



Report

Full Report

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Prepared By The Market Research Group (MRG), Bournemouth University,
On Behalf of
Surrey Wildlife Trust

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1: Executive Summary

The following summary has been drawn from the research findings section of the report, and is presented in question order.

Web Survey and Postal results are combined and give the following results:-

79.1% replied of those surveyed had heard of Surrey Wildlife Trust (SWT).

29.1% had heard of SWT through word of mouth.

60.3% were not members of SWT.

71.8% do not take part in wildlife/conservation activities.

15% state “work commitments” as the main reason for never having taken part in wildlife/conservation activities.

26.1% state that “local events” would encourage them to become involved or more involved.

97% think that wildlife or the natural environment is important to them.

42.7% go to the countryside or green outdoor space “more than once a week”.

27.4% State “walking” as the main reason for visiting the countryside or green spaces?

48.7% equally do and do not “currently carry out any volunteer work”

21.4% of those who do volunteer state that they volunteer “more than once a week”.

56% of the respondents were female.

30.8% of respondents were between 51 – 65 yrs.

94% of respondents were white.

94% answered No to “Are you considered disabled under the Disability Discrimination Act”?

Of those considered disabled 2.1% suffered with hearing problems.

56.4% of respondents were married.

58.1% of respondents did not have dependents.

Of those respondents with dependents 36.8% had children of children 11+.

75.2% of respondents are home owners.

43.2% of respondents had a Degree or professional qualification.

56.4% of respondents are in full time employment.

19.7% of respondents live in Guildford.

33.3% of respondents live in towns.

25.2% of respondents travel "1-5 miles" to take part in interests and activities.

40.6% travel to activities by "car with others".

56.8% look for information on the countryside/outdoor activities in "the local paper".

87.6% of respondents have access to the internet.

Schools Postal survey results:-

74.2% of schools surveyed had heard of SWT.

22.7% had "heard via their college or school".

90.9% of the schools surveyed are "interested in environment/nature related activities".

86.4% of the schools use their school grounds as a teaching aid/tool

45.5% of schools who have not visited an SWT Education Centre state the reasons why as "Lack of information".

75.8% of schools do not have contact with SWT aside from its Education.

95.5% of schools have never visited their local SWT reserves/sites.

56.1% of schools who have not visited a SWT site/reserve state lack of information on site location as the main reason.

When looking for information about school trips/outings 72.7% found information via mail shots, and 72.7% by word of mouth.

84.8% of schools surveyed had never visited the SWT website before.

59.1% of schools had not participated in the Eco-Schools programme.

53% of schools would be interested in receiving support from SWT to assist with the Eco schools programme.

51.5% of schools do not currently offer lunchtime or after-school environmental/nature clubs.

66.7% would be interested in receiving support from SWT to assist with this.

25.8% of schools have 300+ pupils.

30.3% of the schools surveyed were infant schools.

90.6% of pupils in the schools are white.

19.7% of schools are in Waverley.

28.8% of schools are located in a village (town).

2: Introduction

2.1: The Market Research Group (MRG)

MRG aims to be a key and cost effective resource for the provision and interpretation of Market intelligence for all its clients. The group offers expertise, experience and advice in the field of market research, tailored to suit the needs of its individual clients. MRG has specialised in consultation of this sort, and has numerous projects to its name.

Through its work with major heritage organisations in the United Kingdom The Market Research Group has now established an unprecedented level of expertise and data in this area. Specific areas of research conducted over many years include:

- Visitor Survey
- Attraction Surveys
- Audience Research
- Focus Groups
- Telephone Surveys
- On-line, Website Surveys
- Feasibility and property audits
- Service enhancement research
- Market Segmentation
- Mystery Shopping
- Research into the leisure and heritage market

The data collected in this area enables us to provide valuable benchmarking and effective key performance indicators plus trend analysis in the heritage market place within the wider context in which it operates. We work in close partnership with our clients, getting results yet also adapting to their needs and wants.

2.2: Surrey Wildlife Trust (SWT)

Surrey Wildlife Trust is a registered charity, the only organisation concerned solely with the conservation of all forms of wildlife in Surrey. In May 2002 they formed a unique partnership with Surrey County Council and assumed management responsibilities for their entire Countryside Estate. They are now currently responsible for managing over 60 sites covering 4,000 hectares of Surrey's countryside.

Surrey Wildlife Trust has commissioned the Market Research Group (MRG), based at Bournemouth University, to undertake research into new audiences for the Trust. The results of the consultation will be used as evidence to support a Heritage Grant application for a 5 year project to create and renew people's cultural and educational links with their natural heritage.

2.3: Aims of new audiences consultation

2.3.1: Consultation aims

The overall Aim of the new audiences consultation is to understand new audiences for SWT and find ways to increase their involvement with their natural heritage.

2.3.2: Consultation Objectives

More specifically, the consultation sought to achieve the following objectives:

- To assess the needs and interests of new audiences,
- To establish their current perception of the organisation, and green outdoor spaces,
- To investigate the most effective ways of involving and communicating with different audiences,
- To establish what barriers occur to prevent people from becoming involved,
- Establish how involvement with the Trust can be improved,
- How participation can be increased,

3: Methodology

3.1: Target Population

In this case the target population (those of interest to the research) were people not currently members of the SWT, those not visiting SWT sites or volunteering for SWT and schools that had not previously visited SWT education centres. SWT was particularly keen to reach people from groups identified as under represented in their activities:

- People from minority ethnic communities
- Young people
- People on low incomes/unemployed
- People living in deprived areas
- People living in urban areas
- People with disabilities

3.2: Sampling Method

As no reliable database of the target population exists, MRG compiled a database of schools, parish councils, amenity groups and organisations supporting ethnic minorities within the Surrey region.

SWT also had permission to use a database set up by Surrey Community Action that contained contact details for voluntary groups and organisations supporting the new audience target groups.

3.3: Sample size

300 was the target sample size because of costs and the time available.

3.3: Fieldwork Timing

The postal/electronic survey ran from Monday 23rd January and Monday 27th February 2006.

3.4: Data Collection

Data collection is the method used to administer the questionnaire. For the purposes of this research a combined method of data collection was used. Three questionnaires were designed, one specifically for schools which was mailed out, one for new audiences delivered by post and thirdly the same questionnaire created electronically and distributed via e-mail in a snowball effect. The total number of questionnaires distributed via post was 1000.

This combination method was deemed most appropriate because:

- Postal surveys are more practical to implement over a geographically unclustered sample
- Self completion is more cost effective than face to face.
- Interview bias is removed.
- The respondent can consider their answer and often produce a well thought out response.
- Electronic surveys require no data entry therefore saving costs and response times and rates are good.

3.5: Maximising Response

The usefulness of the survey depended on achieving the predetermined sample size of 300. In order to maximise the target population's response the questionnaires were made as short and simple as possible. Also an electronic version of the survey was created and a link to this survey was distributed via post cards and sent to all in the target population. The post card requested that they pass the link to as many people as possible to create a snowball effect. This was cost effective as the questionnaires were completed on line and therefore no data entry was required.

The combined survey methods achieved a final response of 297 questionnaires. 129 were achieved via the electronic survey, 66 were returned by schools via post and 106 were completed by new audiences and returned by post.

3.6: Questionnaire Design

The Questionnaires, copies of which are appended to this report (*Appendix 6.1.1 & 6.1.2*) were designed by MRG specifically to fulfil the research objectives of the survey. The questions were those required by SWT to fulfil survey objectives and included; pre-code (tick responses) and literal (open-ended) questions.

3.7: Data Analysis and Reporting

Once the data had been collected, all responses were assigned a code number for ease of computer data processing. Frequency tabulations and cross-tabulations were then produced to fulfil the information requirements of the survey, these can be found in section 4 - Results.

4: Research Findings

This section of the report discusses the findings of the surveys. The findings are presented in question order where possible, and an explanation of each table is provided. The tables include; frequency of responses, base (all asked) and valid (all answering) percentages.

The chapter is divided into three sections displaying results from the three different questionnaire types- Postal to New Audiences, Web survey to New Audiences and Postal survey to schools. It should be noted that the Web survey and the New Audience used the same questionnaire.

The combined web and postal result tables can be found in *Appendix 6.3*.

4.1: Frequency tables for Postal New Audiences survey

These results consist of responses from organisations supporting specific groups in Surrey e.g. ethnic minority groups, disability groups, etc. amenity/social groups and Parish Clerks.

4.1.1: Have you heard of Surrey Wildlife Trust?

Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	78	76.5	76.5
(2) No	24	23.5	23.5
Total (Valid)	102	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	102	100.0	N/A

Three quarters of respondents had heard of Surrey Wildlife Trust.

4.1.2: If 'Yes' where did you hear about us?

Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Magazine	14	13.7	19.2
(2) SWT Reserve	6	5.9	8.2
(3) SWT Website	2	2.0	2.7
(4) Other Internet (please state which)	0	0.0	0.0
(5) Local Library	11	10.8	15.1
(6) Local Society (please name)	5	4.9	6.8
(7) Local press or media	25	24.5	34.2
(8) Word of mouth	33	32.4	45.2
(9) College or School	0	0.0	0.0
(10) Other (please specify)	10	9.8	13.7
Total (Valid: Multi-Code)	73	71.6	100.0
(0) Missing Values	29	28.4	N/A
Total (Base)	102	100.0	N/A

Of those who had heard of SWT just under half had heard via "word of mouth". A third had seen

local press or media reports.

4.1.3: Are you a member of SWT?

Table 3: (Q4) Are you a member of SWT? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	12	11.8	15.4
(2) No	66	64.7	84.6
Total (Valid)	78	76.5	100.0
(0) Missing Values	20	19.6	N/A
Total (Base)	102	100.0	N/A

Just under a fifth of all respondents are already members of SWT.

4.1.4: Do you ever take part in wildlife/conservation activities?

Table 4: (Q5) Do you ever take part in wildlife/conservation activities?... (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	28	27.5	27.5
(2) No	75	73.5	73.5
Total (Valid)	102	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	102	100.0	N/A

A quarter of respondents take part in wildlife or conservation activities. Interestingly they are not necessarily SWT members. A cross tab of SWT members by participation in activities reveals that 81% of non SWT members do participate in wildlife or conservation activities.

4.1.5: If you have never taken part in wildlife/conservation activities

Table 5: (Q7) If you have never taken part in wildlife/conservation act... (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Lack of information	9	8.8	12.3
(2) No one I know does it	3	2.9	4.1
(3) Works commitments	16	15.7	21.9
(4) Lack of local activities	2	2.0	2.7
(5) Travel limitations	3	2.9	4.1
(6) Family commitments	18	17.6	24.7
(7) Money	3	2.9	4.1
(8) Mobility/access	4	3.9	5.5
(9) Not interested	7	6.9	9.6
(10) Other (please specify)	8	7.8	11.0
Total (Valid: Multi-Code)	73	71.6	100.0
(0) Missing Values	29	28.4	N/A
Total (Base)	102	100.0	N/A

A quarter of those who have never taken part in wildlife or conservation activities suggest that Family commitments is the main reason for this, just under a quarter say work commitments as another reason.

4.1.6: What would encourage you to become involved or move involved?

Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Family events	3	2.9	4.1
(2) Transport	2	2.0	2.7
(3) Local events	18	17.6	24.3
(4) Practical training	2	2.0	2.7
(5) Wildlife courses	4	3.9	5.4
(6) Organised walks	14	13.7	18.9
(7) Children's events	6	5.9	8.1
(8) Wildlife Gardening	18	17.6	24.3
(9) Other	7	6.9	9.5
Total (Valid: Multi-Code)	74	72.5	100.0
(0) Missing Values	28	27.5	N/A
Total (Base)	102	100.0	N/A

A fifth of respondents think equally that local events and wildlife gardening would encourage them to become involved or more involved in wildlife/conservation activities.

4.1.7: Is wildlife or the natural environment important to you?

Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	99	97.1	98.0
(2) No	2	2.0	2.0
Total (Valid)	101	99.0	100.0
(0) Missing Values	1	1.0	N/A
Total (Base)	102	100.0	N/A

Nearly all respondents feel that the natural environment is important to them.

4.1.8: How often do you go to the countryside or green outdoor space?

Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) More than once a week	50	49.0	50.0
(2) Once a week	21	20.6	21.0
(3) Once a fortnight	11	10.8	11.0
(4) Once a month	9	8.8	9.0
(5) Now and again	9	8.8	9.0
(6) Never	1	1.0	1.0
Total (Valid: Multi-Code)	100	98.0	100.0
(0) Missing Values	2	2.0	N/A
Total (Base)	102	100.0	N/A

Nearly all respondents visit the countryside or green outdoor spaces with a degree of regularity. However half all respondents go to the countryside "more than once a week". Only one person said that they never go.

4.1.9: What is your main reason for visiting?

Table 9: (Q14) What is your main reason for visiting? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Walking	49	48.0	51.0
(2) Walk dog	17	16.7	17.7
(3) Exercise	20	19.6	20.8
(4) Family day out	14	13.7	14.6
(5) Wildlife/Bird watching	13	12.7	13.5
(6) Picnic	6	5.9	6.3
(7) Organised activity	2	2.0	2.1
(8) Other (please specify)	12	11.8	12.5
Total (Valid: Multi-Code)	96	94.1	100.0
(0) Missing Values	6	5.9	N/A
Total (Base)	102	100.0	N/A

Just over half respondents say “walking” is their main reason for visiting the countryside or green spaces.

4.1.10: Do you currently carry out any volunteer work?

Table 10: (Q16) Do you currently carry out any volunteer work, i.e. spend..(102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	73	71.6	74.5
(2) No	25	24.5	25.5
Total (Valid)	98	96.1	100.0
(0) Missing Values	4	3.9	N/A
Total (Base)	102	100.0	N/A

Three quarters of respondents carry out volunteer work

4.1.11: How regularly do you volunteer?

Table 11: (Q18) How regularly do you volunteer? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) More than once a week	41	40.2	57.7
(2) Once a week	17	16.7	23.9
(3) Once a fortnight	6	5.9	8.5
(4) Once a month	3	2.9	4.2
(5) Now and again	6	5.9	8.5
Total (Valid: Multi-Code)	71	69.6	100.0
(0) Missing Values	31	30.4	N/A
Total (Base)	102	100.0	N/A

Over half of the respondents volunteer regularly, at more than once a week.

4.1.12: May we ask your gender?

Table 12: (Q19) May we ask your gender? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Male	36	35.3	36.4
(2) Female	63	61.8	63.6
Total (Valid)	99	97.1	100.0
(0) Missing Values	3	2.9	N/A
Total (Base)	102	100.0	N/A

Just under two thirds of respondents were female.

4.1.13: May we ask which age category you fall into?

Table 13: (Q20) May we ask which age category you fall into? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Under 15yrs	0	0.0	0.0
(2) 16 - 25yrs	2	2.0	2.0
(3) 26 - 35yrs	6	5.9	6.1
(4) 36 - 50yrs	24	23.5	24.5
(5) 51 - 65yrs	41	40.2	41.8
(6) 66+yrs	25	24.5	25.5
Total (Valid: Multi-Code)	98	96.1	100.0
(0) Missing Values	4	3.9	N/A
Total (Base)	102	100.0	N/A

Just under half of all respondents were in the 51-65years age bracket.

4.1.14: To which of these ethnic groups do you belong?

Table 14: (Q21) To which of these ethnic groups do you con...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) White	95	93.1	97.9
(2) Pakistani	1	1.0	1.0
(3) Other	1	1.0	1.0
Total (Valid: Single Code)	97	95.1	100.0
(0) Missing Values	5	4.9	N/A
Total (Base)	102	100.0	N/A

Nearly all respondents were White.

4.1.15: Are you considered disabled under the Disability Discrimination Act?

Table 15: (Q22) Are you considered disabled under the Disability Discrimination Act...(102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	4	3.9	4.1
(2) No	94	92.2	95.9
Total (Valid)	98	96.1	100.0
(0) Missing Values	4	3.9	N/A
Total (Base)	102	100.0	N/A

A very small proportion of respondents were considered disabled.

4.1.16: If 'Yes', please indicate the type of disability

Table 16: (Q23) If "Yes", please indicate the type of disability (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Mobility	3	2.9	27.3
(2) Sight	2	2.0	18.2
(3) Hearing	4	3.9	36.4
(4) Speech	0	0.0	0.0
(5) Learning	0	0.0	0.0
(6) Hidden	0	0.0	0.0
(7) Multiple	1	1.0	9.1
(8) Other	1	1.0	9.1
Total (Valid: Multi-Code)	11	10.8	100.0
(0) Missing Values	96	94.1	N/A
Total (Base)	102	100.0	N/A

Hearing, was the disability that the most respondents had trouble with.

4.1.17: Marital Status

Table 17: (Q24) Marital Status (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Single	6	5.9	6.5
(2) Married	70	68.6	75.3
(3) Living Together	5	4.9	5.4
(4) Widowed	6	5.9	6.5
(5) Separated	1	1.0	1.1
(6) Divorced	5	4.9	5.4
Total (Valid: Multi-Code)	93	91.2	100.0
(0) Missing Values	9	8.8	N/A
Total (Base)	102	100.0	N/A

Three quarters of respondents are married.

4.1.18: Do you have any dependants?

Table 18: (Q25) Do you have any dependants? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	38	37.3	40.4
(2) No	56	54.9	59.6
Total (Valid)	94	92.2	100.0
(0) Missing Values	8	7.8	N/A
Total (Base)	102	100.0	N/A

Less than half have dependents.

4.1.19: If 'Yes', how many of the following do you have?

Table 19: (Q26) If yes how many of the following do you have? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Pre-School Children	14	13.7	15.2
(2) Children 5 - 11	19	18.6	20.7
(3) Children 11+	53	52.0	57.6
(4) Elderly	6	5.9	6.5
(5) Other	0	0.0	0.0
Total (Valid: Multi-Code)	92	90.2	100.0
(0) Missing Values	10	9.8	N/A
Total (Base)	102	100.0	N/A

Around half of the respondents had children aged 11+.

4.1.20: Are you?

Table 20: (Q27) Are you? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) A home owner	84	82.4	86.6
(2) Renting (private)	5	4.9	5.2
(3) Renting (local authority)	5	4.9	5.2
(4) Living with Parents	2	2.0	2.1
(5) Other	1	1.0	1.0
Total (Valid: Multi-Code)	97	95.1	100.0
(0) Missing Values	5	4.9	N/A
Total (Base)	102	100.0	N/A

The majority are home owners.

4.1.21: What is the highest level of education you have achieved?

Table 21: (Q28) What is the highest level of education you have achieved? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Left school at 16 (no qualification)	5	4.9	5.2
(2) GCSE or equivalent	15	14.7	15.2
(3) A level or equivalent	22	21.6	22.7
(4) Degree or professional qualification	45	44.1	46.4
(5) Postgraduate	11	10.8	11.3
(6) Other	3	2.9	3.1
Total (Valid: Multi-Code)	97	95.1	100.0
(0) Missing Values	5	4.9	N/A
Total (Base)	102	100.0	N/A

Just under half had a degree or professional equivalent when it came to qualifications.

4.1.22: Are you mainly now?

Table 22: (Q30) Are you mainly now? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Full time employed	32	31.4	32.7
(2) Homemaker	9	8.8	9.2
(3) Job seeker	0	0.0	0.0
(4) Retired	28	27.4	28.6
(5) Self employed	5	4.9	5.1
(6) Part time employed / semi retired	30	29.4	30.6
(7) Student	1	1.0	1.0
(8) Not working	0	0.0	0.0
(9) Other	1	1.0	1.0
Total (Valid: Multi-Code)	98	96.1	100.0
(0) Missing Values	4	3.9	N/A
Total (Base)	102	100.0	N/A

Over half were retired or semi retired.

4.1.23: Which Borough do you live in?

Table 23: (Q31) Which Borough do you live in? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Elmbridge	5	4.9	5.1
(2) Epsom & Ewell	2	2.0	2.0
(3) Guildford	28	27.5	28.3
(4) Mole Valley	8	7.8	8.1
(5) Runnymede	2	2.0	2.0
(6) Reigate & Banstead	3	2.9	3.0
(7) Spelthorne	3	2.9	3.0
(8) Surrey Heath	8	7.8	8.1
(9) Tandridge	9	8.8	9.1
(10) Waverley	18	17.6	18.2
(11) Woking	9	8.8	9.1
(12) Other	6	5.9	6.1
Total (Valid: Multi-Code)	99	97.1	100.0
(0) Missing Values	3	2.9	N/A
Total (Base)	102	100.0	N/A

There is a good spread of respondents across all boroughs just over a quarter came from Guildford.

4.1.24: Which of the following best describes the area in which you live in?

Table 24: (Q32) Which of the following best describes the area in which y...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Town	29	28.4	29.0
(2) Suburb	15	14.7	15.0
(3) Village (rural)	32	31.4	32.0
(4) Village (town)	21	20.6	21.0
(5) Isolated / Rural	6	5.9	6.0
Total (Valid: Multi-Code)	100	98.0	100.0
(0) Missing Values	2	2.0	N/A
Total (Base)	102	100.0	N/A

A third of respondents live in rural villages.

4.1.25: How many miles do you travel to take part in interests and activities?

Table 25: (Q33) How many miles do you travel to take part in interests an...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Less than 1 mile	19	18.6	19.2
(2) 1 - 5 miles	34	33.3	34.3
(3) 6 - 10 miles	23	22.5	23.2
(4) 11 - 15 miles	15	14.7	15.2
(5) 16 - 20 miles	9	8.8	9.1
(6) More than 21 miles	15	14.7	15.2
Total (Valid: Multi-Code)	99	97.1	100.0
(0) Missing Values	3	2.9	N/A
Total (Base)	102	100.0	N/A

Respondents cover a variety of distances to take part in activities but a third only go 1-5 miles.

4.1.26: How do you usually travel to activities?

Table 26: (Q34) How do you usually travel to activities? If you use more...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Bus	4	3.9	4.1
(2) Car on your own	48	47.1	49.0
(3) Car with others	41	40.2	41.8
(4) Motorbike	1	1.0	1.0
(5) Bicycle	6	5.9	6.1
(6) Foot	20	19.6	20.4
(7) Train	4	3.9	4.1
(8) Other	0	0.0	0.0
Total (Valid: Multi-Code)	98	96.1	100.0
(0) Missing Values	4	3.9	N/A
Total (Base)	102	100.0	N/A

The main mode of transport is by car but just under half do share their journey with others.

4.1.27: Where do you look for information on the countryside/outdoors

Table 27: (Q35) Where do you look for information on the countryside/outd...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) TV	11	10.8	11.3
(2) Local Paper	68	66.7	70.1
(3) Radio	7	6.9	7.2
(4) Internet	22	21.6	22.7
(5) Tourism Information Centre	19	18.6	19.6
(6) Library	22	21.6	22.7
(7) I don't know	11	10.8	11.3
(8) Other	13	12.7	13.4
Total (Valid: Multi-Code)	97	95.1	100.0
(0) Missing Values	5	4.9	N/A
Total (Base)	102	100.0	N/A

Nearly two thirds of respondents use their local paper to find information on the countryside.

4.1.28: Do you have access to the internet?

Table 28: (Q36) Do you have access to the internet? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	82	80.4	83.7
(2) No	16	15.7	16.3
Total (Valid)	98	96.1	100.0
(0) Missing Values	4	3.9	N/A
Total (Base)	102	100.0	N/A

Over three quarters of respondents have access to the internet.

4.2: Frequency tables for Web New Audiences survey

4.2.1: Have you heard of Surrey Wildlife Trust?

Base: All respondents (129)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	104	80.6	81.3
(2) No	24	18.6	18.8
Total (Valid)	128	99.2	100.0
(0) Missing Values	1	0.8	N/A
Total (Base)	129	100.0	N/A

Over three quarters of the web respondents had heard about SWT.

4.2.2: If 'Yes' Where did you hear about us?

Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Magazine	10	7.8	10.3
(2) SWT Reserve	9	7.0	9.3
(3) SWT Website	2	1.6	2.1
(4) Other Internet (please state which)	4	3.1	4.1
(5) Local Library	7	5.4	7.2
(6) Local Society (please name)	1	0.8	1.0
(7) Local press or media	20	15.5	20.6
(8) Word of mouth	33	25.6	34.0
(9) College or School	0	0.0	0.0
(10) Other (please specify)	31	24.0	32.0
Total (Valid: Multi-Code)	97	75.2	100.0
(0) Missing Values	32	24.8	N/A
Total (Base)	129	100.0	N/A

Word of mouth was the most common way of hearing about SWT by a quarter of respondents.

4.2.3: Are you a member of SWT?

Base: All respondents (129)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	37	28.7	33.9
(2) No	72	55.8	66.1
Total (Valid)	109	84.5	100.0
(0) Missing Values	20	15.5	N/A
Total (Base)	129	100.0	N/A

Two thirds of respondents are not members of SWT.

4.2.4: Do you ever take part in wildlife/conservation activities?

Table 4: (Q5) Do you ever take part in wildlife/conservation activities?... (129)			
Base: All respondents (129)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	35	27.1	27.8
(2) No	91	70.5	72.2
Total (Valid)	126	97.7	100.0
(0) Missing Values	3	2.3	N/A
Total (Base)	129	100.0	N/A

Nearly three quarters of respondents do not take part in wildlife or conservation activities.

4.2.5: If you have never taken part in wildlife/conservation activities?

Table 5: (Q7) If you have never taken part in wildlife/conservation act... (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Lack of information	30	23.3	33.0
(2) No one I know does it	7	5.4	7.7
(3) Works commitments	17	13.2	18.7
(4) Lack of local activities	1	0.8	1.1
(5) Travel limitations	3	2.3	3.3
(6) Family commitments	16	12.4	17.6
(7) Money	1	0.8	1.1
(8) Mobility/access	4	3.1	4.4
(9) Not interested	4	3.1	4.4
(10) Other (please specify)	8	6.2	8.8
Total (Valid: Multi-Code)	91	70.5	100.0
(0) Missing Values	38	29.5	N/A
Total (Base)	129	100.0	N/A

Lack of information is the most common reason why people have not taken part in such activities at a third.

4.2.6: What would encourage you to become involved or more involved?

Table 6: (Q8) What would encourage you to become involved or more invo... (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Family events	16	12.4	14.5
(2) Transport	12	9.3	10.9
(3) Local events	42	32.6	38.2
(4) Practical training	26	20.2	23.6
(5) Wildlife courses	31	24.0	28.2
(6) Organised walks	28	21.7	25.5
(7) Children's events	15	11.6	13.6
(8) Wildlife Gardening	20	15.5	18.2
(9) Other	21	16.3	19.1
Total (Valid: Multi-Code)	110	85.3	100.0
(0) Missing Values	19	14.7	N/A
Total (Base)	129	100.0	N/A

Local events were named the most popular activity that would get people involved (Over a third).

4.2.7: Is wildlife or the natural environment important to you?

Base: All respondents (129)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	125	96.9	96.9
(2) No	4	3.1	3.1
Total (Valid)	129	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	129	100.0	N/A

Nearly all respondents said that the natural environment was important to them.

4.2.8: How often do you go to the countryside or green outdoor space?

Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) More than once a week	49	38.0	38.3
(2) Once a week	33	25.6	25.8
(3) Once a fortnight	10	7.8	7.8
(4) Once a month	12	9.3	9.4
(5) Now and again	23	17.8	18.0
(6) Never	1	0.8	0.8
Total (Valid: Multi-Code)	128	99.2	100.0
(0) Missing Values	1	0.8	N/A
Total (Base)	129	100.0	N/A

Nearly all respondents visit the countryside or green outdoor spaces with some regularity with specifically over a third of respondents “more than once a week”. Only 1 person said that they never visit.

4.2.9: What is your main reason for visiting?

Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Walking	34	26.4	28.1
(2) Walk dog	12	9.3	9.9
(3) Exercise	26	20.2	21.5
(4) Family day out	16	12.4	13.2
(5) Wildlife/Bird-watching	6	4.7	5.0
(6) Picnic	2	1.6	1.7
(7) Organised activity	3	2.3	2.5
(8) Other (please specify)	22	17.1	18.2
Total (Valid: Multi-Code)	121	93.8	100.0
(0) Missing Values	8	6.2	N/A
Total (Base)	129	100.0	N/A

Of those visiting the countryside or green outdoor space the most common reason was for walking with a quarter of respondents stating this.

4.2.10: Do you currently carry out any volunteer work?

Table 10: (Q16) Do you currently carry out any volunteer work, i.e. spend..(129)			
Base: All respondents (129)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	39	30.2	30.5
(2) No	89	69.0	69.5
Total (Valid)	128	99.2	100.0
(0) Missing Values	1	0.8	N/A
Total (Base)	129	100.0	N/A

Two thirds of respondents do not volunteer.

4.2.11: How regularly do you volunteer?

Table 11: (Q18) How regularly do you volunteer? (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) More than once a week	10	7.8	25.6
(2) Once a week	8	6.2	20.5
(3) Once a fortnight	4	3.1	10.3
(4) Once a month	6	4.7	15.4
(5) Now and again	11	8.5	28.2
Total (Valid: Multi-Code)	39	30.2	100.0
(0) Missing Values	90	69.8	N/A
Total (Base)	129	100.0	N/A

Of those who do volunteer a quarter does it as regularly as more than once a week.

4.2.12: May we ask your gender?

Table 12: (Q19) May we ask you gender? (129)			
Base: All respondents (129)	Frequency (f)	Total (%)	Valid (%)
(1) Male	62	48.1	48.4
(2) Female	66	51.2	51.6
Total (Valid)	128	99.2	100.0
(0) Missing Values	1	0.8	N/A
Total (Base)	129	100.0	N/A

Just over half of the respondents were female.

4.2.13 May we ask which age category you fall into?

Table 13: (Q20) May we ask which age category you fall into? (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Under 15yrs	2	1.6	1.6
(2) 16 - 25yrs	23	17.8	18.1
(3) 26 - 35yrs	29	22.5	22.8
(4) 36 - 50yrs	42	32.6	33.1
(5) 51 - 65yrs	31	24.0	24.4
Total (Valid: Multi-Code)	127	98.4	100.0
(0) Missing Values	2	1.6	N/A
Total (Base)	129	100.0	N/A

4.2.14: To which of these ethnic groups do you consider you belong?

Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) White	123	95.3	98.4
(2) Other Asian	1	0.8	0.8
(3) Black Caribbean	1	0.8	0.8
Total (Valid: Single Code)	125	96.9	100.0
(0) Missing Values	4	3.1	N/A
Total (Base)	129	100.0	N/A

Nearly all respondents were white.

4.2.15: Are you considered disabled under the Disability Discrimination Act?

Base: All respondents (129)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	1	0.8	0.8
(2) No	125	96.9	99.2
Total (Valid)	126	97.7	100.0
(0) Missing Values	3	2.3	N/A
Total (Base)	129	100.0	N/A

Almost no-one had a disability.

4.2.16: If 'Yes' please indicate the type of disability

Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Mobility	0	0.0	0.0
(2) Sight	0	0.0	0.0
(3) Hearing	0	0.0	0.0
(4) Speech	0	0.0	0.0
(5) Learning	1	0.8	100.0
(6) Hidden	0	0.0	0.0
(7) Multiple	0	0.0	0.0
(8) Other	1	0.8	100.0
Total (Valid: Multi-Code)	1	0.8	100.0
(0) Missing Values	127	98.4	N/A
Total (Base)	129	100.0	N/A

Of those that were disabled, learning difficulties was the type of disability suffered.

4.2.17: Marital Status

Table 17: (Q24) Marital Status (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Single	37	28.7	29.6
(2) Married	61	47.3	48.8
(3) Living Together	16	12.4	12.8
(4) Widowed	4	3.1	3.2
(5) Separated	2	1.6	1.6
(6) Divorced	5	3.9	4.0
Total (Valid: Multi-Code)	125	96.9	100.0
(0) Missing Values	4	3.1	N/A
Total (Base)	129	100.0	N/A

Just under half of all respondents were married.

4.2.18: Do you have any dependants?

Table 18: (Q25) Do you have any dependants? (129)			
Base: All respondents (129)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	48	37.2	38.1
(2) No	78	60.5	61.9
Total (Valid)	126	97.7	100.0
(0) Missing Values	3	2.3	N/A
Total (Base)	129	100.0	N/A

Just under two thirds of respondents have dependants.

4.2.19: If 'Yes' how many of the following do you have?

Table 19: (Q26) If yes how many of the following do you have? (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Pre-School Children	15	11.6	16.1
(2) Children 5 - 11	25	19.4	26.9
(3) Children 11+	39	30.2	41.9
(4) Elderly	8	6.2	8.6
(5) Other	6	4.7	6.5
Total (Valid: Multi-Code)	93	72.1	100.0
(0) Missing Values	36	27.9	N/A
Total (Base)	129	100.0	N/A

Under half respondents have children aged 11+

4.2.20: Are you?

Table 20: (Q27) Are you? (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) A home owner	90	69.8	72.6
(2) Renting (private)	19	14.7	15.3
(3) Renting (local authority)	4	3.1	3.2
(4) Living with Parents	10	7.8	8.1
(5) Other	1	0.8	0.8
Total (Valid: Multi-Code)	124	96.1	100.0
(0) Missing Values	5	3.9	N/A
Total (Base)	129	100.0	N/A

Nearly three quarters of respondents own their own house.

4.2.21: What is the highest level of education you have achieved?

Table 21: (Q28) What is the highest level of education you have achieved? (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) GCSE or equivalent	11	8.5	8.9
(2) A level or equivalent	22	17.1	17.7
(3) Degree or professional qualification	56	43.4	45.2
(4) Postgraduate	33	25.6	26.6
(5) Other	2	1.6	1.6
Total (Valid: Multi-Code)	124	96.1	100.0
(0) Missing Values	5	3.9	N/A
Total (Base)	129	100.0	N/A

Just under half have a degree or equivalent.

4.2.22: Are you mainly now?

Table 22: (Q30) Are you mainly now? (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Full time employed	101	78.3	80.8
(2) Homemaker	5	3.9	4.0
(3) Job seeker	1	0.8	0.8
(4) Retired	0	0	0
(5) Self employed	2	1.6	1.6
(6) Part time employed / semi retired	13	10.1	10.4
(7) Student	2	1.6	1.6
(8) Other	1	0.8	0.8
Total (Valid: Multi-Code)	125	96.9	100.0
(0) Missing Values	4	3.1	N/A
Total (Base)	129	100.0	N/A

Over three quarters of respondents are employed full time.

4.2.23: Which Borough do you live in?

Table 23: (Q31) Which Borough do you live in? (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Elmbridge	7	5.4	5.6
(2) Epsom & Ewell	7	5.4	5.6
(3) Guildford	19	14.7	15.1
(4) Mole Valley	10	7.8	7.9
(5) Runnymede	7	5.4	5.6
(6) Reigate & Banstead	15	11.6	11.9
(7) Spelthorne	5	3.9	4.0
(8) Surrey Heath	1	0.8	0.8
(9) Tandridge	1	0.8	0.8
(10) Waverley	7	5.4	5.6
(11) Woking	11	8.5	8.7
(12) Other	36	27.9	28.6
Total (Valid: Multi-Code)	126	97.7	100.0
(0) Missing Values	3	2.3	N/A
Total (Base)	129	100.0	N/A

Respondents come from a variety of boroughs with Guildford having the most respondents.

4.2.24: Which of the following best describes the area in which you live?

Table 24: (Q32) Which of the following best describes the area in which you live? (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Town	49	38.0	38.9
(2) Suburb	45	34.9	35.7
(3) Village (rural)	9	7.0	7.1
(4) Village (town)	19	14.7	15.1
(5) Isolated / Rural	4	3.1	3.2
Total (Valid: Multi-Code)	126	97.7	100.0
(0) Missing Values	3	2.3	N/A
Total (Base)	129	100.0	N/A

Over a third of respondents live in the town.

4.2.25: How many miles do you travel to take part in interests and activities?

Table 25: (Q33) How many miles do you travel to take part in interests and activities? (129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Less than 1 mile	8	6.2	6.5
(2) 1 - 5 miles	32	24.8	25.8
(3) 6 - 10 miles	31	24.0	25.0
(4) 11 - 15 miles	16	12.4	12.9
(5) 16 - 20 miles	12	9.3	9.7
(6) More than 21 miles	25	19.4	20.2
Total (Valid: Multi-Code)	124	96.1	100.0
(0) Missing Values	5	3.9	N/A
Total (Base)	129	100.0	N/A

Half of respondents travel 10 miles or less to take part in interests and activities.

4.2.26: How do you usually travel to activities?

Table 26: (Q34) How do you usually travel to activities? If you use more...(129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) Bus	4	3.1	3.2
(2) Car on your own	34	26.4	27.2
(3) Car with others	62	48.1	49.6
(4) Motorbike	2	1.6	1.6
(5) Bicycle	4	3.1	3.2
(6) Foot	9	7.0	7.2
(7) Train	8	6.2	6.4
(8) Other	2	1.6	1.6
Total (Valid: Multi-Code)	125	96.9	100.0
(0) Missing Values	4	3.1	N/A
Total (Base)	129	100.0	N/A

Half the respondents go by car with others.

4.2.27: Where do you look for information on the countryside/outdoor activities?

Table 27: (Q35) Where do you look for information on the countryside/outd...(129)			
Base: All respondents (129)	Frequency (f)	Percentage (%)	Valid (%)
(1) TV	15	11.6	12.4
(2) Local Paper	63	48.8	52.1
(3) Radio	7	5.4	5.8
(4) Internet	60	46.5	49.6
(5) Tourism Information Centre	11	8.5	9.1
(6) Library	14	10.9	11.6
(7) I don't know	18	14.0	14.9
(8) Other	11	8.5	9.1
Total (Valid: Multi-Code)	121	93.8	100.0
(0) Missing Values	8	6.2	N/A
Total (Base)	129	100.0	N/A

Half of respondents use the Internet to find out about information on activities.

4.2.28: Do you have access to the internet?

Table 28: (Q36) Do you have access to the internet? (129)			
Base: All respondents (129)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	123	95.3	97.6
(2) No	3	2.3	2.4
Total (Valid)	126	97.7	100.0
(0) Missing Values	3	2.3	N/A
Total (Base)	129	100.0	N/A

Nearly all have access to the internet.

4.3: Frequency tables for Schools survey

4.3.1: Have you heard about SWT?

Base: All respondents (66)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	49	74.2	76.6
(2) No	15	22.7	23.4
Total (Valid)	64	97.0	100.0
(0) Missing Values	2	3.0	N/A
Total (Base)	66	100.0	N/A

Three quarters of school respondents had heard of SWT.

4.3.2: If 'Yes', where did you hear about us?

Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Magazine	13	19.7	28.9
(2) SWT Reserve	4	6.1	8.9
(3) SWT Website	5	7.6	11.1
(4) Local Library	4	6.1	8.9
(5) Local Society	1	1.5	2.2
(6) Local Press or Media	3	4.5	6.7
(7) Word of Mouth	11	16.7	24.4
(8) College or School	15	22.7	33.3
(9) Other	8	12.1	17.8
Total (Valid: Multi-Code)	45	68.2	100.0
(0) Missing Values	21	31.8	N/A
Total (Base)	66	100.0	N/A

A third had heard about SWT through school or college.

4.3.3: Is your school interested in environment/nature related activities?

Base: All respondents (66)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	60	90.9	90.9
(2) No	6	9.1	9.1
Total (Valid)	66	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	66	100.0	N/A

The vast majority are in interested in environmental activities.

4.3.4: Do you use your school grounds as a teaching aid?

Base: All respondents (66)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	57	86.4	93.4
(2) No	4	6.1	6.6
Total (Valid)	61	92.4	100.0
(0) Missing Values	5	7.6	N/A
Total (Base)	66	100.0	N/A

A very large proportion of schools do use their grounds as a teaching aid.

4.3.5: As your school details are not on our database we assume...

Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Cost of transport	6	9.1	10.3
(2) Cost of Education centre session	3	4.5	5.2
(3) Health & Safety concerns	1	1.5	1.7
(4) Lack of Information	30	45.5	51.7
(5) Distance to nearest SWT Education Centre	2	3.0	3.4
(6) Never heard of SWT	10	15.2	17.2
(8) Other	6	9.1	10.3
Total (Valid: Multi-Code)	58	87.9	100.0
(0) Missing Values	8	12.1	N/A
Total (Base)	66	100.0	N/A

Just over half of responding schools say they don't go to SWT Education Centres because of lack of information.

4.3.6: Does your school have contact with SWT aside from its Education Programme?

Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Visits to other SWT local reserves/sites	2	3.0	3.2
(2) Contact with SWT staff	5	7.6	8.1
(3) Information from the SWT website	3	4.5	4.8
(4) No Contact	50	75.8	80.6
(5) Other	2	3.0	3.2
Total (Valid: Multi-Code)	62	93.9	100.0
(0) Missing Values	4	6.1	N/A
Total (Base)	66	100.0	N/A

Over three quarters of schools have no contact with SWT aside from the education centres.

4.3.7: Has your school ever visited its local SWT reserves/sites?

Table 7: (Q8) Has your school ever visited its local SWT reserves/sites (66)			
Base: All respondents (66)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	3	4.5	4.5
(2) No	63	95.5	95.5
Total (Valid)	66	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	66	100.0	N/A

Nearly all the schools surveyed had not visited local SWT reserves or sites.

4.3.8: If your school has never visited a SWT site/reserve

Table 8: (Q9) If your school has never visited a SWT site/reserve, which... (66)			
Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Lack of local site/reserve	1	1.5	1.9
(2) Lack of Information on site location	37	56.1	69.8
(3) Health & Safety concerns	1	1.5	1.9
(4) Cost/Lack of resources	8	12.1	15.1
(5) Mobility/Access concerns	2	3.0	3.8
(6) Lack of interest	4	6.1	7.5
Total (Valid: Multi-Code)	53	80.3	100.0
(0) Missing Values	13	19.7	N/A
Total (Base)	66	100.0	N/A

The main reason why schools haven't visited is due to lack of information about the site (three quarters)

4.3.9: Where do you look for information about school trips/outdoor activities?

Table 9: (Q11) Where do you look for information about school trips/outi...(66)			
Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Internet	32	48.5	48.5
(2) Local Press or Media	22	33.3	33.3
(3) Local Library	6	9.1	9.1
(4) Word of Mouth	47	71.2	71.2
(5) Mail shots	48	72.7	72.7
(6) I don't	2	3.0	3.0
(7) Other	3	4.5	4.5
Total (Valid: Multi-Code)	66	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	66	100.0	N/A

Nearly three quarters respectively would look for information via mail shots or word of mouth.

4.3.10: How often, if ever, have you visited the SWT website?

Table 10: (Q12) How often, if ever, have you visited the SWT website? (66)			
Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Once a week	0	0.0	0.0
(2) Once a month	1	1.5	1.5
(3) Once a year	3	4.5	4.6
(4) Once only	5	7.6	7.7
(5) Never before	56	84.8	86.2
Total (Valid: Multi-Code)	65	98.5	100.0
(0) Missing Values	1	1.5	N/A
Total (Base)	66	100.0	N/A

The majority had never visited the SWT website.

4.3.11: Does your school currently participate in the Eco-schools programme?

Table 11: (Q13) Does your school currently participate in the Eco-Schools prog... (66)			
Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Yes	14	21.2	22.2
(2) No	39	59.1	61.9
(3) Not sure	11	16.7	17.5
Total (Valid: Multi-Code)	63	95.5	100.0
(0) Missing Values	3	4.5	N/A
Total (Base)	66	100.0	N/A

Only a fifth of schools surveyed take part in Eco-school programmes.

4.3.12: Would you be interested in receiving support from SWT to assist with this?

Table 12: (Q14) Would you be interested in receiving support from SWT to... (66)			
Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Yes	35	53.0	58.3
(2) No	10	15.2	16.7
(3) Don't know what it is	17	25.8	28.3
Total (Valid: Multi-Code)	60	90.9	100.0
(0) Missing Values	6	9.1	N/A
Total (Base)	66	100.0	N/A

However, over half would be interested if they received support from SWT. A quarter have not heard of Eco-schools programmes.

4.3.13: Does your school currently offer lunchtime or after school?

Table 13: (Q16) Does your school currently offer lunchtime or after-school... (66)			
Base: All respondents (66)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	28	42.4	45.2
(2) No	34	51.5	54.8
Total (Valid)	62	93.9	100.0
(0) Missing Values	4	6.1	N/A
Total (Base)	66	100.0	N/A

Just under half of the schools surveyed do offer clubs.

4.3.14: Would you be interested in receiving support from SWT to do this?

Table 14: (Q17) Would you be interested in receiving support from SWT to... (66)			
Base: All respondents (66)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	44	66.7	77.2
(2) No	13	19.7	22.8
Total (Valid)	57	86.4	100.0
(0) Missing Values	9	13.6	N/A
Total (Base)	66	100.0	N/A

Three quarters of the schools would be interested in getting help from SWT to run these clubs.

4.3.15: How many pupils does your school have?

Table 15: (Q20) How many pupils does your school have? (66)			
Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) 0 - 50	5	7.6	7.8
(2) 51 - 100	7	10.6	10.9
(3) 101 - 150	9	13.6	14.1
(4) 151 - 200	11	16.7	17.2
(5) 201 - 250	4	6.1	6.3
(6) 251 - 300	11	16.7	17.2
(7) 300+	17	25.8	26.6
Total (Valid: Multi-Code)	64	97.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	66	100.0	N/A

There is a real variety of different sized schools but the largest percentage (a quarter) have 300 pupils plus.

4.3.16: Which of the following best describes the type of school you work for?

Table 16: (Q21) Which of the following best describes the type of school you work for? (66)			
Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Infant	20	30.3	31.3
(2) Junior	4	6.1	6.3
(3) Primary	15	22.7	23.4
(4) Prep School	2	3.0	3.1
(5) Private School	5	7.6	7.8
(6) Secondary	11	16.7	17.2
(7) Other	7	10.6	10.9
Total (Valid: Multi-Code)	64	97.0	100.0
(0) Missing Values	2	3.0	N/A
Total (Base)	66	100.0	N/A

A third of schools that responded were infant schools.

4.3.17: Which of the following best describes your ethnic origin?

Table 17: (Q22) Which of the following best describes the ethnic origin of...(66)			
Base: All respondents (66)	Frequency (f)	Total (%)	Valid (%)
(1) White	58	87.9	90.6
(2) Mixed	6	9.1	9.4
Total (Valid)	64	97.0	100.0
(0) Missing Values	2	3.0	N/A
Total (Base)	66	100.0	N/A

The vast majority of pupils at all schools are white.

4.3.18: In which Borough is your school?

Table 18: (Q23) In which Borough is your school? (66)			
Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Elmbridge	7	10.6	11.5
(2) Epsom & Ewell	5	7.6	8.2
(3) Guildford	10	15.2	16.4
(4) Mole Valley	2	3.0	3.3
(5) Runnymede	2	3.0	3.3
(6) Reigate & Banstead	3	4.5	4.9
(7) Spelthorne	4	6.1	6.6
(8) Surrey Heath	4	6.1	6.6
(9) Tandridge	4	6.1	6.6
(10) Waverley	13	19.7	21.3
(11) Woking	5	7.6	8.2
(12) Other (Not Surrey)	2	3.0	3.3
Total (Valid: Multi-Code)	61	92.4	100.0
(0) Missing Values	5	7.6	N/A
Total (Base)	66	100.0	N/A

Responding schools were from all areas. Waverley had the most (A fifth).

4.3.19: Which of the following best describes the area in which you live?

Table 19: (Q24) Which of the following best describes the area in which your... (66)			
Base: All respondents (66)	Frequency (f)	Percentage (%)	Valid (%)
(1) Town	18	27.3	28.1
(2) Suburb	13	19.7	20.3
(3) Village (rural)	12	18.2	18.8
(4) Village (town)	19	28.8	29.7
(5) Isolated / Rural	2	3.0	3.1
Total (Valid: Multi-Code)	64	97.0	100.0
(0) Missing Values	2	3.0	N/A
Total (Base)	66	100.0	N/A

A quarter of the schools responding were located in a Village (town).

4.4: Open ended results.

This section covers comments made in response to open ended questions and tick box questions where the given options do not apply and the respondent is given the opportunity to write exactly what they want. Full comments can be found in *Appendix 6.5*.

4.4.1: New audience and Web comments.

- There was a 83% response rate for Q3, most respondents have a well rounded understanding of the work that SWT undertake. Conservation, education and managing the environment are the main roles stated.
- There was a 33% response rate for Q6; respondents stated a variety of activities they do with Wildlife Gardening being significantly popular.
- There was a 91% response rate for Q10, respondents stated many reasons why the environment was important to them, significant points highlighted were the need to balance human development with the diminishing natural environment; the sheer enjoyment and love for it; and how important it is to preserve it for this generation's enjoyment and fulfilment as well as that of future generations.
- There was only a 23% response to reasons why the environment was not important to them. Comments stated were not particularly interested or had more important things to worry about (disabled child)
- There was a 92% response to Q12 about hobbies or interests? The most mentioned hobbies were gardening, walking and reading.
- There was only a 22% response rate to Q15 lack of transport and time were mentioned.
- Q17 had a 56% response rate with a wide variety of volunteer topics ranging from working with the elderly, to working with the young and from giving free administrative time to various charities and community initiatives to driving different groups around.
- Q29 has a response rate of 96%. Most occupations fall into socio-economic groups A, B C1 and C2 groups however groups D and E are poorly represented.
- Q37 had only a 20% response. Nearly all comments were positive in response to SWT. Other comments suggested that unfortunately they were no longer in a position to help or that they had difficulty completing the questionnaire from their organisations point of view.

4.4.2: School comments.

- 24% of schools responded to Q5, there were only a few reasons for not using school grounds these were lack of time, restrictions and lack of appropriate space.
- There was an 87% response rate to Q10, a need for more information was the most common request for what would encourage schools to visit its local SWT sites.
- 63% of school respondents responded to Q15. The majority wanted general advice and information on activities and what SWT could help them with.
- 80% responded to Q18 with regards to lunch time and after school clubs. There was a great variety of support requested from advice, physical help, training and more information.
- 69% of respondents completed Q19. Suggestions were to have SWT staff visit schools or to send regular mail shots to schools providing the info.
- 40% of schools responded to Q25 all very positive comments referring to previous contact with SWT or suggestions with what they would like help with in the future.

4.5: Focus Group results

A focus group was run on 26th April 2006. Names and contact details were asked in the new audience surveys to see if anyone wished to take part in further research for SWT.

The results are set out below under each of the discussion points from the discussion guide. (*Appendix 6.2.1*)

The focus group attendees were recruited from information supplied on the completed questionnaires. There was a great amount of interest generated by the surveys and many respondents were willing to help SWT with further research. Unfortunately due to the eventual date and time of the focus group many were unable to attend due to work, home and holiday commitments.

The focus group was eventually held on Wednesday 26th April with 12 people due to attend unfortunately only 3 people attended on the day. However, the three that did attend were representing their personal views as well as those of their professional careers or voluntary groups and organisations they worked with.

The most important or relevant points to come out of the group discussions were:

- All took part in outdoor activities, naming sport, walking, studying wildlife, and membership of the National Trust as their activities.
- 2 attendees have considered conservation activities, namely tree planting.
- 1 attendee did not participate in conservation activities because most of his professional work time was spent organising or taking part in such activities.
- The attendees thought that SWT organised walks, talks, practical conservation, campaigning, woodland products and outreach programmes and woodland funerals.
- Most of the activities appealed to all attendees. However it appeared there was an element of competition for their time with other larger organisations such as the National Trust.
- Other reasons for not taking part in these activities was the weather
- Attendees felt they might be encouraged to take part if there was more knowledge of when and what was involved.
- Specialist speakers to do talks at short notice.
- For the ethnic minorities language was an issue. There needs to be very basic information (in different languages) provided at Mosques, libraries, doctors and dental surgeries to stimulate interest at a level that would prompt individuals to find out more directly from SWT.
- Event diaries need also to be displayed at the same locations so that people can plan family trips in advance (cultural issues)
- Targeting children specifically so that peer power would bring parents or grandparents along too.
- The distance for some schools and organisations prohibits visits to SWT sites and education centres so perhaps SWT could go to them
- Generally it was thought that people would prefer to take part in activities as groups because of the social aspect but for security issues too.
- It was also felt that cross generational groups i.e. grandchildren and grandparents worked better than parents and children, particularly where teenagers were concerned.
- It was felt there needed to be a focus on the area i.e. What's on in your area? from the Media. The BBC and regional TV companies have successfully profiled interesting stories and projects in other regions that have inspired all generations to become interested in local projects.
- Things the attendees like most about greenspaces were; walking on the commons, the fresh air, getting away from the TV, to relax in open spaces, the freedom, the peace and

Quiet, "Magic Moments" such as observing specific beautiful wildlife, deer, badgers foxes etc, watching and listening to birds, watching the seasons change at favourite locations.

- Also it was considered important to see traditional skills carried out such as hedge laying, woodland crafts (bodging) etc and to know that these skills would be transferable down the generations and not lost through lack of practice and teaching.
- Things disliked about greenspaces were; rubbish, signs of neglect, broken fences and styles, dirty signs and information points, loss of trees, and the increase in car parks and facilities pandering to the car.
- Hated the fact that now safety in greenspaces is not guaranteed and that children can now not be allowed to safely go off into commons and woods on their own to play and explore as was 30 - 35 years ago.
- When asked how they would feel if green spaces disappeared all answered "Furious", "Apoplectic", "extremely disappointed". "It is important to leave a legacy for our Children".
- Thought that green spaces were not open to everyone because of security issues and disability access. Also cultural and religious issues may affect an individuals perception of their right to have access to public spaces.
- Attendees felt that making greenspaces look cared for and bringing them alive by giving brief histories on certain areas would help make the greenspaces more attractive to them.
- All attendees thought that getting involved in local conservation activities would have benefits to the their community, but it depended on what area it was as some areas had very little green spaces.
- One of the attendees suggested that interest could be generated to clean up his local canal as it had become overgrown, neglected, littered and had a reputation as a meeting place for "druggies" and "nare do wells". So the project would have a dual purpose.
- From the ethnic minority groups perspective it was important to build up the confidence of parents in these communities before they would allow their daughters out to help on such projects but once this was achieved it would do wonders in breaking down the ignorance of indigenous and non indigenous communities about each others traditions and religious beliefs.
- Personal benefits that were thought to arise from being involved in conservation activities were social, mixing with people you wouldn't normally mix with.
- To learn about different cultures and backgrounds. To break down cultural barriers. It helped individuals to feel they had a purpose in their community.
- It was felt that as weekends and spare time was so precious to some attendees the activities would have to be "close to heart and close to home" for them to take part.
- All attendees would turn to their local paper if they wanted to find out what conservation activities were going on near by.
- Although all did agree that they mostly associated that sort of activity with the National Trust so they would probably use NT sources too.
- Attendees suggested that in future SWT should use the following to provide information; placing freebie leaflets in Mosques, dental and Doctors surgeries, Supermarkets and canvas the school gate.
- Some attendees had had contact with SWT for technical expertise and endorsement and another had attended a woodland burial and had purchased their woodland products.
- As to ONE activity or attraction that would make attendees want to take part in a conservation related project the answers were:- Group activities, Woodland planting with youngsters and community allotments.

5: Conclusions & Recommendations

The following conclusions and recommendations have been drawn from the research findings section of the report.

New Audience and Web

- Although the vast majority of those surveyed had heard of SWT some were not fully aware of what SWT do.
- Many were not aware of projects even right on their doorstep due to lack of information and promotion.
- It is clear from results that many people are prepared to donate their personal time to volunteer in a manner of ways and that they do it on a regular basis.
- The vast majority of people surveyed go regularly and frequently to their local bit of countryside or green outdoor space.
- Nearly all people enjoy greenspaces and consider them important.
- It is clear from the results of the survey that SWT needs to promote and provide more information about what they do regularly.
- The results show that people still regularly turn to their local papers for information and therefore this is an important tool for SWT although this applies most to older generations
- The younger generations tend to turn to the internet as their information provider. This is highlighted in the Web survey results where the age group respondent is younger and they state internet as their information source whereas the postal survey results have an older generation group who use local newspapers as information providers.
- It is clear from the focus group that the SWT is in competition with other larger organisations when it comes to getting people to commit their leisure time to the pursuit of SWT activities or events.
- The SWT could find out what volunteer groups are connected with local schools, colleges and Universities, any up and coming volunteer events could then be published on their intranets and notice boards to access wider audiences.
- If SWT can inspire and educate the younger generations about the merits of conservation work then it may rub off on older generations i.e. parents.
- It may be necessary to print very basic information into different languages to stimulate initial interest from ethnic minority groups and place this in Mosques, Doctors and Dental surgeries and supermarkets.
- Time and effort may need to be put into communicating with ethnic minority groups to show them the benefits of conservation work and that it can be a safe environment where beliefs are respected and catered for.
- Local activities are key to encouraging a wider audience to participate.
- A project to improve the quality of neglected greenspaces would have the dual benefit of making involvement relevant to local people and would result in a greenspace which is more appealing for the whole community.
- It may also reduce antisocial behaviour usually associated with neglected sites.

Schools

- Again knowledge of SWT and its role is fairly good and the vast majority of schools are very interested in environmental or nature related activities and use their school grounds as a teaching aid. However very few schools have visited the SWT website or used the SWT as a resource or even asked for advice.
- The existence of this survey has alerted schools to the important work SWT does and more schools may contact the SWT for advice and information as a direct result. This would indicate that an active campaign of contacting schools in the future will improve the awareness of how SWT can help them.
- It is evident from the schools that they require regular updates on events and projects in order for them to become involved.
- It is clear that nearly all schools realise the value of their greenspaces and that they are a valuable teaching resource.
- The data indicates that many schools would use local greenspaces if they had more information about them.
- Schools would like it if SWT could run more outreach programmes to reach those schools that for financial or time restrictions can not use the Education centres or visit the reserves or nature sites.
- A need was identified for support from SWT to help schools with environmental education activities such as after school clubs or Eco schools.
- Future promotion of SWT ideally would be through the Internet or Mail shots as these are the information sources currently used by most schools.

6: Appendices

6.1: Copies of questionnaires

6.1.1: Schools questionnaire.

Surrey Wildlife Trust School Survey



Your details will be held securely by Surrey Wildlife Trust and will not be made available to any third party. Surrey Wildlife Trust will be the Data Controller. Should you wish your details to be removed from the database this will be done immediately on request (please contact Emma Watkin on 01483 795 465 or emma.watkin@surreywt.org.uk). Your data may be used to contact you about future surveys or focus groups for Surrey Wildlife Trust, unless you have indicated that you would not like to be contacted for this purpose at the end of the survey.

Q1 Have you heard of Surrey Wildlife Trust (SWT)?
 Yes Go to Q2 No Go to Q3

Q2 If "Yes", where did you hear about us? Please tick all that apply.

Magazine	<input type="checkbox"/>	Local Society * (please name)	<input type="checkbox"/>
SWT Reserve	<input type="checkbox"/>	Local press or media	<input type="checkbox"/>
SWT Website	<input type="checkbox"/>	Word of mouth	<input type="checkbox"/>
Other Internet Website * (please state which)	<input type="checkbox"/>	College or School	<input type="checkbox"/>
Local library	<input type="checkbox"/>	Other*	<input type="checkbox"/>

*Other -----

Q3 Is your school interested in environmental/nature related activities?
 Yes No

Q4 Do you use your school grounds as a teaching aid/tool for delivering the syllabus?
 Yes No

Q5 If "No", why is this?

Q6 As your school's details are not on our database, we assume that your school has not previously visited an SWT Education Centre - which of the following reasons best explains why? Please tick only ONE box.

Cost of transport..	<input type="checkbox"/>	Distance to nearest SWT Education Centre.	<input type="checkbox"/>
Cost of education centre session	<input type="checkbox"/>	Lack of interest	<input type="checkbox"/>
Health & Safety concerns	<input type="checkbox"/>	Never heard of SWT	<input type="checkbox"/>
Lack of information	<input type="checkbox"/>	Other* (please specify)	<input type="checkbox"/>

*Other -----

Q7 Does your school have contact with SWT aside from its Education Centres? Please tick all that apply.

Visits to other SWT local reserves/sites	<input type="checkbox"/>	Information from the SWT website ...	<input type="checkbox"/>
Contact with SWT staff	<input type="checkbox"/>	No contact	<input type="checkbox"/>
		Other	<input type="checkbox"/>

Q8 Has your school ever visited its local SWT reserves/sites (other than an Education Centre)?
 Yes Go to Q10 No Go to Q9

Q9 If your school has never visited a SWT site/reserve, which of the following reasons best explains why? Please tick only ONE box.

Lack of local site/reserve	<input type="checkbox"/>	Health & Safety concerns	<input type="checkbox"/>
Lack of information on site location	<input type="checkbox"/>	Cost/Lack of resources	<input type="checkbox"/>
Lack of activities once there	<input type="checkbox"/>	Mobility/Access concerns	<input type="checkbox"/>
		Lack of interest	<input type="checkbox"/>

Q10 What would encourage your school to visit its local SWT site/reserve (or to visit more often)?

Q11 Where do you look for information about school trips/outings? Please tick all that apply.

Internet	<input type="checkbox"/>	Mailshots	<input type="checkbox"/>
Local press or media	<input type="checkbox"/>	I don't	<input type="checkbox"/>
Local Library	<input type="checkbox"/>	Other* (please specify)	<input type="checkbox"/>
Word of mouth	<input type="checkbox"/>		

*Other -----

Q12 How often, if ever, have you visited the SWT website?

Once a week	<input type="checkbox"/>	Once only	<input type="checkbox"/>
Once a month	<input type="checkbox"/>	Never before	<input type="checkbox"/>
Once a year	<input type="checkbox"/>		

Q13 Does your school currently participate in the Eco-Schools programme?
 Yes No Not sure..

Q14 Would you be interested in receiving support from SWT to assist with this?
 Yes Go to Q15 Don't know what it is Go to Q16
 No Go to Q16

Q15 What type of support would be most useful?

Q16 Does your school currently offer lunchtime or after-school environmental/nature clubs?
 Yes No

Q17 Would you be interested in receiving support from SWT to assist with this?
 Yes Go to Q18 No Go to Q19

Q18 What type of support would be most useful?

Q19 Name one way in which SWT could make its education services more accessible to your school?

Q20 How many pupils does your school have?
 0-50 151-200
 51-100 251-300
 101-150 300+

Q21 Which of the following best describes the type of school you work for?
 Infant..... Private school.....
 Junior..... Secondary
 Primary Other (please specify)
 Prep School.....

Q22 Which of the following best describes the ethnic origin of the majority of pupils at your school? (please tick ONE box only)
 White Chinese
 Mixed Black Caribbean..
 Indian..... Black African
 Pakistani..... Black Other.....
 Bangladeshi..... Other* (please specify
 Other Asian
 *"Other" -----

Q23 In which Borough is your school?
 Elmbridge Spelthorne
 Epsom & Ewell ... Surrey Heath
 Guildford..... Tandridge
 Mole Valley Waverley.....
 Runnymede Woking.....
 Reigate & Banstead Other (Not Surrey).....

Q24 Which of the following best describes the area in which your school is located?
 Town..... Village (town).....
 Suburb..... Isolated/Rural
 Village (rural)

Q25 Please include any other comments you may have below.

If you would like to be entered for the free prize draw please complete your contact details below. If you would not like to assist us in any future focus groups or discussions please tick the box at the end. This information will be stored separately from your questionnaire to maintain anonymity.

Name
 Address
 Telephone
 E-mail address

Please tick here if you would NOT like your information to be used to assist us with focus groups or discussions.

6.1.2: Web and New Audience questionnaire



Surrey Wildlife Trust Audience Survey

Surrey Wildlife Trust are currently undertaking a project to increase public involvement in its work. As a part of this we are looking at people's awareness of our work and what would encourage them to become involved. We would be grateful if you could spare a few moments of your time to complete this questionnaire. We would be grateful if you could represent your group or organisation on this questionnaire. However, please feel free to forward the following link:-

www.themarketresearchgroup.co.uk/wildlife.html

to other members of your group/organisation, where individual responses will be collated.

Finding out about us

Q1 Have you heard of Surrey Wildlife Trust (SWT)?

Yes ... Go to Q2 No Go to Q5

Q2 If "Yes", where did you hear about us?

Magazine.....	<input type="checkbox"/>	Local Society* (please name)	<input type="checkbox"/>
SWT Reserve	<input type="checkbox"/>	Local press or media.....	<input type="checkbox"/>
SWT Website	<input type="checkbox"/>	Word of mouth.....	<input type="checkbox"/>
Other Internet Website ^ (please state which)	<input type="checkbox"/>	College or School	<input type="checkbox"/>
Local library.....	<input type="checkbox"/>	Other* (please specify)	<input type="checkbox"/>

*Other

Q3 If "Yes", what do you think is the main work of SWT?

Q4 Are you a member of SWT?

Yes No

Q5 Do you ever take part in wildlife/conservation activities? E.g. practical work on a reserve, wildlife gardening or wildlife talks.

Yes ... Go to Q6 No Go to Q7

Q6 If "Yes", please name the activity you have taken part in most recently?

Q7 If you have never taken part in wildlife/conservation activities which of the following reasons best explains why? Please tick ONE box only.

Lack of information.....	<input type="checkbox"/>
No one I know does it	<input type="checkbox"/>
Work commitments	<input type="checkbox"/>
Lack of local activities	<input type="checkbox"/>
Travel limitations	<input type="checkbox"/>
Family commitments.....	<input type="checkbox"/>
Money	<input type="checkbox"/>
Mobility/access.....	<input type="checkbox"/>
Not interested.....	<input type="checkbox"/>
Cultural reasons (e.g. race/gender issues).....	<input type="checkbox"/>
Other* (please specify)	<input type="checkbox"/>

*Other

Q8 What would encourage you to become involved or more involved in the work that we do?

- | | | | |
|----------------------|--------------------------|-------------------------|--------------------------|
| Family events | <input type="checkbox"/> | Organised walks.. | <input type="checkbox"/> |
| Transport | <input type="checkbox"/> | Children's events. | <input type="checkbox"/> |
| Local events | <input type="checkbox"/> | Wildlife Gardening..... | <input type="checkbox"/> |
| Practical training.. | <input type="checkbox"/> | Other* | <input type="checkbox"/> |
| Wildlife courses ... | <input type="checkbox"/> | | |
- *Other

Q9 Is wildlife or the natural environment important to you?

- Yes Go to Q10 No Go to Q11

Q10 If "Yes", please give a brief reason why?

Q11 If "No", please give a brief reason why?

Q12 What is your main hobby or interest?

Q13 How often do you go to the countryside or green outdoor spaces?

- | | | | |
|-----------------------------|--------------------------|------------------------|--------------------------|
| More than once a week | <input type="checkbox"/> | Once a month..... | <input type="checkbox"/> |
| Once a week | <input type="checkbox"/> | Now and again | <input type="checkbox"/> |
| Once a fortnight.. | <input type="checkbox"/> | Never (Go to Q15)..... | <input type="checkbox"/> |

Q14 What is your *main* reason for visiting? Please tick only ONE box.

- | | | | |
|----------------------|--------------------------|-------------------------------|--------------------------|
| Walking | <input type="checkbox"/> | Wildlife/Birdwatching | <input type="checkbox"/> |
| Walk dog | <input type="checkbox"/> | Picnic | <input type="checkbox"/> |
| Exercise | <input type="checkbox"/> | Organised activity | <input type="checkbox"/> |
| Family day out | <input type="checkbox"/> | Other* (please specify) | <input type="checkbox"/> |
- *Other

Q15 If you never visit the countryside or green outdoor spaces, please tell us the main reason for this?

Q16 Do you currently carry out any volunteer work, i.e spend time, unpaid, doing something to help people or the environment?

- Yes Go to Q17 No Go to Q19

Q17 What kind of volunteering do you do?

Q18 How regularly do you volunteer?

- | | | | |
|-----------------------------|--------------------------|---------------------|--------------------------|
| More than once a week | <input type="checkbox"/> | Once a fortnight... | <input type="checkbox"/> |
| Once a week | <input type="checkbox"/> | Once a month | <input type="checkbox"/> |
| | | Now and again | <input type="checkbox"/> |

Some information about yourself

Q19 May we ask your gender?

- Male..... Female.....

Q20 May we ask which age category you fall into?

- | | | | |
|-------------------|--------------------------|----------------|--------------------------|
| Under 15yrs | <input type="checkbox"/> | 36-50yrs | <input type="checkbox"/> |
| 16-25yrs..... | <input type="checkbox"/> | 51-65yrs..... | <input type="checkbox"/> |
| 26-35yrs..... | <input type="checkbox"/> | 66+yrs..... | <input type="checkbox"/> |

Q21 To which of these ethnic groups do you consider you belong?

White	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed	<input type="checkbox"/>	Black Caribbean ..	<input type="checkbox"/>
Indian	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	Black Other	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>	Other* (please specify)	<input type="checkbox"/>
Other Asian	<input type="checkbox"/>		

Other

Q22 Are you considered disabled under the Disability Discrimination Act 1995?

Yes ... Go to Q23 No ... Go to Q24

Q23 If "Yes", please indicate the type of disability.

Mobility	<input type="checkbox"/>	Learning	<input type="checkbox"/>
Sight	<input type="checkbox"/>	Hidden	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	Multiple	<input type="checkbox"/>
Speech	<input type="checkbox"/>	Other* (please specify)	<input type="checkbox"/>

*Other

Q24 Marital status.

Single	<input type="checkbox"/>	Widowed	<input type="checkbox"/>
Married	<input type="checkbox"/>	Separated	<input type="checkbox"/>
Living together	<input type="checkbox"/>	Divorced	<input type="checkbox"/>

Q25 Do you have any dependants?

Yes ... Go to Q26 No ... Go to Q27

Q26 If yes how many of the following do you have? Please tick a box against each type.

	1	2	3	4	5 +
Pre-school childr	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children 5-11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children 11+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other* (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Other

Q27 Are you?

A home owner	<input type="checkbox"/>	Living with Parents	<input type="checkbox"/>
Renting (private) ..	<input type="checkbox"/>	Other* (please specify)	<input type="checkbox"/>
Renting (local authority)	<input type="checkbox"/>		

*Other

Q28 What is the highest level of education you have achieved?

Left school at 16 (no qualifications)	<input type="checkbox"/>
GCSE or equivalent	<input type="checkbox"/>
A level or equivalent	<input type="checkbox"/>
Degree or professional qualification	<input type="checkbox"/>
Postgraduate	<input type="checkbox"/>
Other* (please specify)	<input type="checkbox"/>

*Other

Q29 What is/was your main work?

.....

.....

Q30 Are you mainly now?

Full time employed	<input type="checkbox"/>	Part time employed/semi retired	<input type="checkbox"/>
Homemaker	<input type="checkbox"/>	Student	<input type="checkbox"/>
Job seeker	<input type="checkbox"/>	Not working	<input type="checkbox"/>
Retired	<input type="checkbox"/>	Other* (please specify)	<input type="checkbox"/>
Self employed	<input type="checkbox"/>		

*Other

Q31 Which Borough do you live in?

Elmbridge	<input type="checkbox"/>	Spelthorne	<input type="checkbox"/>
Epsom & Ewell ...	<input type="checkbox"/>	Surrey Heath	<input type="checkbox"/>
Guildford	<input type="checkbox"/>	Tandridge	<input type="checkbox"/>
Mole Valley	<input type="checkbox"/>	Waverley	<input type="checkbox"/>
Runnymede	<input type="checkbox"/>	Woking	<input type="checkbox"/>
Reigate & Banstead	<input type="checkbox"/>	Other (Not Surrey)	<input type="checkbox"/>

Q32 Which of the following best describes the area in which you live?

Town.....	<input type="checkbox"/>	Village (town).....	<input type="checkbox"/>
Suburb.....	<input type="checkbox"/>	Isolated/Rural.....	<input type="checkbox"/>
Village (rural).....	<input type="checkbox"/>		

Q33 How many miles do you travel to take part in interests and activities?

Less than 1 mile..	<input type="checkbox"/>	11-15 miles.....	<input type="checkbox"/>
1-5 miles.....	<input type="checkbox"/>	16-20 miles.....	<input type="checkbox"/>
6-10 miles.....	<input type="checkbox"/>	More than 21 miles.....	<input type="checkbox"/>

Q34 How do you usually travel to activities? If you use more than one form of transport please tick the one that you use most often.

Bus.....	<input type="checkbox"/>	Bicycle.....	<input type="checkbox"/>
Car on your own..	<input type="checkbox"/>	Foot.....	<input type="checkbox"/>
Car with others...	<input type="checkbox"/>	Train.....	<input type="checkbox"/>
Motorbike.....	<input type="checkbox"/>	Other* (please specify).....	<input type="checkbox"/>

*Other _____

Q35 Where do you look for information on the countryside/outdoor activities?

TV.....	<input type="checkbox"/>
Local paper.....	<input type="checkbox"/>
Radio.....	<input type="checkbox"/>
Internet.....	<input type="checkbox"/>
Tourist Information Centre.....	<input type="checkbox"/>
Library.....	<input type="checkbox"/>
I don't.....	<input type="checkbox"/>
Other* (please specify).....	<input type="checkbox"/>

*Other _____

Q36 Do you have access to the Internet?
 Yes..... No.....

Q37 Please include any other comments you may have below.

Thank You Very Much For Your Help

If you would like to be entered for the free prize draw please complete your contact details below. If you would not like to assist us in any focus groups or discussions please tick the box at the end. This information will be stored separately from your questionnaire to maintain anonymity.

Name _____

Address _____

Telephone _____

E-mail address _____

Please tick here if you would NOT like your information to be used to assist us with focus groups or discussions.



Your details will be held securely by Surrey Wildlife Trust and will not be made available to any third party. Surrey Wildlife Trust will be the Data Controller. Should you wish your details to be removed from the database this will be done immediately on request (please contact Emma Watkin on 01483 795 465 emma.watkin@surreywt.org.uk). Your data may be used to contact you about future surveys or focus groups for Surrey Wildlife Trust, unless you have indicated that you would not like to be contacted for this purpose.

6.2: Focus Group discussion Guide

FOCUS GROUP DISCUSSION GUIDE

19/04/06 6.45pm

All Questions will be asked from an individual's perspective but if you represent an organisation we will be interested in the organisations perspective too.

1. Do you take part in outdoor activities? What types?
2. Have you ever considered taking part in conservation related activities in your spare time?
 - a. **If yes**, what sort of activity?
 - b. **If no**, why not – what prevents you from taking part?
3. What sort of activities do you think Surrey Wildlife Trust organises that people can participate in?
4. Do you currently do any of these activities? Do any of these activities appeal to you? Why/why not?
5. What might encourage you to get involved (or more involved) with the work that Surrey Wildlife Trust does?
6. Would you prefer to take part alone, with family or with friends? Why?
7. What kinds of things do you like most about the countryside/green spaces?
8. What things do you most dislike?
9. How would you feel if your local green spaces disappeared?
10. Would you say that the countryside/green spaces are 'open to everyone'? If no, why not?
11. What could be done to make the countryside/green spaces more attractive to you? What changes would need to be made for you to feel that you would want to visit those areas?
 - a) Are there any activities or facilities you would like in particular?
12. Do you think that getting involved in conservation activities in your local area would have any benefits to your community?
13. Do you think that getting involved in conservation activities would have any benefits to you personally?
14. If you wanted to find out about conservation activities where would you look?
15. Have you previously had any contact with Surrey Wildlife Trust? If yes, were you satisfied with the contact? What was the reason for contact?
16. What **one** activity/attraction (it doesn't have to be physical) would make you want to take part in a conservation related project?

6.2.1: Focus group transcription

SWT Focus Group 2006

Discussion Point (1-17) ID *Attendee ID*
1 41 1

Comments

Sport and walking personally, professionally all sorts of things to do, I've done a study.

Discussion Point (1-17) ID *Attendee ID*
1 42 2

Comments

There is a walking path next to my house, I don't go regularly but when I feel like it I go walking up there

Discussion Point (1-17) ID *Attendee ID*
1 43 3

Comments

Much like Michael and we've met incidentally I hugely enjoy walking which is largely why I've ended up where I'm living so very much involved in sport in a number of ways and support a number of sport organisations in the County.

Discussion Point (1-17) ID *Attendee ID*
1 44 3

Comments

From sport in the community, I am now director of Woking athletics club and various other things I get involved with so I enjoy watching quite a lot of sport and sporting activities, I am also a member of the national trust.

Discussion Point (1-17) ID *Attendee ID*
2 47 1

Comments

Well I'm involved in it professionally so I don't privately

Discussion Point (1-17) ID *Attendee ID*
2 48 3

Comments

Time I would say is my problem

Discussion Point (1-17) ID *Attendee ID*
2 46 3

Comments

I used to be involved with tree planting particularly with youngsters, planting new woodland and things like that and I used to work for an energy company who used to sponsor and support that but I must admit I haven't done so for the last 2 or 3 years.

Discussion Point (1-17) ID *Attendee ID*

2 45 1

Comments

I don't not in my spare time

Discussion Point (1-17) ID

2 49 2

Attendee ID

Comments

Same with me (Time)

Discussion Point (1-17) ID

3 50 1

Attendee ID

Comments

Walks and talks I would have thought and practical conservation presumably, campaigning, marching up and down presumably at least that's what I hope you do.

Discussion Point (1-17) ID

3 51 2

Attendee ID

Comments

No idea

Discussion Point (1-17) ID

3 52 3

Attendee ID

Comments

I know you produce woodland products and I am aware of a new initiatives which is obviously funerals. An obviously you do outreach and education for young people I know you have a few places where you do quite a lot of activity

Discussion Point (1-17) ID

4 57 3

Attendee ID

Comments

The answer is yes they do appeal to me and yes I probably would get involved in local even say this coming weekend and I knew about them and they were local then I'm sure that would attract me but if I does happen then I don't know about it locally

Discussion Point (1-17) ID

4 58 1

Attendee ID

Comments

I think this comments relates, one of the problems may be certainly for my wife and I for example we're National Trust members and RHS members and living where we do we are surrounded by national trust properties

Discussion Point (1-17) ID

4 61 3

Attendee ID

Comments

I also think weather plays a factor in this if it happens to be a beautiful Sunday we may decide lets go and have a walk but if its pouring down with rain you may not, so I think weather does have the effect on short notice really.

Discussion Point (1-17) ID

4 60 1

Attendee ID

Comments

In your case if your planning things like events one doesn't know enough when they are taking place or if they are taking place.

Discussion Point (1-17) ID *Attendee ID*
4 55 3

Comments
I know about some of them but I don't know about everything, I know you're a huge land owner now and obviously I don't know necessarily where you are, and I think one of the challenges are that if you are running some events locally

Discussion Point (1-17) ID *Attendee ID*
4 54 2

Comments
To know more about things

Discussion Point (1-17) ID *Attendee ID*
4 53 1

Comments
No but they do or could appeal to me if I knew more about them

Discussion Point (1-17) ID *Attendee ID*
4 56 3

Comments
I might want to engage and do them but I don't know about them and I think that's the challenge

Discussion Point (1-17) ID *Attendee ID*
4 59 1

Comments
Now we know that they are there they are always there subject to their opening times during the seasons they are things which you can decide on at the last minute and there are things like Compton Laccey or somewhere without having to plan it

Discussion Point (1-17) ID *Attendee ID*
5 88 3

Comments
What I would also say is that what is going on near Craighleigh is fantastic but if you look at this corner of North West Surrey what's happening, nothing, and actually this is one of my challenges to Emma as I've got, representing children in school

Discussion Point (1-17) ID *Attendee ID*
5 78 1

Comments
enthusiasm so that it provides an opportunity for practical involvement so you feel as though you've done something. It might also be a revenue earner, they normally do it free but subject to expenses travel and accommodation it does cost a bit in the end

Discussion Point (1-17) ID *Attendee ID*
5 79 1

Comments
but it might be revenue earning opportunity if you had a hit squad which could descend on you and get something done

Discussion Point (1-17) ID **Attendee ID**
5 80 1

Comments

We do a lot with children with quite pronounced physical and mental disabilities through specialist schools such as St Josephs which is on the edge of Craleigh and we do a lot of that it is enormously satisfying for those involved and we have whole

Discussion Point (1-17) ID **Attendee ID**
5 81 1

Comments

week devoted to special activities for those sorts of children, and the children get a lot out of it parents always praise the whole thing afterwards. Also some of the young helpers we have get an enormous amount of satisfaction out of it.

Discussion Point (1-17) ID **Attendee ID**
5 82 1

Comments

seeing them change out of self confidence and self-esteem and that sort of thing from the beginning of the week to the end of the week

Discussion Point (1-17) ID **Attendee ID**
5 83 3

Comments

One of the things that struck me was that a lot of young children do actually watch the wildlife and country programmes on TV and I know in this last series the BBC did start doing some things locally but I think that's where it stopped as far as Surrey

Discussion Point (1-17) ID **Attendee ID**
5 84 3

Comments

was concerned, I don't remember anything local in Surrey.

Discussion Point (1-17) ID **Attendee ID**
5 85 3

Comments

Young people get really quite excited about that but where can they actually get hands on? And actually see and get somebody to explain it to them as well

Discussion Point (1-17) ID **Attendee ID**
5 87 1

Comments

That almost invariably is hugely successful skip teenagers and that lot but younger ones, under 12, working with an older generation, a generation once removed that could be hugely successful

Discussion Point (1-17) ID **Attendee ID**
5 89 3

Comments

I mean even if you put a double lesson together, an hour and a half, we can't get to any of your sites over the eastern side of Surrey but yet we are surrounded by facilities which actually we could get to within 15/20 minutes max

Discussion Point (1-17) ID **Attendee ID**

5 90 3

Comments

We need someone to organise it and make it happen almost, I do think that the links into schools and the curriculum is somewhere you can make significant in roads and improvements

Discussion Point (1-17) ID **Attendee ID**

5 91 3

Comments

if you offer the teachers in that curriculum planning the outreach opportunities the schools grab it with both hands.

Discussion Point (1-17) ID **Attendee ID**

5 77 1

Comments

It does occur to me that you might also give thought to the role of the trusts conservation engineers the attraction of them is that they are very well equipped and organised, if you want something done they will come and do it and normally with enormous

Discussion Point (1-17) ID **Attendee ID**

5 69 2

Comments

You can target the community centres, different clubs and people might be interested in it.

Discussion Point (1-17) ID **Attendee ID**

5 86 1

Comments

One thing that can be quite successful is intergeneration activities in conservation work, if you jump a generation, you can't do consecutive generations but if you jump a generation children, grandparents and give them something to do together

Discussion Point (1-17) ID **Attendee ID**

5 65 1

Comments

But in terms of our policies we are covered if the children come to us. If that could happen more easily then.

Discussion Point (1-17) ID **Attendee ID**

5 62 1

Comments

More knowledge about what you do and when it is happening and what is involved.

Discussion Point (1-17) ID **Attendee ID**

5 71 2

Comments

So your organisation introduction and your main activates and especially the directions for the people, so people can take their families there.

Discussion Point (1-17) ID **Attendee ID**
5 74 3

Comments

I really think that you have to get something that the young people will be really wanting to do and get mum and dad to take them, at the moment it all falls to the grey pound.

Discussion Point (1-17) ID **Attendee ID**
5 75 1

Comments

Is it just you doing this or are all the trust doing it?

Discussion Point (1-17) ID **Attendee ID**
5 63 1

Comments

Certainly from the point of view from my particular charity that I am representing if we all knew that there was a bunch of experts and talk to children out of hours so to speak and when I say children I would say groups 4-7, 7-11, 11-14, 14-16.

Discussion Point (1-17) ID **Attendee ID**
6 92 1

Comments

I think you have to do that

Discussion Point (1-17) ID **Attendee ID**
6 95 3

Comments

people who know nothing

Discussion Point (1-17) ID **Attendee ID**
6 93 3

Comments

I think you have to do it in groups, part of the fun of it is to meet new people but what you do need is that you need to have someone to lead that group and someone who is knowledgeable.

Discussion Point (1-17) ID **Attendee ID**
6 94 3

Comments

There is no point in putting groups together with someone who is an absolute amateur and knows nothing about it particularly if it is a diverse group together, because you will have some people who are quite knowledgeable want to be challenged as much as

Discussion Point (1-17) ID **Attendee ID**
7 100 3

Comments

Its been going on hundreds of years and it looks like it did hundreds of years ago as it does today. You very rarely see new woodland being developed, its normally always being cut down.

Discussion Point (1-17) ID **Attendee ID**
7 102 3

Comments

An I do actually think that's important in the sense of skills transfer and I know lots of young people would like to learn some of those skills and so of us oldies as well. Coppering or even making baskets out of willow, turning wood on an old wood

Discussion Point (1-17) ID **Attendee ID**
7 96 1

Comments

Having spent the weekend in Blackheath they usually have very nice plots which you can stagger out on but more generally the fresh are and the opportunity to get out.

Discussion Point (1-17) ID **Attendee ID**
7 97 2

Comments

Fresh air, I find it relaxing and you are out with your family and friends, and with children it help, you feel relaxed psychologically and physically.

Discussion Point (1-17) ID **Attendee ID**
7 99 3

Comments

The other thing I like doing is to observe the seasons and I have a favourite walk on Sunday which is a couple of hours and you can almost see the seasons and watch how it changes through the seasons and there is almost this timelessness about it

Discussion Point (1-17) ID **Attendee ID**
7 101 3

Comments

I also think in terms of the rural craft, my children were fascinated to see some of these crafts like hedge laying and some of that stuff, these skills are now invested in so few people with so little skill transference, we need to pass those skills on

Discussion Point (1-17) ID **Attendee ID**
7 98 3

Comments

I like the freedom, I also like the peace and quiet I also, those magic moments when you do actually observe wild life, to see a deer or a fox or to go to observe badgers those moments are really quite special I love the birds

Discussion Point (1-17) ID **Attendee ID**
8 106 3

Comments

Yes you have to make provisions for people who want to park because they are going out on some sites but we are actually putting car parks in far too many places so people don't walk

Discussion Point (1-17) ID **Attendee ID**
8 103 3

Comments

I'm passionate about rubbish

Discussion Point (1-17) ID **Attendee ID**
8 105 3

Comments

I hate the loss of trees and woodland and I'm really angry about all of this pandering to the car

Discussion Point (1-17) ID **Attendee ID**
8 107 3

Comments

85% of our county is woodland isn't it? If some of the ladies were here they would probably say personal safety or that sort of thing.

Discussion Point (1-17) ID **Attendee ID**
8 108 3

Comments

you can address with a patrolling zone it is an issue you know, my wife wouldn't go for a walk in the woods on her own where she would or done 20 years ago, and I'm sure you wouldn't unless you have to enormous dogs or something its very difficult

Discussion Point (1-17) ID **Attendee ID**
8 109 3

Comments

I also feel that we have to make provision for the disabled but it has to be done properly doesn't it?

Discussion Point (1-17) ID **Attendee ID**
8 110 1

Comments

Just going back to the personal safety thing I suppose it leads you towards more escorted walks and group walks which I'm sure you already do . If there were more of those and better publicised then more young people and females may take part

Discussion Point (1-17) ID **Attendee ID**
8 104 1

Comments

Rubbish and signs of neglect, broken fences, poorly maintained barns and styles, dirty information points and all that sort of thing . I don't want it to be pristine and hygienic

Discussion Point (1-17) ID **Attendee ID**
9 111 1

Comments

Disappointment

Discussion Point (1-17) ID **Attendee ID**
9 112 3

Comments

Fury

Discussion Point (1-17) ID **Attendee ID**
9 113 3

Comments

Basically we have it on lone and its about leaving a proper legacy for our children

Discussion Point (1-17) ID **Attendee ID**
9 114 1

Comments

And so much of it is being eroded

Discussion Point (1-17) ID **Attendee ID**
10 119 2

Comments

Two years ago I was back home with my little son who was 12 years old. One day we went out and a few people were standing their with their horses, with £1 we could hire the horse for 5 hours and we were there for three weeks, he wanted to go every day

Discussion Point (1-17) ID **Attendee ID**
10 122 3

Comments

In France if you stop of at some of the motorways they make it very welcome for you to pull off and go into the forest or whatever and some how, I don't know, but we don't seem to have that same approach

Discussion Point (1-17) ID **Attendee ID**
10 115 1

Comments

I would have thought so

Discussion Point (1-17) ID **Attendee ID**
10 126 2

Comments

A couple of years back I went on the common land and when I was walking there I felt for many years no one had been through there, there was a lot of grass and it looked like it was poorly looked after so that's anything that puts off the people

Discussion Point (1-17) ID **Attendee ID**
10 125 3

Comments

And make it family friendly I think some how

Discussion Point (1-17) ID **Attendee ID**
10 124 3

Comments

But it is back to the security issue, where before you would willingly let your kids go and run freely you just can't do that anymore

Discussion Point (1-17) ID **Attendee ID**
10 123 1

Comments

I think to some extent Stephens right but we do have a huge bank of common land and I wouldn't have though their were any barriers to people walking on commons I don't think there is a deterrent in that sort of area

Discussion Point (1-17) ID **Attendee ID**
10 120 3

Comments

I think the answer is yes, on one hand it is open to everyone but if I were to talk to the careers and some of the people that I know that we look after they would say no its not open to us and we aren't considered and have difficulty getting there

Discussion Point (1-17) ID **Attendee ID**
10 116 1

Comments

You mean free?

Discussion Point (1-17) ID **Attendee ID**
10 118 2

Comments

I think people need more awareness about what's out there and what we are going to see there? Can we take our children with us?

Discussion Point (1-17) ID **Attendee ID**
10 117 3

Comments

Is this about right to roam?

Discussion Point (1-17) ID **Attendee ID**
10 121 3

Comments

Some of the green spaces you are not welcome, its made very obvious and obviously there is some private woodland along side of some of the open but its made very difficult and people don't feel that there is a welcome.

Discussion Point (1-17) ID **Attendee ID**
11 129 3

Comments

It sort of brings it to life particularly for youngsters and things like that. I don't know what it is, it is sort of like a little briefing.

Discussion Point (1-17) ID **Attendee ID**
11 132 1

Comments

You know kids are absolutely fascinated by that

Discussion Point (1-17) ID		Attendee ID
11	130	1

Comments
The heritage fund would like that

Discussion Point (1-17) ID		Attendee ID
11	128	3

Comments
I think things that have been happening that I am aware off is where you put up the history of a particular piece of woodland or a piece of land or something

Discussion Point (1-17) ID		Attendee ID
11	127	1

Comments
Better information, events, groups of people, guided walks, open days, where there is liaison support groups, all of those things are absolutely right

Discussion Point (1-17) ID		Attendee ID
11	131	1

Comments
but very much again what we said earlier about young people, events and bringing some of the rural activities and skills alive, because of where I live we can go to a ploughing match where you can see horses ploughing

Discussion Point (1-17) ID		Attendee ID
12	140	1

Comments
Like the TV programmes that were done 3 or 4 years ago, the community ones, there was evidence of communities coming together and working for the common good, I know obviously they are a bit distorted by the television requirements

Discussion Point (1-17) ID		Attendee ID
12	147	2

Comments
If we had more understanding then parents would feel more confident to allow them to do things especially Hindu's, if you approach them some sections of the Hindu faith love trees and they can be very helpful, because of the religion

Discussion Point (1-17) ID		Attendee ID
12	146	2

Comments
I think to bring the different communities together you are quite right some parents do not feel comfortable to let their girls go out, they do not know what's happening there, who is getting involved and this type of thing, need to educate communities

Discussion Point (1-17) ID		Attendee ID
12	145	1

Comments
They were doing things that they have never done before and roll up their socks and take off some of their clothes and get down and dirty almost there is a sort of an ethnic thing sometimes

Discussion Point (1-17) ID **Attendee ID**
12 144 1

Comments

when they did come we had to virtually clear the site and they had special eating arrangements but when they did come it was just about the most wonderful in their eyes because they had never been allowed to with their leaders

Discussion Point (1-17) ID **Attendee ID**
12 143 1

Comments

do you live here? Its quite interesting actually we have a couple of projects down in Newhurst where we have had groups of Muslim girls from Maybury come over and it took us years to persuade the group in Maybury to bring the girls due to the protection

Discussion Point (1-17) ID **Attendee ID**
12 142 2

Comments

yes, I would say for the community as a whole

Discussion Point (1-17) ID **Attendee ID**
12 141 1

Comments

but there is plenty of evidence to say that some sort of communal effort can act as a real binding agent

Discussion Point (1-17) ID **Attendee ID**
12 138 1

Comments

And you can engage the who community in something like that

Discussion Point (1-17) ID **Attendee ID**
12 137 3

Comments

There is rubbish, drug dealing, and all sorts of things so on there but actually it is a hugely wonderful resources and there is some wonderful wildlife as well but it is back to resource again isn't it?

Discussion Point (1-17) ID **Attendee ID**
12 136 3

Comments

If I talk about Shear water in Maybury one of the problems is that there is so little green field and space but one of the resources is obviously Basingstoke Canal and at the moment if you walk along the toe path it is absolutely terrible

Discussion Point (1-17) ID **Attendee ID**
12 135 1

Comments

I think if I lived in a village or something then I would be hugely committed to helping in everyway I could but I don't see I could in a positive way really

Discussion Point (1-17) ID		Attendee ID
12	134	1

Comments

Individually it is almost not relevant to me as I live in Weybridge and there is not an awful lot that needs to be done quite frankly and everyone would be furious if something was

Discussion Point (1-17) ID		Attendee ID
12	133	1

Comments

Well from a sort of group point of view clearly the answer is yes there is lots of work which young people can get together on, conservation actives and the whole community would benefit

Discussion Point (1-17) ID		Attendee ID
12	139	3

Comments

but even just up the road there is all this woodland there and I'm sure there are some things that can be done there

Discussion Point (1-17) ID		Attendee ID
13	149	2

Comments

Yes these activities could break down social barriers

Discussion Point (1-17) ID		Attendee ID
13	148	2

Comments

The main thing is that I like socialising it doesn't matter who they are but you can get to know each other better so misunderstandings won't happen and it would give me satisfaction at least where I am living I am doing something for society

Discussion Point (1-17) ID		Attendee ID
13	150	3

Comments

Yes for all the reasons you put in your examples really, my weekends become very precious because I work a 70 hour week, it would have to be something that first an foremost attracted me and secondly was relatively local

Discussion Point (1-17) ID		Attendee ID
14	158	3

Comments

of surrey wildlife trust. I do think the school gate is a simple way of getting the message out about conservation activities people picking children up from school, it doesn't matter what age there is always a group there

Discussion Point (1-17) ID		Attendee ID
14	163	1

Comments

Do you have a membership?

Discussion Point (1-17) ID **Attendee ID**
14 162 1

Comments

An the public are not engaged we are just assuming that you are saving things and making things better, that why we don't think of you

Discussion Point (1-17) ID **Attendee ID**
14 161 1

Comments

Taking Stephens point about it, in a way we are getting at the core of the problem and that is that there is probably a perception the Surrey Wildlife trust and wildlife trust in general just quietly get on doing their work themselves

Discussion Point (1-17) ID **Attendee ID**
14 160 3

Comments

Well I do use the internet so I guess if I really put my mind to oh yes I want to do something about conservation I would do my research on the internet but in terms of conservation event this weekend I'm not sure I would look naturally at what's on

Discussion Point (1-17) ID **Attendee ID**
14 153 2

Comments

From a community point of view I would like to see these sorts of things in the Mosque, in Dr Surgeries and in community centres, these are the places that people go regularly and if there is something just lying there it may attract them

Discussion Point (1-17) ID **Attendee ID**
14 159 3

Comments

That sort of parent communication is very good but you can always use the school

Discussion Point (1-17) ID **Attendee ID**
14 164 1

Comments

Are you involved in Newlands Corner?

Discussion Point (1-17) ID **Attendee ID**
14 157 3

Comments

In answer to the question, the first thing that came into mind if I was thinking about conservation I probably would go to the national trust so answering that question my first though would be to go to the national trust I wouldn't have naturally thought

Discussion Point (1-17) ID **Attendee ID**
14 156 1

Comments

Another thing is leaflets outside supermarkets, if there was a project, a live project , such as 'we need your help this weekend' then you need to go to where the people are in supermarkets and shopping centres.

Discussion Point (1-17) ID **Attendee ID**
14 154 2

Comments

Sometimes Doctors surgeries you are waiting there 15, 20 minutes, half an hour,

Discussion Point (1-17) ID **Attendee ID**
14 152 1

Comments

And if you wanted to participate get in touch but that would be really my only source really.

Discussion Point (1-17) ID **Attendee ID**
14 151 1

Comments

I would certainly look in a local paper, maybe a freebie or whatever, the only problem with that is that it often published after the event, the newspapers could do a better job, they could tell you what was going to happen.

Discussion Point (1-17) ID **Attendee ID**
14 155 2

Comments

Again it becomes the age factor, for the youngsters internet is the best thing because they use internet more often than people my age

Discussion Point (1-17) ID **Attendee ID**
15 166 1

Comments

and we needed your technical expertise but that's all I can say about it, we were very happy and very please

Discussion Point (1-17) ID **Attendee ID**
15 171 1

Comments

Which is it? Where would it be?

Discussion Point (1-17) ID **Attendee ID**
15 170 3

Comments

I must say a wasn't particularly enamoured with the site which has a road on two sides of it, you probably know which site it is

Discussion Point (1-17) ID **Attendee ID**
15 172 3

Comments

I forget what it is called, but when all the woodland is developed it will be a fantastic facility but at the moment it just looks a bit like a field with a road on two sides of it

Discussion Point (1-17) ID **Attendee ID**
 15 169 3

Comments

But a bit of old fashioned wood turning with a bit of string or something like that, and the other thing is that I have been to a woodland funeral, I think the idea is wonderful I have to say it certainly made me think about that

Discussion Point (1-17) ID **Attendee ID**
 15 165 1

Comments

we have, we have been in contact with two different rangers over the last two or three years, I can't remember their names as one of my colleagues was involved but we needed your endorsement for something we were doing

Discussion Point (1-17) ID **Attendee ID**
 15 168 3

Comments

You can have anything from a sign to a bench and actually I think that is something that you could get young people involved in, creating from wood products, workshops, I know you have all the health and safety and risk assessment

Discussion Point (1-17) ID **Attendee ID**
 15 167 3

Comments

Yes, very satisfied with the woodland products we were absolutely delighted and would recommend it to anybody but I'm not sure that there is very much knowledge or visibility, if I didn't live where I live I probably would know

Discussion Point (1-17) ID **Attendee ID**
 16 174 3

Comments

woodland planting with youngsters

Discussion Point (1-17) ID **Attendee ID**
 16 176 3

Comments

I think that would interest me as well

Discussion Point (1-17) ID **Attendee ID**
 16 173 2

Comments

group activities

Discussion Point (1-17) ID **Attendee ID**
 16 175 1

Comments

Allotments I think

Discussion Point (1-17) ID **Attendee ID**
 17 34 2

Comments

The whole country is covered in trees and forests so it starts from childhood, playing in wooden areas and different type of activities, so that why I'm here I want to know more as to where we can walk and sit with the people

Discussion Point (1-17) ID **Attendee ID**
 17 33 2

Comments

As far as this organisation is concerned, I'm a nature lover and wildlife, I am originally from Pashmead. You might have heard about the Pashmead recently because of the up heavial, you might have seen it in the news or newspaper.

Discussion Point (1-17) ID **Attendee ID**
 17 35 2

Comments

When I came to this country I travelled all over the country North and West to East Surrey and when I was living in Surrey it was leafy which gave me a little bit feeling of my home country although it was very expensive to live here

Discussion Point (1-17) ID **Attendee ID**
 17 31 2

Comments

These people are the same colour and they might be from the same area, city or town that they know each other but that is not always the case as they are from different areas, different cultural backgrounds and they feel a little bit lonely here they need

Discussion Point (1-17) ID **Attendee ID**
 17 40 3

Comments

The same opportunities.

Discussion Point (1-17) ID **Attendee ID**
 17 30 2

Comments

98% are ethnic minority groups and we are dealing with these problems, secretary of one organisation Betchan international, the duty and function of the organisation is to bring close the different people because living in the same town you might think

Discussion Point (1-17) ID **Attendee ID**
 17 29 2

Comments

My name is Raja, I am individual as well as representing the organisation, The Neighbourhood Advice centre where I am the executive manager of the executive committee, basically what they do is help people with different problems.

Discussion Point (1-17) ID **Attendee ID**
 17 28 1

Comments

you have a representative from an organisation that represents 60 youth groups and I can also speak from my charity

Discussion Point (1-17) ID **Attendee ID**
17 32 2

Comments

company, where they can go and share their problems with each other. And I'm a secretary of that organisation.

Discussion Point (1-17) ID **Attendee ID**
17 36 2

Comments

It was expensive to live here, especially for the people who come newly to this country, it was too expensive for me I must admit at least I might feel more comfortable in this area rather than living somewhere else.

Discussion Point (1-17) ID **Attendee ID**
17 37 3

Comments

Steve Thomas, the organisation that I'm representing I think this evening is first and fore most schools, I am the vice chancellor of governors at a Secondary school in Woking so obviously I have a huge interest in young people.

Discussion Point (1-17) ID **Attendee ID**
17 39 3

Comments

I have a huge interest in the country having been brought up in Norfolk and very much being brought up in the countryside and have been brought up really with country living, and having seen my own children grow up in a town and not really having

Discussion Point (1-17) ID **Attendee ID**
17 23 1

Comments

Michael Zilka, I'm here representing really two organisations, The Sayers Croft Environmental education trust, which is based in Newhurst near Craighleigh which we have about 2000 young people through our hands each year on a pretty regular based.

Discussion Point (1-17) ID **Attendee ID**
17 24 1

Comments

We organise study and outdoor activities for these children either as school day visits or as individuals coming along and joining the groups for activities we run outside of school such as school holidays and weekends and so on.

Discussion Point (1-17) ID **Attendee ID**
17 25 1

Comments

Or we run themed birthday parties on Sundays, which are very successful with 40 or 50 youngsters coming and rush around doing exhausting things and then we also do various things for adults like walks at night, the sky at night, things like that.

Discussion Point (1-17) ID **Attendee ID**
17 26 1

Comments

We also do some rural craft activates and things like that and so I'm interested in the interface in that context I am also deputy chairman of the Surrey Voluntary Youth Service Council which is sort of part of Surrey Community action.

<i>Discussion Point (1-17) ID</i>		<i>Attendee ID</i>
17	27	1

Comments

And that organisation represents over 60 individual youth groups in the county ranging from scouts and guides and things like that to band or dance groups some in uniform, youth clubs and things like that so the purposes for your study you can record that

<i>Discussion Point (1-17) ID</i>		<i>Attendee ID</i>
17	38	3

Comments

The Second is the Shear Water Partnership which is a charity organisation and again we have a huge focus on young people and health an well being, the third being a resident of Westcott not far from Dorking,

6.3: Survey Frequency Tabulations:-

Tables of combined web and new audience data

6.3.1:

Table 1: (Q1) Have you heard of Surrey Wildlife Trust (SWT)? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	185	79.1	79.4
(2) No	48	20.5	20.6
Total (Valid)	233	99.6	100.0
(0) Missing Values	1	0.4	N/A
Total (Base)	234	100.0	N/A

6.3.2:

Table 2: (Q2) If "Yes", where did you hear about us? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Magazine	26	11.1	15.0
(2) SWT Reserve	16	6.8	9.2
(3) SWT Website	4	1.7	2.3
(4) Other Internet (please state which)	4	1.7	2.3
(5) Local Library	18	7.7	10.4
(6) Local Society (please name)	6	2.6	3.5
(7) Local press or media	47	20.1	27.2
(8) Word of mouth	68	29.1	39.3
(9) College or School	0	0.0	0.0
(10) Other (please specify)	41	17.5	23.7
Total (Valid: Multi-Code)	173	73.9	N/A
(0) Missing Values	61	26.1	N/A
Total (Base)	234	100.0	N/A

6.3.3:

Table 3: (Q4) Are you a member of SWT? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	49	20.9	25.8
(2) No	141	60.3	74.2
Total (Valid)	190	81.2	100.0
(0) Missing Values	44	18.8	N/A
Total (Base)	234	100.0	N/A

6.3.4:

Table 4: (Q5) Do you ever take part in wildlife/conservation activities?... (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	62	26.5	27.0
(2) No	168	71.8	73.0
Total (Valid)	230	98.3	100.0
(0) Missing Values	4	1.7	N/A
Total (Base)	234	100.0	N/A

6.3.5:

Table 5: (Q7) If you have never taken part in wildlife/conservation act... (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Lack of information	39	16.7	23.4
(2) No one I know does it	10	4.3	6.0
(3) Works commitments	35	15.0	21.0
(4) Lack of local activities	3	1.3	1.8
(5) Travel limitations	6	2.6	3.6
(6) Family commitments	34	14.5	20.4
(7) Money	4	1.7	2.4
(8) Mobility/access	9	3.8	5.4
(9) Not interested	11	4.7	6.6
(10) Other (please specify)	16	6.8	9.6
Total (Valid: Multi-Code)	167	71.4	NA
(0) Missing Values	67	28.6	N/A
Total (Base)	234	100.0	N/A

6.3.6:

Table 6: (Q8) What would encourage you to become involved or more invo... (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Family events	19	8.1	10.2
(2) Transport	14	6.0	7.5
(3) Local events	61	26.1	32.8
(4) Practical training	29	12.4	15.6
(5) Wildlife courses	35	15.0	18.8
(6) Organised walks	42	17.9	22.6
(7) Children's events	21	9.0	11.3
(8) Wildlife Gardening	38	16.2	20.4
(9) Other	28	12.0	15.1
Total (Valid: Multi-Code)	186	79.5	NA
(0) Missing Values	48	20.5	N/A
Total (Base)	234	100.0	N/A

6.3.7:

Table 7: (Q9) Is wildlife or the natural environment important to you? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	227	97.0	97.4
(2) No	6	2.6	2.6
Total (Valid)	233	99.6	100.0
(0) Missing Values	1	0.4	N/A
Total (Base)	234	100.0	N/A

6.3.8:

Table 8: (Q13) How often do you go to the countryside or green outdoor... (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) More than once a week	100	42.7	43.5
(2) Once a week	54	23.1	23.5
(3) Once a fortnight	20	8.5	8.7
(4) Once a month	21	9.0	9.1
(5) Now and again	33	14.1	14.3
(6) Never	2	0.9	0.9
Total (Valid: Multi-Code)	230	98.3	100.0
(0) Missing Values	4	1.7	N/A
Total (Base)	234	100.0	N/A

6.3.9:

Table 9: (Q14) What is your main reason for visiting? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Walking	64	27.4	32.5
(2) Walk dog	26	11.1	13.2
(3) Exercise	32	13.7	16.2
(4) Family day out	22	9.4	11.2
(5) Wildlife/Bird-watching	13	5.6	6.6
(6) Picnic	4	1.7	2.0
(7) Organised activity	5	2.1	2.5
(8) Other (please specify)	31	13.2	15.7
Total (Valid: Multi-Code)	197	84.2	100.0
(0) Missing Values	37	15.8	N/A
Total (Base)	234	100.0	N/A

6.3.10:

Table 10: (Q16) Do you currently carry out any volunteer work, i.e spend..(102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	114	48.7	50.0
(2) No	114	48.7	50.0
Total (Valid)	228	97.4	100.0
(0) Missing Values	6	2.6	N/A
Total (Base)	234	100.0	N/A

6.3.11:

Table 11: (Q18) How regularly do you volunteer? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) More than once a week	50	21.4	45.5
(2) Once a week	23	9.8	20.9
(3) Once a fortnight	11	4.7	10.0
(4) Once a month	9	3.8	8.2
(5) Now and again	17	7.3	15.5
Total (Valid: Multi-Code)	110	47.0	100.0
(0) Missing Values	124	53.0	N/A
Total (Base)	234	100.0	N/A

6.3.12:

Table 12: (Q19) May we ask your gender? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Male	98	41.9	42.8
(2) Female	131	56.0	57.2
Total (Valid)	229	97.9	100.0
(0) Missing Values	5	2.1	N/A
Total (Base)	234	100.0	N/A

6.3.13:

Table 13: (Q20) May we ask which age category you fall into? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Under 15yrs	2	0.9	0.9
(2) 16 - 25yrs	26	11.1	11.5
(3) 26 - 35yrs	35	15.0	15.4
(4) 36 - 50yrs	66	28.2	29.1
(5) 51 - 65yrs	72	30.8	31.7
(6) 66+yrs	26	11.1	11.5
Total (Valid: Multi-Code)	227	97.0	100.0
(0) Missing Values	7	3.0	N/A
Total (Base)	234	100.0	N/A

6.3.14:

Table 14: (Q21) To which of these ethnic groups do you con...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) White	220	94.0	98.2
(2) Pakistani	1	0.4	0.4
(3) Black Caribbean	1		
(4) Mixed	0		
(5) Black African	0		
(6) Black other	0		
(7) Bangladeshi	0		
(8) Other Asian	1		
(9) Chinese	0		
(10) Other	1	0.4	0.4
Total (Valid: Single Code)	224	95.7	100.0
(0) Missing Values	10	4.3	N/A
Total (Base)	234	100.0	N/A

6.3.15:

Table 15: (Q22) Are you considered disabled under the Disability Discrimi...(102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	6	2.6	2.7
(2) No	220	94.0	97.3
Total (Valid)	226	96.6	100.0
(0) Missing Values	8	3.4	N/A
Total (Base)	234	100.0	N/A

6.3.16:

Table 16: (Q23) If "Yes", please indicate the type of disability (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Mobility	3	1.3	33.3
(2) Sight	2	0.9	22.2
(3) Hearing	5	2.1	55.6
(4) Speech	0	0.0	0.0
(5) Learning	1	0.4	11.1
(6) Hidden	0	0.0	0.0
(7) Multiple	1	0.4	11.1
(8) Other	2	0.9	22.2
Total (Valid: Multi-Code)	9	3.8	NA
(0) Missing Values	220	94.0	N/A
Total (Base)	234	100.0	N/A

6.3.17:

Table 17: (Q24) Marital Status (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Single	44	18.8	20.0
(2) Married	132	56.4	60.0
(3) Living Together	21	9.0	9.5
(4) Widowed	10	4.3	4.5
(5) Separated	3	1.3	1.4
(6) Divorced	10	4.3	4.5
Total (Valid: Multi-Code)	220	94.0	100.0
(0) Missing Values	14	6.0	N/A
Total (Base)	234	100.0	N/A

6.3.18:

Table 18: (Q25) Do you have any dependants? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	86	36.8	38.7
(2) No	136	58.1	61.3
Total (Valid)	222	94.9	100.0
(0) Missing Values	12	5.1	N/A
Total (Base)	234	100.0	N/A

6.3.19:

Table 19: (Q26) If yes how many of the following do you have? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Pre-School Children	22	9.4	20.4
(2) Children 5 - 11	39	16.7	36.1
(3) Children 11+	86	36.8	79.6
(4) Elderly	14	6.0	13.0
(5) Other	7	3.0	6.5
Total (Valid: Multi-Code)	108	46.2	100.0
(0) Missing Values	126	53.8	N/A
Total (Base)	234	100.0	N/A

6.3.20

Table 20: (Q27) Are you? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) A home owner	176	75.2	78.9
(2) Renting (private)	24	10.3	10.8
(3) Renting (local authority)	9	3.8	4.0
(4) Living with Parents	12	5.1	5.4
(5) Other	2	0.9	0.9
Total (Valid: Multi-Code)	223	95.3	100.0
(0) Missing Values	11	4.7	N/A
Total (Base)	234	100.0	N/A

6.3.21

Table 21: (Q28) What is the highest level of education you have achieved? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Left school at 16 (no qualification)	3	1.3	1.4
(2) GCSE or equivalent	24		
(3) A level or equivalent	43	18.4	19.6
(4) Degree or professional qualification	101	43.2	46.1
(5) Postgraduate	44	18.8	20.1
(6) Other	4	1.7	1.8
Total (Valid: Multi-Code)	219	93.6	100.0
(0) Missing Values	15	6.4	N/A
Total (Base)	234	100.0	N/A

6.3.22

Table 22: (Q30) Are you mainly now? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Full time employed	123	52.6	57.2
(2) Homemaker	8	3.4	3.7
(3) Job seeker	1	0.4	0.5
(4) Retired	23	9.8	10.7
(5) Self employed	6	2.6	2.8
(6) Part time employed / semi retired	40	17.1	18.6
(7) Student	3	1.3	1.4
(8) Not working	0	0.0	0.0
(9) Other	2	0.9	0.9
Total (Valid: Multi-Code)	215	91.9	100.0
(0) Missing Values	19	8.1	N/A
Total (Base)	234	100.0	N/A

6.3.23

Table 23: (Q31) Which Borough do you live in? (102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Elmbridge	11	4.7	4.9
(2) Epsom & Ewell	9	3.8	4.0
(3) Guildford	46	19.7	20.4
(4) Mole Valley	19	8.1	8.4
(5) Runnymede	9	3.8	4.0
(6) Reigate & Banstead	19	8.1	8.4
(7) Spelthorne	8	3.4	3.6
(8) Surrey Heath	9	3.8	4.0
(9) Tandridge	10	4.3	4.4
(10) Waverley	23	9.8	10.2
(11) Woking	20	8.5	8.9
(12) Other	42	17.9	18.7
Total (Valid: Multi-Code)	225	96.2	100.0
(0) Missing Values	9	3.8	N/A
Total (Base)	234	100.0	N/A

6.3.24:

Table 24: (Q32) Which of the following best describes the area in which y...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Town	78	33.3	34.7
(2) Suburb	58	24.8	25.8
(3) Village (rural)	41	17.5	18.2
(4) Village (town)	37	15.8	16.4
(5) Isolated / Rural	11	4.7	4.9
Total (Valid: Multi-Code)	225	96.2	100.0
(0) Missing Values	9	3.8	N/A
Total (Base)	234	100.0	N/A

6.3.25:

Table 25: (Q33) How many miles do you travel to take part in interests an...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Less than 1 mile	23	9.8	10.7
(2) 1 - 5 miles	59	25.2	27.6
(3) 6 - 10 miles	50	21.4	23.4
(4) 11 - 15 miles	28	12.0	13.1
(5) 16 - 20 miles	18	7.7	8.4
(6) More than 21 miles	36	15.4	16.8
Total (Valid: Multi-Code)	214	91.5	100.0
(0) Missing Values	20	8.5	N/A
Total (Base)	234	100.0	N/A

6.3.26

Table 26: (Q34) How do you usually travel to activities? If you use more...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) Bus	7	3.0	3.4
(2) Car on your own	67	28.6	32.5
(3) Car with others	95	40.6	46.1
(4) Motorbike	3	1.3	1.5
(5) Bicycle	5	2.1	2.4
(6) Foot	18	7.7	8.7
(7) Train	9	3.8	4.4
(8) Other	2	0.9	1.0
Total (Valid: Multi-Code)	206	88.0	100.0
(0) Missing Values	28	12.0	N/A
Total (Base)	234	100.0	N/A

6.3.27

Table 27: (Q35) Where do you look for information on the countryside/outd...(102)			
Base: All respondents (102)	Frequency (f)	Percentage (%)	Valid (%)
(1) TV	26	11.1	11.8
(2) Local Paper	133	56.8	60.5
(3) Radio	14	6.0	6.4
(4) Internet	82	35.0	37.3
(5) Tourism Information Centre	30	12.8	13.6
(6) Library	36	15.4	16.4
(7) I don't know	29	12.4	13.2
(8) Other	24	10.3	10.9
Total (Valid: Multi-Code)	220	94.0	100.0
(0) Missing Values	14	6.0	N/A
Total (Base)	234	100.0	N/A

6.3.28

Table 28: (Q36) Do you have access to the internet? (102)			
Base: All respondents (102)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	205	87.6	90.7
(2) No	21	9.0	9.3
Total (Valid)	226	96.6	100.0
(0) Missing Values	8	3.4	N/A
Total (Base)	234	100.0	N/A

6.4: Cross Tabulations

6.4.1: Are you a member of SWT by participation in wildlife/conservation activities

Cross-Tabulation	Total (80)		Yes Activities (26)		No Activities (54)	
	<i>f</i>	Valid %	<i>f</i>	Valid %	<i>f</i>	Valid %
Base: Q4XQ5 (80)						
(1) Yes (SWT Member)	12	15.0	5	19.2	7	13.0
(2) No (SWT Member)	68	85.0	21	80.8	47	87.0
Total (Valid: Rating)	80	100.0	26	100.0	54	100.0

6.5: Open ended comments.

6.5.1: New audience postal and Web survey open ended comments.

Question 2a – Where did you hear about us? “Other”

- A member visited my parents house to encourage them to join
- A 'sister' of Kent wildlife trust
- Already a member
- At local wildlife event, and also at a children's farm, where
- At work
- At work
- By post.
- Can't remember
- Council meeting
- Friend works there. Collecting outside supermarkets stall at
- From work – SCC employee
- Gift subscription.
- Hampshire wildlife trust
- Hants and IOW wildlife trust.
- Have been a volunteer and via SWT involvement with local authority.
- Have seen your 4x4s when i have been out for walks with the do
- I became aware of wildlife trusts as a child
- I see their vehicles in and out Merrow depot
- I work for SCC
- I work for SCC countryside
- I work for surrey county council
- I work for the countryside and heritage division of surrey council
- I work in the countryside
- I work within the countryside and heritage department at Surrey
- I'm a member
- In connection with my work as a planning officer.
- In my professional capacity as an archaeologist
- Interested in wildlife.
- Liaison with parish council.
- Local event
- Local stands outside garden centre and in town.
- Man calling at my home.
- Mark Haulez
- Parish council
- Parish council
- Parish council and SCC
- Parish council.
- Professional relationship
- Representative in home base lobby
- SCC website
- Sister worked for you
- S-net
- Surrey county council
- Surrey county council
- Surrey tree wardens
- SWT does partnership work with organisation I work for.
- Through my work at surrey county council
- Through my work on rural transportation matters
- Through work
- Through work
- Through work - surrey county council staff member
- Through working for minerals & waste at surrey county council
- Through working for surrey cc
- Vague but not sure
- Volunteer Centre.
- Was a member of Scottish WT.
- West Surrey group.
- Wife a member
- Work (SCC)
- Work (surrey county council)
- Work alongside the trust
- Work in partnership with SWT

- Work in same complex.
- Work next door
- Work SCC
-
- Www.kingston.gov.uk
- Www.reigate-banstead.gov.uk

Question 3 – What do you think is the main work of SWT?

- Conservation
- conservation
- Conservation & Information
- Conservation and maintenance
- Conservation management and improvement of habitat
- Conservation management of land
- Conservation of habitats
- Conservation of wildlife habitat
- conservation of wildlife in surrey
- conservation of wildlife in Surrey
- Conservation of wildlife in Surrey
- Conserving Wildlife and habitats.
- conserving wildlife through works and education
- Conservation & sustainability of SCC open spaces
- countryside conservation
- Countryside maintenance and access
- countryside management
- Countryside management, with a 'Wildlife Trust' slant
- Do not know anything about it
- Don't know
- Education, preservation of local wildlife
- Enhancing native wildlife in surrey
- Ensuring wildlife habitats in surrey are maintained
- Environmental
- Environmental conservation, raising awareness
- From what I know you do a brilliant job
- Help educate people about wildlife
- Helping to preserve wildlife in Surrey
- Improving countryside for visitors and wildlife?
- Look after the wildlife of Surrey
- Looking after animals
- Looking after common land
- Looking after the environment and wildlife in Surrey
- Looking after wildlife in surrey
- Looks after country sites
- Maintaining Countryside (in particular SCC's land)
- Maintaining the countryside
- Maintaining wildlife habitats and protecting them.
- Managing land and the ecology
- Managing and maintaining land across the county.
- Managing and maintaining Surrey's open land/commons
- Managing areas of Surrey for wildlife protection
- Managing Countryside
- Managing land for wildlife interests, advising about
- Managing local habitats
- Managing Nature Reserves
- Managing Surrey's estate
- Managing woodlands of surrey and educating on wildlife
- Monitor/safeguard flora/fauna & habitats
- Nature conservation
- Nature conservation
- Nature conservation
- Nature conservation in Surrey
- Nature conservation on its own reserves
- Possibly maintaining wildlife habitats?
- Preservation of habitat, education
- Preservation of Wildlife and habitat.
- Preserving local wildlife/conserving its habitat

- Preserving natural life in open spaces
- Preserving Surrey's wild life and environment
- Preserving wildlife and the natural environment in S
- Preserving Wildlife? Conservation etc
- Promoting and conserving Surrey's wildlife
- Protect surrey wildlife
- Protecting & enhancing wildlife in Surrey
- Protecting and conservation of wildlife in Surrey
- Protecting and enhancing wildlife for public enjoyment
- Protecting endangered species and care of wildlife
- Protecting local woodlands/wildlife habitat
- Protecting surrey wildlife and habitats
- Protecting the wildlife and its homes
- Protecting the wildlife in Surrey
- Protecting wildlife
- Protecting wildlife
- Protecting wildlife and countryside
- Protecting wildlife by preserving their habitat
- Protection and conservation of local natural environ
- Protection of Surrey's wildlife
- Protection of wildlife
- Protection of wildlife in surrey
- Protection, management & enhancement of the natural
- Protection/organisation.
- Raise awareness
- Research, monitor & protect wildlife in Surrey
- Supporting ways in which to preserve wildlife
- Taking care of surrey woodland and its inhabitants etc
- Taking care of wildlife/returning to wild after care
- To conserve & encourage all wildlife in surrey
- To conserve and promote interest in surrey's wildlife
- To conserve Surrey distinctive wildlife heritage
- To educate people and preserve native Surrey wildlife
- To look after the flora and fauna in surrey
- To look after the countryside & wildlife
- To preserve Surrey Wildlife by providing the awareness
- To preserve surrey wildlife/woodlands/wetlands
- To preserve the wildlife of surrey
- To protect animals and their natural habitat
- Very worthwhile ecologically and educationally
- Wildlife & habitats: preservation/wise use/awareness
- Wildlife conservation
- Wildlife gardening & local environmental group
- wildlife gardening own garden
- wildlife talk at World Owl Trust
- Wildlife walks
- Woodland management
- Work party clearing scrub.

Question 6 – Please name the activity you have taken part in most recently?

- 1987 after the storm.
- A fungus walk on Headley Downs.
- Adult education course on wildlife.
- As part of professional work within SSSI's
- Attend local meeting.
- Bird counts
- Conservation of the Hurtwood.
- Coppicing (not with SWT)

- Coppicing (work away-day)
- Creating a wildlife area in my garden
- Current job is heath land conservation
- Education volunteer at Nower wood
- Entering farm into ELS and HLS
- Environmental education
- Gardening
- Gardening a historic wildlife garden.
- Guided walk.
- Heath land scrub clearance
- Help in restoring school nature reserve.
- Helped at Nottinghamshire wildlife trust sites
- I'm a countryside manager
- It's my job. Last ,hands on work I did, was coppicing
- Kent volunteer week
- Livestock, scrub clearance, advisor
- Maintaining wild area in our large garden
- Management of an LNR on our own site.
- Management planning.
- My job is organising and leading tasks every week
- No SWT-organised parties, but our volunteers often w
- Nutfield Marsh
- Once on a volunteer day at Esher common
- Open space project.
- Organised local walks
- Organised walk (nightjars)
- Part of my job involves some footpath maintenance
- Path clearance.
- Planting commemorative trees which make up woodlands of indigenous trees and shrubs.
- RSPB member
- Scrub clearing
- Spelthorne Civic pride. Spelthorne tree wardens.
- Talks.
- Tree management with Gatwick Greenspace partnership
- Tree wardens, Spelthorne civic pride tree planting
- Various with local boroughs and the yot team
- Wild life area / feeding birds.
- Wild life walk.
- Wildlife and gardening.
- Wildlife gardening
- Wildlife gardening
- Wildlife gardening
- Wildlife gardening & local environmental group
- Wildlife gardening (at home)
- Wildlife gardening, own garden
- Wildlife gardening.
- Wildlife gardening. Taking an interest in the subject generally.
- Wildlife talk at world owl trust
- Wildlife talk.
- Wildlife walks
- With the lower mole countryside management project.
- Woodland management
- Work partly at Moor Green Nature Reserve in Berks.
- Work party clearing scrub.

Question 7a – If you have never taken part in wildlife/conservation activities which of the following reasons best explains why? “Other”

- Absolutely no time to spare due to high level of sport involve
- Already do three other voluntary activities.
- Children too small to take part, unwilling to part from them m
- Getting cold and wet in winter time.

- Heavily involved in 6 other local voluntary organisations which appeal to me more.
- I don't work as a volunteer on SWT sites as my job is nature c
- Just haven't got round to it
- Never thought of it, but working Mum so have no spare time at
- No parish council projects undertaken recently.
- No time.
- Not enough time.
- Other priorities
- Poor time management on my part
- Sorry just haven't managed to make time for this.
- Time issue (lack of)
- Too little time left after Parish and family commitments.
- Too many outside interests.
- Too old.
- Work and other commitments may be interested in about 4 years
- Work commitments Travel limitations/Mobility Money Busy wit

Question 8a – What would encourage you to become involved or more involved in the work that we do? “Other”

- Becoming more aware of what exactly I can do to help and under
- Being informed of dates and activities well in advance
- Busy enough already.
- Can't imagine I would find the time but probably if introduced
- Do not have time to become more involved.
- Greater advertisement of activities, variety of days and local
- Group work
- Have plenty of work at home e.g. gardening.
- Having more spare time
- I just need to get out and do more!
- I would love to recycle my rubbish - but living in a block of
- If I had more time.
- If I lived closer to Surrey
- More disposable time!
- More free time
- More hours in the day
- More info on when and where, with "Introductory" sessions
- More information
- More interest in marine wildlife and seashore
- More publicity / information (e.g. On SCC website or by email)
- More time
- More time to do so.
- More time.
- More time.
- More time.
- My organisation has very little contact with SWT
- Not being expected to come out in winter.
- Nothing until my children are old enough to participate
- Nothing, sadly I have not got the time
- Perhaps more advance notice
- Retirement
- Retirement.
- Someone coming to our office at say lunchtime to try to sell the
- Time
- Time availability.
- Time.
- Time: My wife and I are both keen on nature and wildlife
- Too many other local activities

- Unfortunately most of the activities and events are too far away
- Work for humans rather than animals.
- Your support of our project.

Question 10 – Why is wildlife or the natural environment important to you?

- A desire to protect and retain for future generation
- Animals & the environment can give great pleasure.
- As it is a diminishing beauty.
- Because a pleasant environment makes one feel fixed.
- Because I like the natural species to continue
- Because I live in it.
- Because I live in the countryside and am a farmer.
- Because I recognise biodiversity is essential
- Because it is bad to be materialistic
- Because it is important to preserve our environment
- Because it is necessary to the balance between human development and the ever diminishing natural world.
- Because it is there and needs to be protected
- Because it's fascinating to watch wildlife and lovely to see, things growing naturally, not in a 'manicured' way.
- Because it's part of the environment we live in.
- Because its where we live etc
- Because of its beauty.
- Because the world's still turning & we're not learning
- Because we need it, it would also preserve it for future generations.
- Because we share this planet, and need to protect it
- Because without it we would not survive
- Being surrounded by nature makes me deeply happy
- Belief in sustainability.
- Biodiversity, pleasure in country & animals etc.
- Born and have always lived in the country.
- Both are our responsibility
- Care about wildlife and maintaining their habitat
- Conserving, enhancing, historic landscape
- Do I really need to explain?! No planet, no life!
- Duty/ responsibility / "doing the right thing".
- Ecology is an important part of our lives
- Enjoy being out in it away from crowded towns
- Enjoy spending time in countryside.
- Enjoy walking and cycling
- Enjoy walking in the countryside.
- Enjoyment and interest
- Enjoyment value.
- Enjoyment, protection of environment & preservation for future generations
- Fascinating and beautiful
- Feel it is important to preserve the countryside
- Food chain,
- For our enjoyment, well being; lungs of our towns, our survival dependent upon environment.
- For recreational use
- For relaxation & recreation
- For the enjoyment of the generations to come
- For the future of the planet, public enjoyment

- For the mental well being and preservation for future generations.
- Gaia theory - Earth as single complex organism
- Give you outside interest respect for animals and plants to maintain a healthy outlook for town and country.
- Great personal pleasure/Environmental responsibility
- Having lived in the countryside all my life I have a special love of farming and ornithology.
- Human pressure is destroying the environment and we need to know what is out there to protect it.
- I am a keen gardener and am also interested in nature
- I am interested in sustainability
- I appreciate the countryside and animals.
- I believe in looking after our planet.
- I believe it is very important to protect it
- I believe local actions can make a difference
- I believe that we need to protect our native species
- I enjoy dog walking and love animals.
- I enjoy nature and it should be preserved
- I enjoy the great outdoors and its rich variety.
- I enjoy the natural environment. Humans are part of it and we have responsibility to care for it.
- I enjoy walking.
- I have always lived in a rural area.
- I have always loved the countryside.
- I have an interest in conservation
- I like the countryside
- I like the outdoors and don't like heavy human impact
- I like to enjoy seeing wildlife in their environment - it keeps me fit and cheers me up.
- I like walking.
- I live in it.
- I live in surrey job and home
- I live in the countryside & hate to see it abused
- I live in this world + we are all responsible for it
- I love nature and wild animals. I want to help.
- I love of the countryside. Concern for it's future
- I love the countryside.
- I love to hear the birds singing and to walk through parks with flowers, trees and the amazing colours.
- I love trees, plants animals etc. Pleasure to observe
- I rely on the environment for my existence
- I very much enjoy walking and running and much better to do it in a beautiful environment.
- I want a healthy planet with bio diversity
- I work in Countryside Conservation
- I would like future generations to be able to see all the wildlife etc.
- If we destroy nature, we destroy ourselves.
- I'm concerned about the conservation of species
- Important for quality of life.
- Important to protect the countryside.
- Important to protect wildlife and open spaces
- Inspiration for my art. Relaxation. Well being/exercise.
- Interest in wildlife, birds etc and waste management.
- Interested. 2. Concerned about impact of human pollution.
- It creates a sense of calm and wellbeing
- It enhances the area in which we live. Caring engenders

- good relationships and awareness of others.
- It gives me a sense of wellbeing
- It inspires/excites/sustains me
- It is an instant stress free environment and provides many health benefits to everyone.
- It is essential for our national heritage.
- It is essential to wellbeing
- It is fundamental to our life on Earth
- It is necessary for our well-being and for our children/grandchildren.
- It is our duty to protect it
- It is our mission as a trust.
- It is part of our heritage and needs to be protected
- It is something good that can be easily destroyed
- It is the most important & essential thing for life
- It is the most important part of my life after home/family/people as I am part of it, it is part of me.
- It is vital to the well being of the environment as well as my psychological well being.
- It just is
- It must be protected.
- It teaches us and our children so much
- It would be a poor life without it.
- It's the real world, our heritage, our legacy.
- It's a necessary part of life.
- It's all around us, it's lovely, it natural and outside and part also of the circle of life.
- It's just nature.
- Its my job
- It's my passion
- It's nice to be able to escape to the natural areas
- It's our heritage
- Its stress relieving
- It's the life-blood of Gaia, the great earth mother
- It's up to us to protect it for our children's future
- Keeping open spaces open, resisting urban spread, keeping eco balance.
- Keeps us sane
- Like to be able to go for walks somewhere green
- Like walking in the countryside.
- Live in a beautiful county, want to keep it so.
- Love outside and conservation.
- Lovely to watch.
- Maintain the variety of wildlife for leisure/study
- Major part of life's rich pattern
- Makes for pleasant surroundings.
- Man kind is a guardian and we are not taking enough care of it.
- Mankind is rapidly destroying the planet
- Mankind is ruining nature
- My love of animals and the countryside
- Natural interest.
- Nature has a delicate balance man can destroy this too easily we need to protect our environment.
- Nature makes me happy and I feel calm/grounded.
- Needs looking after to keep the balance with nature
- Needs preservation for natural life cycles but I prefer to work for humans.
- Needs to be recognised as under threat
- Not only is it wonderful but it sustains our life on this planet.
- Our green spaces need to be protected and managed by authorities strong enough to withstand the threat from developers.
- Our heritage in trust for the future.
- Our planet and survival depends on it
- Our survival is co-dependent

- Parish council concerned that environment is protected.
- Part of environment I enjoy.
- Part of heritage.
- Personal Enjoyment & Protection for future generation
- Personal enjoyment and desire for conservation and protection of natural habitat and indigenous species.
- Personal interest
- Preservation for the future.
- Preservation of the countryside
- Preserve for future generations.
- Quality of Life
- Quality of life depends on a favourable environment
- Relaxation. Important to get out of an urban area.
- Relaxing - important for the future.
- Reservation of the environment.
- Something to enjoy and should be treasured and protected
- Sustainability of the planet/human beings
- Sustaining life on earth
- The balance of nature should be preserved
- The countryside is part of this nation's heritage
- The future
- The pleasure it gives.
- The world is our habitat. Kill it and we die too.
- They make the world a nice place to be in.
- To help maintain the ecological balance.
- To keep environmental status quo.
- To preserve the world
- To protect our heritage and countryside
- To safeguard important local wildlife habitats.
- To try and preserve are environment before it b
- Traditional view of the way Surrey should be.
- Try and Preserve are environment for all
- Very much enjoy walking in Parks and admire the many birds that visit our gardens.
- Vital to preserve the environment for future generations to enjoy.
- We do not have the right to ruin it
- We have a duty of care to hold nature in the balance.
- We have become destruction monsters
- We have to look after the places where we live.
- We need a natural environment for the health of everybody.
- We need balanced habitats only by deliberately helping nature will it survive the pressure imposed by human activity.
- We need it.
- We need to look after our environment.
- We need to preserve it.
- We need to preserve what we have now
- We need to treasure what we have.
- We should conserve the countryside and the wildlife within reason.
- We should look after mother nature & her creatures
- We should preserve our natural habitats
- We'll miss it when it's gone.
- When I was younger and fit I loved walking and visiting the countryside.
- Wild life makes the day more pleasant and must be cared for and preserved.
- Wildlife needs its space amongst urban dev.
- Without it we wouldn't be here and enjoyment.
- Without trees and forests & oceans we would all die.
- Work in recycling, interested in sustainability

- You have to look after the environment you live in
-

Question 11 – Why isn't wildlife or the natural environment important to you?

- Don't know what is going on in my area
- I have no objections, in fact I admire others who do this work.
- More important things to deal with/worry about - have a disabled child.
- More important things to do.
- N/A
- N/A
- Not considered it
- Not really been involved in anything no reason to be
- You should have a yes/no/neither box - I like to go for walks but it is not a particular interest and I would not put it as a hobby.
-

Question 12 – What is your main hobby or interest?

- Amateur theatre
- Animals
- Antiques.
- Archaeology
- Archery
- Archery ,DIY and walking
- Art and dancing
- Art and gardening
- Art and sport
- Art history
- Art, music, holidays
- Arts and crafts.
- Attachment parenting
- Badminton.
- Bee keeping
- Bingo
- Bird watching
- Bird watching
- Bird watching - gardening - walking - not trust.
- Bird watching.
- Boating
- Bridge, car runs to coast or national trust gardens. Meals out, TV, craft figures.
- Brownies.
- Canoeing
- Caravanning
- Carriage driving.
- Cars
- Christianity
- Church, family, reading, puzzles, dancing
- Cinema
- Comedy, music, nature and sports.
- Computers.
- Conservation
- Conservation
- Conservation work
- Cookery, stained glass work & other crafts
- Cooking!
- Country walks and activities
- Countryside management
- Cricket
- Current affairs/community issues/sports
- Cycling
- Dancing, going to the gym
- Dancing.
- Do not have a main hobby' interest - have many!
- Dog walking
- Drawing/ studying trees. Cycling/Walking.
- Environment
- Estate management.
- Everything retired.
- Family
- Family
- Family activities.

- Family and garden
- Family history
- Family history.
- Family.
- Family.
- Field botany
- Fishing
- Fishing, shooting, hot air ballooning, tennis and walking.
- Folk music/ cinema / historical sites.
- Garden and DIY.
- Garden.
- Gardening
- Gardening
- Gardening
- Gardening
- Gardening
- Gardening
- Gardening and DIY
- Gardening and walking
- Gardening and walking
- Gardening and walking the dog.
- Gardening music and art.
- Gardening,
- Gardening, sailing, squash.
- Gardening.
- Gardening.
- Gardening.
- Gardens (wildflower/wildlife garden)
- Getting fresh air
- Golf
- Golf
- Golf/gardening/dog walking
- Green bowls - wood working - cycling - walking and community activities.
- Gym/Reading.
- Horse riding
- Horse riding, walking
- Horse riding.
- I have many - music, railways, canals, walking etc.
- Kayaking
- Keep fit activities.
- Keeping my home, garden nice and walking.
- Local natural history.
- Looking after my family, horse riding, walking
- Mathematics, physics, music.
- Maths puzzles
- Military archaeology.
- Motorcycling
- Mountain biking
- Music
- Music
- Music
- Music and reading.
- My baby daughter
- My family.
- My work
- Natural walks
- No real time at present
- None as I have no spare time!
- Observation of wild animals and birds.
- Observing wildlife.
- Outdoor sports
- Painting.
- Parish council. School governing body.
- Peace issues, music, walking
- Photography
- Photography
- Photography
- Photography, exercise, reading, animals.
- Photography, gardening
- Pilates and healthy eating
- Play sport / especially golf
- Rambling/cycling in the country
- Reading
- Reading
- Reading
- Reading
- Reading
- Reading
- Reading
- Reading
- Reading and gentle gardening in our small plot.
- Reading, movies
- Reading/gardening.
- Riding racehorses
- Road running
- Rock climbing
- Rowing
- Running
- Running
- Running
- Running

- Scouting
- Scouting
- Scouting/bird watching
- Scrabble.
- Scuba diving - gets me away from work but into other
- Seeing friends / socialising
- Serving the greater good
- Sewing, Grandchildren and gardening.
- Singing.
- Skiing
- Socialising
- Socialising
- Socialising with friends and family
- Sport
- Sport
- Sport - football etc
- Sport, family and dogs.
- Sport, walking.
- Sport.
- Sports
- Studying - out courses in history. Walking when time
- Table tennis/gardening
- Tennis and gardening.
- Territorial army
- The arts and walking
- The arts.
- The dog.
- The environment
- Travel
- Travel
- Travel
- Travel and culture
- Travel and gardening.
- Travel, cooking, sport, meals out
- Voluntary work - medical based.
- Voluntary work at ham house (NT)
- Voluntary work.
- Volunteering, gardening and cooking.
- Walking
- Walking
- Walking
- Walking
- Walking
- Walking / family history
- Walking and gardening
- Walking and rotary.
- Walking and running.
- Walking cycling.
- Walking dog/art/travel.
- Walking gardening and crafts.
- Walking Gardening.
- Walking, gardening, photography
- Walking.
- Walking.
- Walking.
- Walking.
- Walking.
- Watercolour paper.
- Work, work, work & when not doing that reading & garden

Question 15 – If you never visit the countryside or green outdoor spaces, please tell us the main reason for this?

- Availability of public transport to get me there
- Busy lifestyle working full time all week and cleaning
- I haven't had a reason to go
- N/a
- N/a
- N/a
- Not interested.
- Time
- To enjoy the air nature and scenery

Question 17 – What kind of volunteering do you do?

- Age concern, Chase children's hospice, brownies, village groups including groups including parish council.
- All sorts.

- As part of job though - helping waste projects
- Assist in management of local heath land.
- Assist with a scout troop
- Assisting the elderly, transport to surgeries and helping to run a club for senior citizens.
- Blind society, church, Christian work, lay minister.
- C.A.B.
- Cab work, occasional countryside volunteering
- CAB, Farnham youth project.
- Care for an elderly person and church activities
- Chairman local scout group. Newsletter editor Croydon Bee Group. Parish councillor. Croydon group SWT committee newsletter.
- Chairman of records, help Woking Hospice events.
- Charity trustee and church treasurer.
- Children's charity events
- Choral work, work with mentally learning disabled children.
- Church work and graveyard maintenance.
- Church work, model railway club
- Church, young people, overseas work.
- Club leader for people with learning difficulties, driving community bus for shopping trips and leisure club activities for the elderly, helping organise and drive for Normandy neighbourly care, (medical appointment trips).
- Coach young people in canoeing
- Coaching a local football club
- Community care.
- Community development.
- Community events.
- Community work fund raising.
- Connected to rural life centre.
- Conservation work
- Co-ordinator, walking for health scheme.
- Counselling
- Counselling.
- Counselling.
- CPRE local committee volunteer. Guide at national trust property with responsibility for overseeing garden.
- Creating and managing wildlife habitats, fund raising and organising activities.
- Disabled people
- Driving and manning and telephone.
- Driving old people.
- Education volunteer
- Environmental education on community farm
- Full time volunteer with charity for autism.
- Fun conservation group.
- Fund-raising for special needs children.
- General village.
- Guide association
- Healthy living programme, Mental health awareness training and vocational rehabilitation.
- Help at hospital and school
- Help in School.
- Help maintain our village hall and tidying the local open space.
- Help people with mental health problems - paid for some hours but do many more.
- Helping the rangers at Esher common
- Hoping to do some
- I am involved with a care facility for people with dementia
- I run a riding for the disabled group locally.
- I run a Sunday school & help in two primary schools
- I serve as secretary to a charity
- I was a guide unit leader but am now less involved
- I work unpaid hours at my job

- Justice of the peace. Trustee of several organisations, chairman 'care Farnham'.
- Litter picking
- Litter picking in our parish.
- Local environmental group - security.
- Local.
- Marine surveying/archaeology.
- Mediation for neighbourhood disputes.
- Medical based.
- Member of the Hurtwood Control committee.
- Mentoring of vulnerable children and conservation
- National trust.
- Nature conservation
- Office work with LMCMP
- Old peoples home.
- Organisation of care group in local community.
- Oxfam shops manager - extra hours.
- Parish council work.
- Parish council, local arts society, paperwork for local club.
- Parish councillors all volunteers.
- Practical con management
- Practical conservation
- Reigate environmental forum member
- Riding for the disabled.
- Sailing club rebuild in Gloucestershire
- Samaritans
- School governing body, Parish Council and TP until recently. Local committee association.
- School PTA's, Sunday school, used to run a beaver, scout colony, singing in a choir.
- Scout group
- Scout leader
- Scout leader and committee member for dial a ride.
- Scouting
- Scouting
- Secretary assoc. for visually impaired. Surrey Heath.
- Secretary for arthritis care over 10 years.
- Secretary of an organisation for people who have undergone extensive surgery.
- See q 12 answer
- Social work at church
- Sport related
- Technical backup to parish council activities.
- Tree Wardening
- Until recently I helped to run our local Pensioners association which has now had to close but I still belong to the national British Pensioners and Trade unions action association.
- Use to do quite a bit
- Victim support, committee of social club.
- Village activities
- Visit elderly, meals on wheels.
- Voluntary ESOL teaching and scouting and Horsell care.
- W.C.H.T helping the elderly in the community.
- West Surrey Budget group - monitoring etc.
- Work in Woking hospice shop Saturday mornings.
- Work with archaeological society
- Work with crisis - homeless charity
- Work with other charities.
- Work with volunteers, in the past as a volunteer co-ordinator.

Question 21a – To which of these ethnic groups do you consider you belong? “Other”

- Irish
- It's racist to ask this, I'm just a human being

Question 23a – Please indicate the type of disability “Other”

- Arthritis, diabetic.
- I do get very breathless and walk very slowly and for only short times
- Old age
- Spinal injury, wheelchair.

Question 26f – How many dependants do you have?

- 5 Children aged 55 downwards, 10 grandchildren and 2 great grandchildren.
- Another on the way
- Child at university (24 years old)
- Children at University. Do they count as dependants?
Certainly
- disabled partner
- No elderly but could not undo
- Please note: children start full-time school at 4!
- Semi dependant adult son.
- Student over 18
- Students.

Question 27a – What is your accommodation? “Other”

- House with job.
- Renting through job.

Question 28a – What is the highest level of education you have achieved? “Other”

- City and guilds in gardening
- Degree or professional qualification
- HNC,C&G,NVQ
- Music.
- NVQ 3
- Studying degree at present
- Vocational qualifications.
- Wild life conservation degree.

Question 29 – What is your main work?

- 1st tier of local government.
- Accountancy
- Accountancy and corporate treasury management.
- Accountant
- Accountant in financial services.
- Accountant.
- Actress.
- Admin
- Admin
- Admin
- Admin
- Admin Assistant/IT specialist
- Admin for Surrey County Council
- Administration
- Administration
- Administration manager for a charity.
- Administration.
- Administration.
- Administrative officer, local Government
- Administrator
- Administrator for charity Headway Surrey.
- Administrator.

- Administrator.
- Administrator.
- Archaeology/local government management
- Area executive for WWF UK, now returning to teach.
- Assistant Director of an aviation organisation.
- Assistant Travel Plan Advisor
- Bank of England (until 1961)
- Banking.
- Biodiversity
- Book-keeping
- Bridge Inspector
- British telecoms engineer.
- Careers
- Charity administrator.
- Charity Chief executive.
- Charity work.
- Chartered accountant.
- Chartered Civil Engineer
- Chartered Surveyor, Land agent.
- Chartered Town Planner
- Chimney sweep
- Civil Engineer
- Civil engineer
- Civil Engineer
- Civil Engineer
- Civil engineer
- Civil Engineering
- Civil Engineering
- Civil engineering.
- Civil Servant
- Civil Servant
- Civil Servant
- Civil servant.
- Civil service
- Clerical
- Clinical Oncologist.
- Community centre manager.
- Community development manager for learning disability charity.
- Community worker.
- Company director.
- Computer programmer.
- Conservation
- Conservation - Local Government
- Consultant - education
- Consultation/market research
- Contracts manager.
- Co-ordinator of a voluntary agency.
- Countryside conservation for SCC!
- Countryside Management
- Countryside Manager
- Countryside Officer
- Countryside work
- County Council - Highways
- Currently administration
- Dental nurse
- Director of charity.
- Engineer
- Engineer
- Engineer for local authority
- Engineering
- Engineering - Highways
- Engineering.
- Environmental education.
- Estate agent.
- Export of chemicals.
- Farming.
- Finance manager of local charity.
- Finance Officer
- Finance.
- Financial
- Freelance Journalism
- Government service.
- Health and safety and environmental advisor.
- Health co-ordinator R&B CVS.
- Healthy living co-ordinator (older people).
- Heath land conservation
- Highway engineer
- Highway Engineer
- Highway Testing
- Highways engineer
- Highways maintenance
- Highways officer
- Historic buildings
- Homemaker.
- Human Resources
- I.T
- Information technology
- IT
- IT
- IT Trainer
- Journalism

- Lab. Assistant, office manager, horticulture!
- Legal
- Leisure.
- LGO
- Librarian/IT Development Officer
- Local government
- Local government
- Local Government - Transportation.
- Local government administration.
- Local government IT
- Local government manager
- Local government officer
- Local Government officer
- Local government officer
- Local Government Officer (Traffic Systems)
- Local government waste minimisation officer
- Local government.
- Local government.
- Local government.
- Local Government/clerical/admin
- Local Govt
- Magistrate's courts clerk.
- Management Trainee at Surrey County Council
- Management.
- Manager
- Manager of local charity.
- Manager of Woking and Surrey heath crossroads.
- Market research (local government)
- Marketing Manager
- Marriage.
- Medical receptionist.
- Museum manager.
- NHS Manager.
- Nurse - school cleaner sales assistant.
- Nurse.
- Nursing
- Nursing - now retired.
- Occupational therapist.
- Office manager
- Office Manager
- Office work
- Oxfam shop manager.
- Paramedic
- Planning officer in local planning authority
- Planning technician
- Project manager - Street lighting
- Public Sector
- Publicity Officer
- R and D.
- Receptionist/PA
- Recycling officer
- Reinsurance.
- Retail management and volunteer co-ordinator.
- Rights of Way (Surrey County Council)
- Road safety / traffic engineer
- Road safety education
- Running a mental health charity.
- SCC Countryside Manager
- School transport officer
- Scientist / Engineer.
- Secretarial
- Secretarial, play groups.
- Secretarial.
- Secretarial.
- Secretarial/ home.
- Secretary.
- Shorthand/typist - mother - shopkeeper - retired - housewife.
- Small business.
- Social work.
- Software Developer
- Student
- Supervisory
- Surrey CC Employee
- Sustainable transport
- Teacher
- Teacher.
- Teaching/marketing/voluntary sector/leisure/care
- Technical
- Technical Support Officer, Surrey County Council
- Telecommunications
- Telecoms engineer
- The environment
- Town planner/heritage co-ordinator

- Town planning
- Trading Standards Officer
- Trading standards officer
- Trading Standards Officer
- Traffic & Road Safety
- Transport planner
- Transport Planning
- Transport planning
- Transport Planning
- Transportation
- Transportation
- University Lecturer
- Voluntary sector.
- Volunteer services.
- Was broadcasting technician.
- Welfare officer (retired)
- Work for SCC
- Working for a charity (paid)
- Academic administration
- Yes

Question 30a – Are you mainly now? “Other”

- And part time post grad student
- Busy with volunteer work.
- Part time employed, not semi retired
- Part time not semi retired

Question 34a – How do you usually travel to activities? “Other”

- All of the above except motorbike
- Bicycle, Car, Train and Foot
- I go by car if I can get a lift, otherwise I sometimes use bus
- I chose the best option - sometime Motor bike, car or on foot
- Disabled, age concern vehicles.
- None

Question 35a – Where do you look for information on the countryside / outdoor activities? “Other”

- All of the above.
- At countryside sites
- Bird books
- Church of Jesus Christ of Latter-day Saints - Kingston ward, S
- direct contact to the group/ organisation
- Friends of the Hurtwood Newsletter.
- Husband
- I keep a file of leaflets of places to go especially with children
- Internet.
- It comes by post.
- leaflets, toddlers groups, post office or notices in the village
- Local events diaries and diaries of associations we belong to
- local groups
- Local knowledge.
- Local notice boards and local leaflets
- Magazines.
- My friend
- National newspaper.
- National trust.
- Notice boards at commons
- Personal contacts.
- Pick up some information from the National Trust's notice board
- Reference Books
- SCC web site
- SCC/SWT magazines
- Surrey CC
- Surrey cc intranet
- Surrey Environmental News
- Surrey Matters magazine
- SWT leaflets.
- Volunteer centre, wildlife magazines/leaflets.

- Wildlife Trust publications
- Word of mouth or specialist press (steam/old machinery). Does
- Word of mouth.
- Word of mouth.
- Work

Question 37 – Please include any other comments you have below.

- Access to the internet only at workplace. Some of the questions seem irrelevant.
- Although I answered No to Q5, I used to do conservation work in Hampshire
- Always thought basic knowledge of local (national) wildlife and countries
- Good luck to SWT with your ventures.
- Good to question 36, many older people do not have access.
- Help with wild birds in a small garden please.
- I am aware that volunteer groups operate, but the details are not well p
- I could not easily answer Q33&34 as the distance & mode of travel vary a
- I support all that Surrey wildlife does keep up the good work.
- I think Surrey County Council allow two paid days a year for employees to
- I think there are a lot of people who have moved to surrey that would be
- I think there are a lot of people who would want to help conserve nature
- I think this survey was sent to me because I ran a club for elderly people. This has now closed due to old age and infirmity of helpers.
- I think trying to involve people in your work is good. There are many people uninvolved in voluntary work and I wish you luck in finding them.
- I would be willing to volunteer for the trust if more info was out there
- I would love to attend a Church 'Make a Difference Day' working for the g
- I would love to help more in a practical way, I used to run a watch club but don't have enough time now!
- Keep up the good work
- Keep up the good work! Surrey wouldn't be so desirable to live if there
- Our group of 50 are elderly disabled local to the Chertsey area.
- Some of your boxes are too small. Your questionnaire seems only to be a
- The voluntary sector should publish a monthly/quarterly newsletter local
- This form is dreadful! The radio buttons are next to the wrong answer in
- This is an awkward questionnaire - confusing between myself and my responsibilities to my group.
- This questionnaire was sent to me as secretary of Horsell care. I don't think there is much point in targeting a good neighbour group such as this - we don't have a centre or even a notice board where we could display your programme. Also we are already volunteering.
- Would have been useful if the 'Other' boxes could accept more text

6.5.2: Schools open ended comments.

Question 2a – Where did you hear about us? “Other”

- Bruntmoor Heath Watch with my own children.
- BTCV
- Fellow staff.
- Hampton Court Fare!
- Have visited
- I am a member.
- I taught at Pirbright P.S
- Parent
- Representative calling at door.
- RHS Wisley
- Through Juniper Hall Field Study Centre

Question 5 – Why doesn't your school take environmental / nature related activities?

- Currently discussing development of 'nature' area.
- Don't know- the grounds are wonderful (just taken up post of head)
- Grounds and school are undergoing major building work at present.
- Restrictions
- Teachers have poor woodland knowledge.
- The year 2 children visit Witley Common twice a year.
- Too many other initiatives take priority, although we would like to increase the use of the grounds.
- We do not have an environmental area- it was demolished to make space for a school extension.

Question 6a As your school's details are not on our database, we assume that your school has not previously visited a SWT Education Centre – which of the following reasons best explains why? “Other”

- Availability and timetable clashes.
- Curriculum restraints.
- Didn't know of education centre.
- Do other field trips elsewhere.
- Don't know!
- Due to visit Nower Wood in June 2006.
- Lack of time!
- New Science Co-ordinator was unaware of it as a resource.
- Nower Wood could not take 55 pupils (now see it is 70!)
- Other trips in practice.
- Pressure on time/curriculum
- Rich resources close to school.
- Strong links with Juniper Hall & Bexhill National Trust Guardianship Scheme.
- Teachers do not have min-bus licences so arranging drivers is problematic with everyone too busy!!
- Use of local woodland already extensive.
- We use Nower Wood for two days every year.
- We visit Nower Wood

Question 10 - What would encourage your school to visit its local SWT site / reserve (or to visit more often)?

- Risk assessment provided by SWT. 2. List of linked activities for both visit and follow up.
- A regular newsletter to inform us of specific activities.
- A visit to see what there is.
- A visiting speaker to promote?
- Being able to cover the curriculum in a fun way.
- Better advertising/info about facilities.
- Cost of transport.
- Curriculum benefit.
- Detailed costs and free resources/worksheets to use.
- Detailed programme of events and costs.
- Facilities for pupils with S.E.B.D needs.
- Familiarity.
- Farnham Park is across the road from the school so we use this resource throughout the year.
- Haven't got much time in curriculum.
- If a good range of child friendly activities were available.
- If I had more information about the site.
- If specific KS4 practical coursework could be linked to / carried out at visit.
- Information - can someone come and talk to member of staff as to what you can offer?
- Information and if it links to curriculum.
- Information- linked to N.C science/geography.
- Information regarding guided walks/trails and expert support.
- Information.
- Knowing about it!
- Knowledge of Suitable sites.
- Knowledge/info
- More info on links to curriculum.
- More info, we had one lady visit the school to talk about ponds, this week poor on cost £70.
- More info.
- More information
- More information about the sites.
- More information about what is offered to schools.
- More information and cheaper transportation.
- More information on what was available.
- More information.
- More information.
- More information.
- More information.
- More information.
- More information.
- More information.
- More information. We are currently working towards Eco-Schools Award and will be doing an environmental topic this summer-term - so very interested in more information.
- Need for change in our provision.
- Never heard of it before, information to start with.
- Only 1 visit a year allowed by school- already booked.
- Someone to come and speak to the staff about SWT.
- Staff preliminary visit.
- Teachers understanding of relevance and importance!
- The need for cheaper coaches.
- We are already catered for.
- We are coming! I imagine we will make regular use of Nower Wood.
- We tend to tie visits to school topics each term and none of these has a specific 'wildlife' focus. Also, our grounds are very good and provide most of what we need.
- We visit Witley Common and aren't really looking for anywhere else to visit.

- Will visit when I can drive licence within next year.
- pupils in mini-bus- will get a

Question 11a – Where do you look for information about school trips/outings?

- Information from previous visits.
- Information sent.

Question 15 – What type of support would be most useful?

- Advice as to activities etc.
- Advice on re-establishing a pond at school.
- Advice!
- Advice, self evaluation form for school.
- Advice/consulting.
- Anything you can offer we would be glad of.
- Describe the help.
- Developing school grounds.
- Don't know at present.
- Don't know yet, just started.
- Environmental area development.
- Environmental issues?
- General - how to apply/achieve.
- How we could use our school grounds more effectively.
- I don't know what is available.
- Information about what is involved.
- Information on improvements/further development of the grounds- although a lot have already been done.
- Information pack, list of other schooled so we could do some joint work.
- Information to start with and then practical advice.
- Information.
- Information.
- Outreach coming into school to help with a range of activities.
- Outreach visits.
- Practical advice for our environment/space.
- Someone who would reduce the workload to the school staff- all of these matters are very time consuming.
- Specialised knowledge/expert input.
- Staff inset.
- Talk from staff
- Use of school grounds to promote children's interest and inform future development of grounds.
- Visit by expert!
- Visits or advice on creating a wildlife haven within school grounds.
- We're interested in recycling paper.
- What can you offer?
- What is the Eco-Schools Programme?
- Wildlife garden info.
- Working with small groups of EBD children.

Question 18 - What type of support would be most useful?

- A visit to help make and position (e.g.) bat boxes, hedgehog houses etc. We have woodland which should be used more!
- Activity Ideas.
- Adult help & equipment.
- Advice/resources.
- All year round activities.
- Already booked.
- Anything you can offer we would be glad of.

- Bird watching, pond dipping etc.
- Discussion and advice.
- Don't know.
- Financial/ideas.
- Gardening/developing a sensory area.
- Guidance with a nature walk through woods to nearby pond.
- Have been thinking about setting up a 'Bird Watching' club but need support.
- I don't know what is available.
- Idea initially with possible resources.
- Ideas for activities.
- Information about how to help & attract wildlife.
- Information on how to make most use of our environmental area.
- Information.
- I
- Liaising with out site manager to develop a wildlife area on our school field.
- Lunchtime club set up!
Thinking of allocation resp. for keeping grounds tidy to pupils.
- Open to suggestions, but like the idea of a nature club.
- Outreach visits
- Packs with ideas of things to do (activities).
- Possibly summer after school clubs.
- School related support visitors into school to help.
- Someone to run the club or advice on activities.
- Speakers and advice.
- Syllabus or specific tasks to go through / certificates at the end and more advertisements of outreach visits.
- The leader of the after school club would have to answer this once the gardening club is better established. (Very recently set up).
- Training for lunchtime supervisors. Assistance in giving staff understanding on things that can be done and achieved in lunch clubs.
- Volunteer/advice.
- Wardens/Rangers.
- What is available?
- What types of support can you offer?
- Working alongside pupils.
- Worksheets/ideas for activities.

Question 19 – Name one way in which SWT could make its education services more accessible to your school?

- A SWT member of staff visiting to inform us of possibilities.
- Awareness/Information
- Better contact/communication.
- Coming into school to lead sessions in our own grounds.
- Cost of speakers less.
- Details about field trips and resources to use on the field trip.
- Email newsletter.
- Flyers.
- Flyers.
- Information on what is available.
- Information sheets relating to N.C document.
- Information.
- In-school support would be appreciated. We need to keep your service in mind.
- Lots of support aimed at the very young.
- Mail shots
- Mail shots and information.
- Mail shots.
- Mail shots.
- More information on what is available from you.
- More information sent to school.
- More information! (Advice)
- More information.

- More promotion of the benefits of teaching eco-programmer.
- Newsletter.
- Newsletters, promote website.
- No idea.
- Not sure!
- Please visit us.
- Post leaflets/special offers/freebies.
- Post through information.
- Regular email newsletter to schools.
- Regular newsletters.
- Visit and discuss with me- phone to arrange.
- Visit to discuss.
- Visits
- Visits from experts in assemblies.
- Visits to the school to talk to children.

Question 25 – Please include any other comments you have below.

- Been to Newlands Corner a very rewarding trip with Bob.
- I would love to receive some advice on developing the grounds. Could you please visit?
- Socially and economically deprived area.
- ST Michaels is part of a group of 4 small rural village schools that work together and I think all schools would be interested.
- Thank you for contacting the school.
- We had never heard of SWT!
- We have recently acquired more land and are beginning to develop it. We would LOVE any help or advice!
- We have used outreach before- which was excellent.
- We really need some help to develop our grounds - please come to see us if you can.
- We regularly visit 'Sayers Croft' an environmental education centre in our neighbouring village. We would only be likely to visit an SWT centre if it was providing something additional to Sayers Croft.
- We wish to create a pond in the school grounds- any advice?
- We would be interested in receiving support from SWT once we have our garden built.
- We're interested in INSET training and outreach visits. We have just completed a pond/wildlife garden project & I came across your website whilst looking for funding ideas. Previously we hadn't heard of you.

