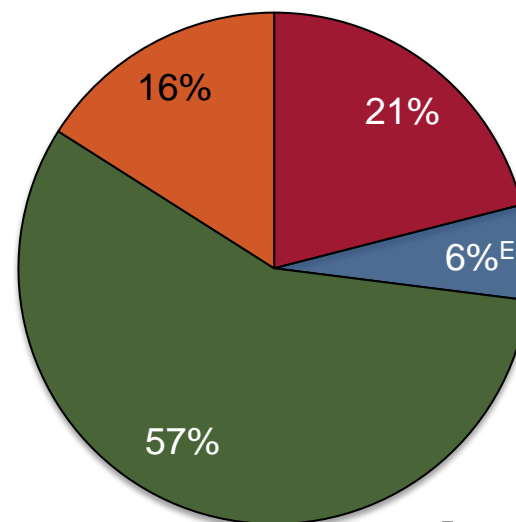
- 10% of volunteers for Education and Research organizations said they were required to volunteer

Education



F Sample size too small to use

Non-Education



^E Use with caution.

■ School
 ■ Employer
 ■ Group or organization
 ■ Other

Acknowledgements

This project is funded by the Government of Canada's Social Development Partnerships Program. The opinions and interpretations in this report are those of the author(s) and do not necessarily reflect those of the Government of Canada.

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 about Imagine Canada please visit www.imaginecanada.ca

For more information on the 2007 Canada Survey of Giving, Volunteering and Participating please visit www.givingandvolunteering.ca

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