

This CD contains samples of quantitative and qualitative data which contributed to the extracts and summaries used within the main body of the thesis,

'What is the legacy of the Full Service Extended School initiative for the women who accessed its support?'

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Frequency counts

The examples below are from a selection of frequency tables collated by SPSS (2001, Version 22) used to explore key bivariate relationships from information collected via the self-completion questionnaire. They are grouped by services offered at the FSES.

Childcare Level 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	80	48.5	48.5	48.5
	yes	85	51.5	51.5	100.0
	Total	165	100.0	100.0	

Childcare Level 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	127	77.0	77.0	77.0
	yes	38	23.0	23.0	100.0
	Total	165	100.0	100.0	

Intro to IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	141	85.5	85.5	85.5
	yes	24	14.5	14.5	100.0
	Total	165	100.0	100.0	

Maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	138	83.6	83.6	83.6
	yes	27	16.4	16.4	100.0
	Total	165	100.0	100.0	

First aid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	155	93.9	93.9	93.9
	yes	10	6.1	6.1	100.0
	Total	165	100.0	100.0	

Parenting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	153	92.7	92.7	92.7
	yes	12	7.3	7.3	100.0
	Total	165	100.0	100.0	

Parent support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	155	93.9	93.9	93.9
	yes	10	6.1	6.1	100.0
	Total	165	100.0	100.0	

Literacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	135	81.8	81.8	81.8
	yes	30	18.2	18.2	100.0
	Total	165	100.0	100.0	

Cross-tabulations

The following tables are two examples from SPSS output of contingency table analysis with the variables recoded using analysis of dichotomy (see Table 3 in main thesis). These examples show the data on living situations crossed, firstly, with area of work and secondly with mode of travel to the FSES location.

First table:

			area of work		Total
			Not child focused	child focused	
living situation	alone	Count	16	5	21
		% within living situation	76.2%	23.8%	100.0%
		% within area of work	21.3%	5.6%	12.7%
		% of Total	9.7%	3.0%	12.7%
	with others	Count	59	85	144
		% within living situation	41.0%	59.0%	100.0%
		% within area of work	78.7%	94.4%	87.3%
		% of Total	35.8%	51.5%	87.3%
Total		Count	75	90	165
		% within living situation	45.5%	54.5%	100.0%
		% within area of work	100.0%	100.0%	100.0%
		% of Total	45.5%	54.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.168 ^a	1	.002		
Continuity Correction ^b	7.803	1	.005		
Likelihood Ratio	9.414	1	.002		
Fisher's Exact Test				.004	.002
Linear-by-Linear Association	9.113	1	.003		
N of Valid Cases	165				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.55.

b. Computed only for a 2x2 table

Second table:

Crosstab

			mode of travel		Total
			non public modes transport	public modes transport	
living situation	alone	Count	13	8	21
		% within living situation	61.9%	38.1%	100.0%
		% within mode of travel	11.5%	15.4%	12.7%
		% of Total	7.9%	4.8%	12.7%
	with others	Count	100	44	144
		% within living situation	69.4%	30.6%	100.0%
		% within mode of travel	88.5%	84.6%	87.3%
		% of Total	60.6%	26.7%	87.3%
Total		Count	113	52	165
		% within living situation	68.5%	31.5%	100.0%
		% within mode of travel	100.0%	100.0%	100.0%
		% of Total	68.5%	31.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.483 ^a	1	.487		
Continuity Correction ^b	.197	1	.657		
Likelihood Ratio	.469	1	.493		
Fisher's Exact Test				.616	.322
Linear-by-Linear Association	.480	1	.489		
N of Valid Cases	165				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.62.

b. Computed only for a 2x2 table

Transcriptions

Both transcription 5 and 7 were generated in the first stage of interviews and 16 and 18 were resultant from the final interviews. All the examples here, have in part, been used in the main thesis. The following examples provide an opportunity to gain a better understanding of the wider context of the conversations held.

Stage 1 interview

Transcription 5

NB – Thank you for agreeing to come and talk with me. Firstly, can you remember what you have done here at the FSES?

Tracy – I've done the introduction to childcare, the NVQ 2 in childcare and interaction with the PSA.

NB – Why did you choose to come here to do those courses?

Tracy – Well I didn't even know about the courses until I came here to the open evening to look at this school for my son and then with all the booklets we got there was some leaflets about the courses. So I thought I didn't even know there were courses there and I came and one of the main reasons was because it was affordable to do.

NB – So it was the price then, once you had the idea you wanted a childcare course? You could have thought then you liked the idea of a child care course but would look somewhere else, like CALAT down the road or Ambassador house. Did you think about going anywhere else?

Tracy – I had actually looked into it a while before finding out about here. I'd looked up different colleges and things like that. But I think this is so convenient because this is near, affordable and it fits in with school hours. So it was doable to fit in with my day to day life.

NB – So you had a look at other child care courses and presumably when you got your leaflets there were a whole range of courses to choose from. What made you opt for childcare?

Tracy – To choose this one rather than the others?

NB – Yes.

Tracy -Cost. It seemed more straight forward here, less of the mumbo jumbo. Just straight down details. You know exactly where you stand, no what it is, where you

need to be, when, how often it is and it was intimidating or anything like that. I knew what I had to do and I thought, yeah, I can do that.

NB – That's interesting because a few people have said that, about keeping it simple. It seems to sort of demystify things, it's not scary here.

Tracy – Yes, you can feel really comfortable.

NB – So what makes it not scary here? We are a service use by adults returning to courses in a school setting which might bring back memories for some, a mixture of positive and negative. So what do you think makes it less scary here rather than other places?

Tracy – I think this is less daunting coming here than going somewhere big like the College or somewhere like that. You know it's only going to be a certain amount of people in the class but it was still scary coming here for the first class though. I was like not sure what to expect but it was a relaxed atmosphere here. Going back to ourselves to talk about the introduction to childcare course it was very relaxed and we were treated like adults as well, which you don't think about before you start a course, you are in a school frame of mind. Then you go home and think, yeah, it's like for proper adults sort of thing, so yeah, it wasn't intimidating.

NB – So did you know anyone else who was going to come to the course here?

Tracy – No.

NB – So it wasn't a friendship which brought you here or advice from someone who already attends?

Tracy – No.

NB – So once you got through the door and you tried it did you make friendships here or did you come solely for the course and that's what you got out of it, your qualification or do you think gained more than that?

Tracy – No, I gained more. I gained confidence actually which I wasn't expecting and friendship as well.

NB – What do you mean by confidence?

Tracy – It's like it's not such a big thing for me now to stand up and talk in front of people and things like that because I had the teacher putting me through it. I'm really thanking her for that. Just recently I had to do a reading at a wedding which I wanted to do for the bride and before I'd never have been able to do that. So yeah, I'm confident in speaking in front of people and not worried to do something wrong, sort of thing.

NB – That's amazing, well done. Does that mean it's affected your relationships in any ways? I mean your reading must have meant a lot to the bride? Has it changed the way people see you?

Tracy – What, you mean than if I hadn't done the course?

NB – Yes, has it changed your relationships with others or theirs with you? Perhaps your relationship with school staff, your approach to them in the past and the way it is now. Has anything like that changed?

Tracy – Probably.

NB – Can you think of an example for me?

Tracy – I think probably just the fact that this isn't a strange building to me or the fact I know a few faces now. It's such a big thing for me to come and talk to someone about any problems. It's more approachable for me. Rather than I feel that if it was more like a business thing I can pop in and ask if I can have a quick word, if you know what I mean. I feel more like that, more of an even footing.

NB – And in terms of you, you've identified you feel more confident and obviously you now have your qualification and your work experience and some friendships. Do you think there's anything else you have gained from your courses over and above that?

Tracy – A lot of knowledge, the way we were taught, which I didn't appreciate at the time. Until I got here I thought she hadn't done it the right way, I felt I'd done all the hard work myself but now I know a lot. Probably a lot of things that if I went into childcare I'd actually know what I'm doing. – I'm sure you would. I would feel more confident in thinking at I know that shouldn't be like that or that sort of thing.

NB – And in terms of childcare, you and your family do you think there's been any overspill from what you've gained here. Do you think there are any direct changes for your family?

Tracy – Yes, I'm more consciously aware of what children need, their development and things like that. I'm more aware that where friends used to have toys for their children, I'd think that was ok for mine, you think more carefully now. And it has come into my parenting as well, I'm more conscious, especially when they are at that tricky stage of keeping the relationship going and what they need at that age. And communication, how to do that well, yeah, it does make you more aware without probably even realising it sometimes.

NB – Do you think if we were to ask your son, if he'd identify any changes in your relationship?

Tracy – I don't know because we always had an open relationship, it's always been like that, he's always come home and he'd tell me everything. Even when he has done wrong but I think I am more aware that I make sure I put the effort in. As he comes up to his older years he can, we can either keep going with the old way of doing things or gradually adjust to meet his needs. I think it's especially important with the baby coming, I've got to keep an eye on him and make sure to notice him, keep him really involved and treat him a bit more grown up.

NB – Yes, emotionally and psychologically I'm sure that's right. In terms of practical day to day activities, are there any changes there? I'm just thinking about your

increased confidence and wonder if you do more sitting down with your son for help with homework or preparation for exams or any other practical changes?

Tracy – Yeah, I'm more understanding I think with his homework and that now I understand the pressure and deadlines and getting the time to do it and making sure it's done and that. Yeah, I think where it's more fresh in my mind, the coursework I just done. I'll say things like, do your homework this may, you might find it easier. And, take notes, first do a rough copy then order and neaten it and things like that.

NB – So do you think he's made progress as a consequence of what you've done? Or do you think he would have made that progress anyway?

Tracy – I think he would have made progress, I think he has more, err, it's hard to explain it, he's more... Well, it was nice when I was doing my coursework and he was doing his homework, so he could see it's not just Mum nagging him, 'got to do your homework'. It's more a case, well Mum's sitting at the table doing her homework, he can see that it's not just all about poor him, it's not just him that gets so much coursework, actually other people do it too. It's part of life, so get on with it.

NB – Do you think he got anything out of the fact that you chose to go back into education and do something when it wasn't compulsory, a long time after compulsory school finished. The fact you chose to sit at the dining room table and do homework?

Tracy – Oh, I think he's proud of me and when I passed he was going like, 'oh congratulations Mum'. He was really pleased I think, he was just pleased I got through and pleased because I'd be more relaxed and he'd get his Mum back. Yeah, he has said things like he's really pleased for me and he has said that.

NB – And when you were here working on site, did that make a difference to how he was? About you being around?

Tracy – I think he quite liked it. Yeah, I get the impression he quite liked it, yeah.

NB – I haven't spoken yet to anyone who has worked here and had children in the school where the children haven't enjoyed having their parents on site and even told other pupils quite proudly that their Mum works in the school.

Tracy – Yes, my son said that too.

NB – And do you think that has helped the children be more comfortable in the school?

Tracy – Yes, I said to him I was here because he worried, he wanted to know if I was coming or going and what times. I said, don't worry about saying hello to me but he said he wanted to come and say hello, I think he was quite pleased. No one could fault his Mum for coming up the school to do a qualification. No one can put you down for that. Me doing a qualification, I think he was quite pleased with it, it think.

NB – So, it sounds like you feel there have been some good outcomes.

Tracy – Yes.

NB – So what do you think are the ingredients to make a good outcome? I'm not asking what is a good outcome but what is it that gets the right results for you. For example is it to do with the teaching environment, a good teacher, understanding the coursework?

Tracy – All of them. The environment, you've got to be able to relax and concentrate to do the coursework while you're here and if you haven't got a good teacher, you won't understand anything.

NB – Ok, let me ask you about teaching, what makes a good teacher, what are the ingredients that make teachers good. Because you've had childcare leaders who aren't teacher trained for your introduction to childcare but qualified teachers for your NVQ.

Tracy – Right well, I'll have to deal with them separately because they are two totally different ways of teaching. The introduction to childcare course, was for most of us in the class, the first time for us coming back and doing a course. So it was very friendly, the leaders were all very approachable. If you had a problem you weren't afraid to say, hold on a minute, I don't understand what you are saying. They didn't feel teachery, do you know what I mean? Just more like an adult who's helping you understand something. The lessons were planned really well, very understandable. I learned a lot in that course as well and I found it so much easier doing level 2 after doing that one first. I think I would have found it much harder to understand level 2, I was so glad I done the first one. But even with the course leaders in the first one, they'd have a laugh, you know, no pressure, we were just going along learning at a nice pace, not too much but we did keep learning something each week. Yeah, just the way it was set out, you could easily understand it, especially if you hadn't done nothing since school; you know, 16 years ago! You were learning but it wasn't too much, they stretched it out so it was manageable.

The second one was a lot more harder work. The good side was that the tutor didn't help us which at the beginning when she explained it to us I thought 'Oh, yeah I get it', she didn't hand us the answers on a plate, didn't help even draft answers, in fact we had to research every last bit of it ourselves, to the point where I was 7 hours one day on my computer doing course work. But looking back now, what a brilliant way because I've really taken everything in because I had to research it all. So that way was good for gaining something more knowledgeable. Probably the downside to that was the way they had it set up. All the course work you had to hand in each week, all of that didn't get marked until the end. You get this and that of these questions which haven't been answered fully and then you are panic stations sort of thing. That's the only downside I can say about that course really, everything else was great. It was just a lot more harder because you just weren't getting any information. It would be like this is this and these are the questions now go and find them. But to be fair the teacher did say we won't have any difficulty if we want to do level 3 because we've done so much research at level 2. So it worked out alright in the end.

NB – So are you suggesting what made good outcomes was having good teachers, different types of teachers at different stages of learning, being appropriate for example if you'd have the level 2 teacher straight away

Tracy – Yeah, I would have quit.

NB– So you think it's about the right level and the right approach at different stages or

Tracy – Yeah, it's the actual teaching to go with the course and where the students are at.

NB – So can you think of anything that would be a barrier to good outcomes?

Tracy – Not enough explanation about what to do, what the teacher wants and not enough feedback on what we give in. I think they stop the outcomes being as good as they can be.

NB – So if you think about our services generally, not courses specifically, are there any barriers which you can think of which stop other adults having a good experience here?

Tracy – Like what do you mean?

NB – May be the cost of courses, or the location of the courses or the equipment available of complicated forms, that sort of thing?

Tracy – I think it can get a bit frustrating sometimes where there is a large group of learners that don't have a good understanding of English. Sometimes when you are on a course and you know what's going on and you are thinking just get on with it. Rather than go over the next part you've just got to sit there because they're just not getting it, that can be a bit frustrating at times and I'm just like, 'get on with it' sort of thing. As for the cost, how can you get it any cheaper, you can't? The building though is fine and the room is good for learning in. I didn't have any problems. The rooms aren't beautiful but it gives you what you need, table, chair, bit of peace and quiet, not too much noise and chance to get on with it. That's all you need really. And the rooms, I wasn't fussed about them.

NB – And we don't spend any money on our advertising, our promotional leaflets are bits of folded and photocopied paper.

Tracy – I think the way the leaflets are is good because again they are understandable, to the point, not a load of stuff where you are trying to work out what you're going on about. You understand it straight away. You can see if it fits in with what you want straight away. I think if more people accessed it I think there'd be a hell of a lot of people doing courses. I really do. If I'd have known I'd have done it a few years ago before my son even came here but unless you sort of come to the school or as a parent of one of the kids then you don't know. I've bumped into other mums since I've finished and I'm like the school have got so many courses up there, for into school hours. You know drop the kids off at school and go and do something, it's cheap and easy. I say, give them a ring, I give them the number. I'm sort of like that, I really want to give them a push, do you know what I mean? You're not going to get a qualification or learning that's going to fit in with your children and finances better.

NB – And can you remind me of the reason you wanted to do your course?

Tracy – I wanted a job. I tried so hard and for so long to get a job. I was so wanting to get out to the working world and I thought I'm going to need a qualification. I left school with nothing. I've been a stay at home mum for four years, I've got no experience or qualifications, what can I go into? With all this job searching it struck me – childcare! I thought, I can do that.

NB – Have you thought about keeping some of your new found skills alive? Especially as you are about to have a baby, with your qualifications you are able to work as a child minder.

Tracy – I'll see how I get on with the baby first. It had crossed my mind though. I think it's more something I'll think about in a year or six months. Give me that time. I want time to establish my routine and things like that although I quite like the idea of going out to work and not being at home. You know going out to work frame of mind, I'd quite like that, I don't know. I'm going to have my maternity then I'm going back into Sainsbury's because I want to keep earning then I thought I was going to stay at home for a few months and then look for what I can do in a school. Or even go back to a few hours volunteering each week to get my foot in the door. I've got options now, I didn't have options before. I've got them options which is nice. You know it is nice I can go in and say I've got an NVQ level 2.

NB – What do you think about coming back to do your maths and English?

Tracy – What like GCSE? Probably English because I love English but maths I just struggled with.

NB – Our maths teacher is fantastic. She teaches in small blocks so you can do tip toes, topic by topic so you can get your qualification that way.

Tracy – I look at my son's homework sometimes and I feel bad because it's actually the only subject I can't help him with. I'm fine at adding and subtracting but the working out thing they have at his age with all these different words, I'm like, well what does that mean? He's like, well that's such and such, you've got to move brackets over and

NB – Obviously you wouldn't start there! It may well be worth thinking of though because I really think that would help raise your confidence even more.

Tracy – It's the only subject he's on his own with but luckily he's quite good at it. For me, I think a lot of it is just the language because when he was in his primary school I could help him all the time but he's come here and I'm like, what's that mean?

NB – Ok, so things inside the family dynamics between you and your son have shifted a bit, what about between you and your partner or in terms of the whole family?

Tracy – Well, on a wider scale, probably the way I'm more confident, I think it's funny yeah, I'll sort of speak to myself now. I think when you know you have the knowledge of something, after leaving school with no GCSEs and you are a stay at home Mum, you sort of feel like you can't do it. You feel like you don't know what you are talking about. Do you know what I mean? Well now for example I'm more like well actually, Joe and me the other week was having bit of banter about me and him and he said I

was so stupid sometimes and I went, well actually I have a qualification, have you got one? I thought that would wind him up but he started laughing and he said yeah you have!

NB – Haha do you think you've got more confidence to speak up now if you've got something to say about something?

Tracy – Yes, like my opinion is actually worthwhile.

NB – And had that changed Joe's opinion of you, is he more respectful of you?

Tracy – In a way, yes, because he has seen me doing all the coursework and he's been like, I've got to work tomorrow in 7 hours and I'm still in my pyjamas. He's seen me do a lot of work, especially towards the end with all the questions that have come into me and that. He was really supportive while I was doing the course, really clearing up so I could get on with the things and occupy my son so I could concentrate, he was really cheering me on to do it because he knew I really wanted to do it. He's probably more changed because I'm changed – you know the reaction off me. You know I was like I actually have proof I actually can pass something, I can do something. I think I'm more confident, I'm more laid back as well. I'm like I have to work at the primary school and just go with it, I've got that more sort of attitude. Funny how it's all sort of changed, yeah.

NB – Hmm Hugely life changing.

Tracy – Yeah, because it does affect my day to day life. Yeah, where as before I think, where I wasn't working I'd think I'd just keep my mouth shut if a manager would have said something or like for me to do overtime or something, I would say yeah, ok. Even if I was thinking I don't want to do it, I'd do it. Where as now I am part time and now I'm like no, I've got to get a life, if I feel something I'll speak out more.

NB - So where does that put you in terms of going forward? I know you are having a baby at the moment and obviously that makes a big difference in what you are going to do, but in terms of long term goals have you thought about your options? You talked a little bit about doing level 3?

Tracy – Yes, that's what I'd like to do.

NB – So have you changed your outlook or direction prior to attending the courses?

Tracy - I think it's where I want to be going but I never saw myself going. But you know, I'm like, oh I'm actually on the path to where I'd like to be but actually but actually doing something I do want to do. Not just because it's the easiest option or it's just there and I'm doing it because I'm choosing to do it. I'm more in control, I think and it's nice.

NB – That's good. Are there any other points you'd like to raise?

Tracy – Not really, the only thing that would make the services better is if they weren't in such demand, so there was tables so there wasn't a panic about got to get my name down, you know. The thing is it works, it works. Look at how many of us

went on to do NVQ level 2, 2 big classes. Really it does work. I would come back and do another course here, I would without hesitation.

Stage 1 interview

Transcription 7

NB - Firstly, thank you for coming in to talk to me.

Tina – It's ok.

NB – Can you remember the courses you have done here and which services you've accessed?

Tina – I've done English, Maths and childcare and I see the PSA.

NB – That's been, what, over two years?

Tina – Yes.

NB – And now you are getting ready to do childcare level 2?

Tina – No, I'm going to do the second stage of level 1.

NB – So how did you know which courses you wanted to do, how did you choose?

Tina – First thing I chose English, reading and writing and spelling because my English is not that good and back home I've never been to school at all. When I did choose it, I followed the teacher, she send me there and I come to the class because it helps me a lot.

NB – So you come here now but you could have easily gone to College or the adult education provider at in Thornton Heath. Yet you didn't choose those, you chose here, why?

Tina – Actually to be honest when I heard it was adult education here and all my children come here, then I just want to come. I chose this school in 1996 to bring my son here.

NB –So you came here because you know the school? And what did you expect when you came here? What did you think you were going to get when you came to here?

Tina – It's kind of like what I expected.

NB –Ok, what was that?

Tina – That it would help me a lot, it would help me a lot because I don't know how to write, now I'm beginning to write sentences. And before, even my English, I understand a little bit but am shy to speak but now I can speak to the people in a big group. I can do many things, I really have moved forward.

NB – So you have moved forward because you can speak and read a little bit, you are a little more comfortable with others? And you have presumably gained childcare skills and information.

Tina – Yes, that is also good. It takes me out the house and I can co-ordinate that with trying to get a job. Yes, it's very good and any course I do, I like, everything I do, I just pass. Yes, I'm really happy.

NB – And would you say you are more confident now?

Tina – I'm more confident now because before for example if I was to say go to parent's evening, if there was extra education and I want to ask permission, I was scared and I'd put to the side. But you see now I'm free, if I want to ask something now, I ask or if there is something I want to say then I will say it. It's not a problem and I feel very, very confident. I am happy I got to come here.

NB – So it's changed your relationship with the school?

Tina – Yes.

NB – And apart from parents evening is there any other ways it's changed your relationship with the school?

Tina – Yes because home, home, everywhere, like I said I don't believe my English speaking and many things I don't believe myself but now I am confident.

NB – So it's changed not just your relationship with the school but everyone, it's changed who you are? You're not the same person anymore?

Tina – No.

NB – So has it changed your relationship with your children?

Tina – Er, it's changed a lot because before I'm a very tough Mum, very hard on the children but I learn to calm down, to talk to my children. Now I be with them, tell them what is right, what is wrong, not just get angry. And I really appreciate that I learned a lot.

NB – Do you think your daughter has changed in her attitude to you, does she see you differently?

Tina – For our relationship I say she's changed a lot, yeah, she changed a lot for coming here and me too, I changed a lot.

NB – Can you tell me how she has changed?

Tina – Because before we don't sit down and talk for any more than 15 minutes but now we have family we go out together and we go to the restaurant or I tell her as she comes to cook the food for me. She can do this, I can do that, was maybe I clear the table now we have family. It's important and it's from coming here I know it's important to be with the family. Because before I was there but I don't know my daughter much. I was blaming the Dad, I would say he took her from me but it was me don't know how to handle her. Coming here I learn a lot. I learn to be with my family and learn to be with people outside and I learn to be with group and I learn for myself too. I'm really pleased with that.

NB – Do you think all your other friends outside can see the change in you? Do you think your friends and family look at you differently now or just the same?

Tina – Ah, no. People look at me but I know that myself I look different. I cannot draw what they look at but I know. I think they say they think about it. They'll think I've changed, yeah, even my daughter told me that. For seven years I've seen you but now I'm proud of you.

NB – So how is it we have been so helpful here, what are the magic ingredients?

Tina – The magic in here when you go on courses somewhere the people think you know how to read and write. They take the paper they handing you, they tell you what to do. They don't sit with you to explain to you this is how you do it and please do this to that. Well, here people is comfortable. The teacher is good because they can just give you the paper and say you can do it yourself, but no they explain to you this is go like that, this is go like this. If you aren't stupid you can learn it quick, you can understand but somewhere else they give you the paper. If you are not good at reading and writing how you can do it? And here I am really happy to come here.

NB – So you think it's important we have the right teacher coming in at the right level, that's important?

Tina – That is more than excellent because you know I got to go to the job centre and I am volunteering. I just talk to them, before I just see them and say Hi and I pass because not confident to use English. Yeah, but now I will see and chat with them. If not the right teacher, right level work and explaining how can I make progress. This is very good.

NB – And you have your sister coming here too. How important was it that she came with you? Would you have come here on your own? Or was it better with someone you knew?

Tina – No, I would come by my own. I think I don't know how. Before I came to another school, before I came here. I came a little bit with the teacher because it is her I did my first course and I just tell my sister about it. I say please come here and I think she anxious more than me.

NB – Really?

Tina – We all happy about it now.

NB – So still trying to pin down what makes the difference here. Is it perhaps you just haven't had the opportunity to come to school and learn things in this way before?

Tina – Yes.

NB – But it must be scary to come to a secondary school? Especially if you have never been to a school to learn or you've been and had a bad experience. Was it difficult to come here and learn in new ways, was it scary?

Tina – I think I'll be left behind if I don't come. I've done nothing.

NB – No you won't be. And I'm impressed you come and do what you do.

Tina – Thank you and I tell all the adults who want to give up, I give them advice, keep coming to class.

NB – And is advice something you would hand out before? Did people come to you for advice a few years ago?

Tina – Before they asked me my advice but I can't say much. But now if they ask me, of course, even if they don't ask me I will tell them. Yeah, I will tell them. I say do this course there, it's big and it's good. Yeah, my two children coming here, you know yeah? My son started here, I think in 1996.

NB – He's left and I think been to university. Is he working now?

Tina – Yes, he's working now.

NB – He must be proud of you.

Tina – Yes, a little bit, a little bit yeah. He say I can do more.

NB – Do you think you can do more?

Tina – If it was I had start earlier, I can do more. I could feel better start up but I didn't start.

NB – Can you still move forward now?

Tina – I can move forward, till then, till then I move forward and I advise to people, try and move forward.

NB – So I think you have helped me see what you think makes this a good place to come to but what do you think might be barriers for others? What do you think might get in the way of some people wanting to come here?

Tina – I don't think there is any barriers because it's open in here. You see you come in for the information and they give you good information. If you talk to the teacher, they teach you good. I don't think you see any barrier for people not to come.

NB – Ok.

Tina – Yeah, anyone who heard and they come. I'm telling you it's a lot of people where I come from, I talk about this school. If you have about 6/7 adults from here, coming here, it's me, I tell them this is the school.

NB – That's really good, thank you.

Tina – And I know more people planning to come.

NB – All welcome, all welcome. So do you think you are influential in terms of other people?

Tina – I actually ask to be honest, before I come today. I said if I come today it's going to be good, it's not embarrassing because I know sometimes, if my daughter don't want, me can't go, life is easier. If she don't want to wake up or go college with her friend or something and I say to her she will be doing adult education here later

in her life. She is cross and she doesn't talk to me but later she sneaks over to where I am.

NB – Do you think she is pleased with you then and encouraged to do the right thing?

Tina – Yes I think so. Because even sometimes I said I have this homework. I know she never do her homework but I just tried to build relationship and maybe we can work together. I say now you have homework, I have homework, why don't we do it together and when we finish we go and buy an ice-cream. Sometimes she say ok and sometimes no. You know my daughter, sometimes she say no, no, no, I'm going to do my things. I think she is pleased that most of the things has been between me and her. She like fighting a lot or she like not tidying up. If you tell her go left, she go right, yes? That's the problem. But I think me coming here has made her change a little bit. She's changed and I've changed, because me too, I was hard on her, you know, say do this, do that, please don't do that I'm getting upset, like that.

NB – So she's done a bit more homework when you have offered her the chance to sit with you and that usually she never does homework, so that's more than usual.

Tina – Little bit, little bit or sometimes when I ask her to help me with my homework, when she wants, she helps me. When she wants something from you, she says mummy you don't have any food. I say yes I have. She says if you want me to help you, I say yes please, I know, click!, she want something.

NB – So do you think it has made things different for her, not just your relationship with you but her performance in school?

Tina – I think it has changed because of our life, before she spend more time with her Dad, always there but me coming here. Sometimes I take her after school and I think it's changed. For me I see the change but some people see different.

NB – Well, she seems to fight less in school and seems like she has calmed down a lot.

Tina – And you know sometimes I see the PSA and she tell me how to deal with the children, how to deal with the family, how to be with them, not to be angry, not to be shouting because it is always the problem at home. They've got their homework, organising school uniform and tidy up. Nothing more but he don't tidy up her room. If she do it today tomorrow the room look like a bomb dropped.

NB – It reminds me of one of my own daughters!

Tina – Oh no, no, no, no, there's a big difference.

NB – Yes?

Tina – I have other children, 3 other children and I don't have problem with them. I don't have row even. I never, ever have problem with them tidying up. They not fight, they never call me from school to complain but as soon as she comes to this school, problem. I never have call about my children no-one call me complaining to say

about a fight, no but for my daughter – everyday. One week I say everyday they are calling me because you do something wrong.

NB – Still?

Tina – No, because I think she changed.

NB – Yes, I think you are right she has changed a little bit.

Tina – Actually she is a really lovely girl.

NB – Yes, I think she has a kind heart

Tina – But obviously she don't like study, she don't like doing homework, she don't like bring books at home. I try give her every day I offer to go to the library with her, I offer to go sit down with her. No. It's hard but now I don't know, but one thing is there when the GCSE comes she will show fighting.

NB – You might be surprised, she has ambition. She wants to be a nurse and because she wants something she will work. You'll see. She's a clever girl and that's been her problem that without much effort she passes her exams, it seems it might have made her lazy. She will have to work for her A' levels though.

Tina – But which school will take her if she don't do ok in her GCSEs?

NB – I'm sure she'll be fine.

Tina – Because she wants to go to South Thames College.

NB – I'm sure she will.

Tina – Ok because we went there to a meeting once and they gave her appointment. They say they are doing something every Monday. They give her the timetable one week, she can go see the people or she can wait till she gets her GCSE results. So they will be coming out in August init? I'm really frightened a little bit for her for that. I don't know but she likes, she know she like midwifery, yeah but she like children, she like children. She look after the children more than the adults, I'm telling you because I have sisters who, or friends, she got take the children, spend the night with the children in her bedroom but on her own. If it was me I cannot leave my children with her but my sister, yeah, and she have a friend who have a baby and she takes the baby, holds the baby for two days, the weekend when the mum is tired, because the mum is too young. And it's already my daughter, she is already saying that. And I look at her and shake my head. I am proud of her and what she is doing because I'm worrying now and when she have the baby I'm not going shopping or doing nothing, I make sure I'm in the house yeah, but I let them together. Yes, she's good with children.

NB – Well I hope she can be good with the mums if it's midwifery she chooses to go into.

Tina – Yes.

NB – So the way your daughter is with the baby and your sister, it sounds like that's a different person to the one you describe at school. It's like in one place she is very responsible and in another not at all?

Tina – Exactly like this. But since I calm down and not shouting any more, my daughter calmer. Maybe like this at school, too much critical words and she feels stressed, I don't know.

NB – Ok. Now it's the holidays soon and we will have no classes but will you be coming back here in September?

Tina – Yes, I'm planning to come here all the time, yes, I plan to come here all the time.

NB – Brilliant, what will you do?

Tina – Like I said I want to do the second part of level 1. It's helped me at home with my daughter, we can get along now and we are closer, it's good, very good. It has helped at job applications, my writing is ok and I can fill out forms well now. I love it here.

NB – Great. Is there anything else which we could offer here which would help the community?

Tina – No the service is very good, the office people is good. Any problem then you have to, you talk to them and they help you straight away. Yes, everything, every service, I don't see nothing wrong. They gave me evaluation form, I ticked everything excellent, excellent. Till I see the bad, nothing is bad, everything is good. And I love it, I'm really happy here.

NB – Very good. Thank you.

Stage 2 interview

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NB – Gosh, it's ages ago since you first started here. Can you remember what you have done on the adult side, I know you've seen the PSA.

Bibi – Yes

NB – Did you come to any classes?

Bibi – Yes, I did, I had the computer course. Yes, I done a few then stopped because I can't come. My mum was at home and very ill so I can't come. Very difficult for me, I want to but I couldn't come.

NB – And did you do maths or English?

Bibi – No, I haven't done, no.

NB – Ok so in terms of the IT class that you did, why did you choose to do it here rather than somewhere like Ambassador House?

Bibi – Because back then I didn't know about Ambassador House. I know about things here because I met with the PSA and then other people and so we had our sons coming here. That's why I know, why I prepared to come.

NB – So really it was because the children were here?

Bibi – Yes, because the children were here. And it was very good to have.

NB – And you've had lots of help from the PSA?

Bibi – Yes, her and deputy head teacher and all the other teachers, very helpful.

NB – And you also had some help from social services? The family intervention team?

Bibi – Yes, I had.

NB – So why do you think you kept on seeing the PSA even though you had the family intervention service. What was the benefit of having both?

Bibi – Because PSA, we used to see her innit? I like to see her, have friendly talk. Often she comes to visit me and I come and visit her and it's very helpful, very helpful. When the kids are at each other, yes lots of changing now. It's very, very good. I feel I have changed so much, yes I am so proud and I mean I'm so happy about that.

NB – So it's been helpful talking to the PSA, in what way is it helpful, how is it helpful?

Bibi – I can share, I can talk to her, anything. I can let her know and I can talk to her and she come to me in my home and we are sitting and we are relax, you know, and we have a time with her and enjoy.

NB – And could you do that with the people from family intervention?

Bibi – Yes, but they not there anymore innit?

NB – No, no, but when they used to come, could you talk with them in the same way?

Bibi – Yes, yes, same way. I told them everything I had so much going on, so much stress, so much depression and everything with the children. Because I know they were really bad, youngest was suffering from leukaemia and I was suffering from breast cancer. We had a very, very hard time. Then after that I had the thyroid problem you know. I was still on medicine, I was on so many medicines, you know diabetic medicine, thyroid medicine, I had asthma and had to take the inhaler everywhere I go. I had problem with thyroid and everything.

NB – Yes it was very bad luck.

Bibi -Yes, but what can I do? It's life, innit? It sometimes heaven and sometimes hell. But my children they are grown up now. My daughters they are grown up and now they are helping me so I have less worried and less stress. They help me, my eldest is 23, just finished her degree in maths.

NB – Wow, what's she going to do?

Bibi – She is doing business accountant, yes she is looking for a job. I am very proud of her. Second daughter, she got it high in everything. She got job as school teacher so you know I don't have to worry about them.

NB – I'm really delighted for you, that's so good.

Bibi – Yes, I am so happy about them. And now I have time when I can go swimming, I can do exercise and I can go shopping. And my older daughter she has a car and she takes me everywhere.

NB – Your life has really changed, hasn't it.

Bibi – Very much but I've had so much support and so much help.

NB – Why do you think it has changed so much?

Bibi – I'm not sure if it's a miracle or something. I all the time pray to God and originally I had the faith. Now youngest is grown up and he is praying now. Not before, he doesn't like God, not going to the temple but now he sees God answers his prayers he must say thank you. And he is less troubled now, he doesn't do anything wrong anymore and if he do anything wrong he comes to me and he say sorry mum. But before he had anger and temper and he was smashing and breaking and spoiling everything, yeah. We had, you know, no happiness.

NB – But as well as God, you also put some boundaries in, didn't you? You know, I remember you put in some clear rules for them didn't you?

Bibi – Yes.

NB – And made life a bit tougher for them?

Bibi – Yes, tough for them. I had to and now look they've changed.

NB – Do you think that was part of why they've changed? Making them focus on their own behaviour?

Bibi – Yes, that's true. But oldest boy, I worried about him. He missed his school so I am not happy about him. He miss his school exams, his GCSEs.

NB – No, he didn't do very well did he?

Bibi – No, that's why youngest working hard now, that's why I'm pushing him and telling him, this is your life, your future, you'll be like older brother. He is now staying in, doing study, little bit he changed but he still need to be a bit more so we are pushing him and pushing him.

NB - And what's your eldest son doing now?

Bibi – He go to college but he give up there. He no want to go, now he is thinking he want to go get a job. So he gave everything to look, I say ok, try. If you can do, do, go for it. He's 17 you know, he's not a baby. So he gave everything, he try.

NB – So out of all the services we offer here, you obviously thought the most useful thing for you was the parent support. Would you say that is more useful than say maths or English?

Bibi - Well, maths and English, it is a very good opportunity and people should go. I'd like to also do maths and English writing. I can speak but I can't write down and my spelling is not good, I have some problems when I do my letter writing. I can't read, I have to go to my daughter, she is helping me but now she is married. I can't go to her all the time. So I need that one as well but I have a problem with grandma, she is very sick has dementia and is completely blind now. Midnight she wake up and she has forgot things, she say it is daytime now, give me my food. In the night time I have to make supper, give her a drink because she don't believe she's already eaten. She says no, nobody gave me food, given me lunch, give me food, give me this, that. So I have to wake for her, to give her food at midnight. Yes, it's hard, very hard, that's why my husband and my daughter they say, Mum you need a break so I'm going on holiday for 2-3 weeks.

NB – That will be lovely for you.

Bibi – Yes, I'll see my dad, long time now. He's 95 and he wants to see me, so my daughter said, mum go. Everything is under control, we'll look after grandma and we're all here, oldest boy, sister, Dad, he finish about 12 o'clock, so we will all look after grandma. You don't have to worry, so you go and relax and enjoy, enjoy yourself.

NB – Great, it will be an amazing opportunity to relax. And you said you could relax when you were talking to the PSA, how was that?

Bibi – It was really successful talking to her, I could relax because she helped me work out what I wanted to do, what I wanted from the family. It helped me focus on my prayers and some of the boundaries for the children. We would talk a lot about the boundaries, how I had to explain first then be very strict to keep to them and the sanctions I said would happen. But also all the help and support from everyone, the PSA, deputy head teacher, all the teachers. I am very pleased and God bless all of them.

NB – So what do you think made it so successful for you?

Bibi – I think it was having like all singles, it was like having all these lovely friends and we can talk as a family or we can just talk. I can't talk my brother, he is living in the country side and my husband's family they don't bother about us so we had no one we could talk to until we talked to the PSA and the others.

NB – Do you mean by singles, lots of one to one support? Not general information but lots of personal advice for you, specific to you and your family?

Bibi – Yes, because then we can share details, we can talk, we can know what's going on for everybody. We had a hard time and every day the police came to the house, that's when we had so much help from the social services, school and you. I'm telling everyone, because of all of this youngest boy now has a future. We can see he can bring something forward into the future. I'm so happy, less worry, less depression.

NB – I think you all have a better looking future.

Bibi – That's right. Even now I still have support from Mayday hospital speech and language therapy. She's called Miss J, she's very good. Every Tuesday I go there for a time and she has a talk with me. She is also talking about families and everything and she checks my neck and throat. I am doing exercises with her and she is saying I need more relaxing, every time she say, you do for everybody so when you are at home and when you have a time, just sit down, close your eyes and relax. So I am trying but if you have someone in the house then go to a quiet room and just relax. You will find your sounds going good and your voice coming out better because sometimes you can't laugh, you can't smile, you can't talk because of the stress making your throat tight. I had this trouble in my throat for so long now. When I talk too much my throat to too tight. I've had every treatment there and she say the best thing is to go and have a break.

NB – So you really do seem to appreciate the one to one, personal understanding and interaction? Is there anything you can think of which would put you off using the services here?

Bibi – I don't know.

NB – Maybe, for example if we were a long way from your home, or if you had to have your support as part of a group or always at a specific time of the day. Anything that would put you off?

Bibi – Yes, it's fine, it's fine. Now because there's less difficulties, less worries, everything in control and everything is easier. So at the moment I'm ok, I'm fine, I don't need it so much now. But if I need it in the future I can come back to you and we can see PSA. We can let you know what's going on and what's happened again, anything at all, we can link and we can talk.

NB – Does that mean you can't think of any reason for not using the services?

Bibi – Yes. No, there's nothing that would stop me coming back.

NB – Ok, good. So the intervention has been quite successful and you've mentioned some of the benefits you've experienced. Do you think it had brought any change to the relationship between you and your children? Do you think because you feel differently it's had an effect on your children?

Bibi – Yes, before very hard with the boys, it was they not talk to each other, not talk with their dad, so much going on. They would break everything but now they talk with their dad if anything happening. If they want to go anywhere, shops, gym dad can drop them. Oldest boy, he joined the gym and youngest Bilal exercise at home, he got a treadmill so he do some exercise for him. So the three of them help each other as well so they are together now. They are sharing everything, they are sitting down at night watch TV, everything they enjoy and they are laughing. So we have communication now, before it wasn't like that, so it's quite lots changed.

NB – That sounds like you are including your husband in the changes. How about you and your husband, has the change in you had an effect on your relationship with your husband?

Bibi – No.

NB – No, it hasn't changed you, or it hasn't brought you closer together. He doesn't see you differently, he doesn't see how strong you have become?

Bibi – I'm not sure, I can't tell because he didn't tell me from there (pats her chest) but inside I feel, aaah, I don't know.

NB – What about from your point of view, do you relate to your husband differently? Perhaps, do you have more confidence to suggest how things might be done?

Bibi – Yes, yes, now we talk and we go everywhere together, like shopping and he support me now through all the difficulties.

NB – Do you think he understands more now?

Bibi – He understands the family more. That's what he's doing, helping the family more, involved with the boys. He's helping to try and find work for them and he's going round friends for doing something in the future. He is trying to take to his work, trying for oldest to his work. He said maybe apprenticeship, he is happy to do with

him. Do apprenticeship, come there, do that job then he can have work, so he's trying to help him.

NB - That's a very good idea because he is a very bright boy.

Bibi – That's right, he is. And I have good news, he passed his driving theory and now he's taking driving lessons. He's got a date for practical next week.

NB – Yes, he's a bright boy who just lost focus.

Bibi – I know, if he want it he can do it.

NB – Hmm if he can get an apprenticeship that would be a very good way forward for him.

Bibi – I said to him, you always have to look to your future but you always have to be yourself. You need to do it. If you are sleeping or lazy or just playing games or wasting your time, you are wasting your future. I say, you have to be a grown up bot, you are 17, not anymore a baby. Youngest more understand, he's younger brother but he is focusing work. He has got GCSE but he have to do hard work otherwise he stay like his brother. That's it and he's staying in the school till 4pm, he is doing his essay work and when he come home he is very happy. He say, I done yesterday. But oldest, when I have appointment at the hospital he missed exams or when he take his exam in the morning I wake him at 10 am if I have appointment at 10.30am. I leave home 10.15am, before I wake him up, he still sleeping and then I went hospital, see the consultant but he not go to school by time. Dad phone me because then school phone him, they are worried. Dad phone me my mobile in hospital and even youngest ask why he not go to school. I said, I woke him up, I don't know what he's doing because I am in hospital. But oldest didn't go to his exams at 1pm.

NB – Oh dear, he was difficult. But now you say he's better and you are better at managing him, being more confident in handling him?

Bibi – Yes better at handling him. I can tell him what has to happen and what will happen if not, he not happy but we are ok, he know I am serious about things.

NB – And are you more confident with others outside your family?

Bibi - I think there is more help for carers as well, because they also look after grandma in the morning, I just have to give the insulin, that's all. And I definitely I have more confidence, I been looking after my mother in law for 22 years. Quite a long time she is with me and she don't like to go anywhere. Even her daughter, she never go there, even I know she has two sons but she never go there either. Because I look after that long time and she knows I do everything for her, she is very confident and you know, very what you are saying, settled down, that's why she isn't prepared to go anywhere else.

NB – But do you feel more confident in talking to the outside agencies, organisations?

Bibi – Yes, if I think grandma need more I just say to the workers and they are very good to say to me quickly if ok or not ok.

NB – And has that always been the case or has your relationship with external agencies changed?

Bibi – Not always so good. Sometime before, they are not nice. Now they are kind and know I will do my best, I am trying.

NB – And what about other relationships, are they changed or just the same too?

Bibi – Yes, yes, even my next door neighbour come in and helped me lots and the other people from number 16, they helped me a lot too. Lots of times when they are fighting, killing each other. Then they come and they help me lots you know. Now they say to me, your children are grown up now and they behave very good and you are lucky, I can't believe it, so tall and like gentleman, you know.

NB – So even the neighbours have notice a difference?

Bibi – Yes, they've noticed as well. Now it is quiet and it is good for me I can relax and I am so thankful.

NB – That's so good. Now you've said if you need to come back to see the PSA, you would and you've said to me that you'd quite like to do some other classes when the time is right and your responsibilities are less. Do you think you now have the confidence to do courses outside of here, maybe somewhere like Ambassador House?

Bibi – Yeah, but need the time innit? I can't get out the house because of grandma, all the time grandma innit? Only 2 hours in the morning. 2 hours is nothing, otherwise who is going to look after her? My daughter is looking for a job, she is leaving home 7am and back 8pm, so who is going to look after her. And my husband he is also working, he can't just take day off or anything because he has to work. He has to be at work at all time but I am not working, he has to and I have to look after grandma.

NB – Yes, it's hard but one day you will have your time back again. When you do, do you think you will return to classes or do you have other plans?

Bibi – Yes, I like classes. I would go to Ambassador House. It's local and near me. For me here is difficult, I have to catch 2 buses, go into Croydon and come all the way out here. Funny, because I have been so ill I go every hospital, clinic, doctors, now I know everywhere.

NB – Do you think you are more confident travelling around Croydon? You're not scared to go to new places?

Bibi – Yes, no problem. I know all the buses, how long, stop. Now I know where Ambassador House is, I would go there for classes. I can do that and I'd like to do that. Maybe a course for a beginner or child-minding, I'd like to do that course as well. And good for the future as well so yes, I'd like to do something but not until Mum's away, I can't, it's still very hard.

NB – And is there anything else you'd like to comment on regarding the extended services we offer? Any other comments you'd like to make, anything I haven't asked you about and you want to say to me?

Bibi – Yes, I want to say from my heart and my family, a big thank you for all the support of life. I am so grateful and if anyone would ask me, I would tell them, I'm so thankful to everybody from the school and social services and everybody helping me before that. We had a team with a mentor, we had a lot of support from them. And now so much change, especially Bilal because we never thought so much change, his focus, his condition, his health, he was so ill and now he has come back and he is grown up. Now is so kind for everyone, now he even look after grandma. Yes, he goes to her, give her a cup of water, cup of tea and asking, anything. I can see his future now bright and he can do something in the future. Even his prayers he is doing well, he well to Mecca, he goes to the temple and he is praying 5 times now. He gets up early, prayers and gets out with Dad. He is very active and healthy now and he is body build and doing training. He is healthy eating, no eating rubbish now, no fighting, no cheating, he is grown up so much and I am proud of him.

NB – And hopefully proud of yourself too for the part you played. You have also moved mountains too, really, congratulations.

Bibi – Thank you.

Stage 2 interview

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NB – The last time I interviewed you was about the use you had of the support services here at school. I was asking you about how you got involved from a learner point of view. And I was asking about the effects you thought it may have had on you and some of the other people around you in your life. So now it's about 2 years later, forward the clock 2 years, so now I want to ask you questions about what's happened in those 2 years and where you are now. As you know there's no right or wrong answer, just say what's in your head. So firstly, can you actually remember which services you might have used in the last 2 years. Have you done any courses since I talked to you 2 years ago?

Susan – No I haven't

NB – Not necessarily accredited courses, have you done, like a top up first aid course or been on anything like parent support courses or workshops?

Susan – I've been on a few workshops to do with parenting, what I do and it was all sorts of organisations that put an input in. So you learn from that. Then I brought it back and we discussed different things that we learnt.

NB – And did you do the course on domestic abuse in that time?

Susan – I went to a group for domestic violence and abuse but I don't know whether that was in the 2 years and I went there for a while, what do they call it?

NB – Programme, is that what you mean?

Susan – Yeah, the whole programme and that did open my eyes. I was really shocked because I always thought domestic abuse was hitting, you know that sort of thing but it's not. It's mental and all the emotional stuff and I was quite shocked with some of it because I didn't think there was people like that around. So I learned quite a bit from that really. And again I brought it back to my parenting support.

NB – Excellent, and there hasn't been anything else you've done, no? Even things which you may see as meetings but they are places where learning goes on.

Susan – Oh, oh, the YES panel.

NB – Aha, yes

Susan – Hmm, I used to go to the YES panel. Again I found that quite interesting, how the whole system works. Some of it I found good but some of it is absolutely rubbish. But there were bits that were good and again, something else I learned.

NB – So why did you go to them, how did you end up going to them?

Susan – Because of what I do, I was going to see if I could offer our help to anyone who really did need it and to the other groups that were there. There were social workers, there were like, sort of people from the council and other organisations to do with families. As a parent support I just went to make sure, to see if there was anything I could do as a parent support advisor, you know, whether I could go into the house or whatever.

NB – That's interesting, isn't it. You were actually going there to offer your help and if we use the word 'help' kind of loosely, you ended up getting 'help' in the form of information which made your skill base, your knowledge base even wider. Interesting.

Susan – Absolutely, yeah.

NB – So in term of motivations. What were your reasons for coming here, what was your motivation when you first started to be a learner, the first time you came across us. I think you were doing your maths course, your childcare. Do you remember what motivated you to come and do those things?

Susan – Why I started it all was I used to be a PALS (Parent As Learner Support) and then we got offered a place here and because they done all different classes and my marriage broke down and I had a little girl I thought it was about time I stood up to my role. I needed to learn how to read properly, how to write so I could help her. As years have gone on I have progressed, I've got more confident so now I can go and share that with other people, you know. If they want to learn, I say come and do this, this is how I started.

NB – And if we compare the two motivations. That is, if you like, was a motivation around your daughter and helping her progress as much as yourself progress. So both growing together and then, for example the motivation to go to the YES panel, the motivation to go to the domestic abuse training, were they different?

Susan – Yes because it was something I wanted information from. Where, when I come I was learning and then, I dunno I got a bit more confident and things like that. I wanted information to help me do the job that I am doing. And going to different places like the YES panel or groups for domestic violence, all the workshops and things like that have give me confidence.

NB – So that's an interesting kind of difference really. It sounds to me as though you were initially trying to settles as a learner, if you like, a blank sheet

Susan – that's right

NB – But now what you are saying is, it's not a blank sheet. It's now about developing knowledge. Am I right in understanding that?

Susan – Yep, yep

NB – So there's been quite a that's a shift! A seismic shift.

Susan – For me it is

NB – I'd say for anyone. For anyone, yes.

Susan – Yeah, because, how can I put it, years ago I'd never ever of even dreamed of going to different workshops or sort of going to the YES panel and having a say. I wouldn't have done it. I know I wouldn't have done it.

NB – So did it feel different? Just thinking about the two learning situations. The learning situation at the beginning when you were, as we said, like a blank sheet ready to be formed. Did it feel different then to when you were going to the YES panel?

Susan – Absolutely

NB – Can you tell me what the difference was?

Susan – Well, when I first started I was shy. I went into myself, you know because there wasn't a lot I could do. But over the years, doing what I'm doing, it's made me more confident in myself so I can go out and share what I've learnt. But when I first started I couldn't have done that. I couldn't have helped anybody.

NB – So in terms of how it felt as the learner you've definitely grown on the confidence side and I wonder if you can give me some other words just to describe the difference. Hmm it sounds to me as though there was a big difference in what it felt like. Could you give me words for that?

Susan – Oh absolutely different, it was! Oh I don't know how to explain it. When I first started, let's put it this way, to me there was nothing, absolutely nothing and the more I grew as a person.

NB – So does that mean you felt knowledgeable in a subject as you were growing or was the growing about you personally, making a journey about identifying who you were, or what is was that you wanted, or

Susan – I think I didn't know what I wanted, I grew into it.

NB – That's a big difference in learning, going from being a blank piece of paper to identifying what it was you wanted to do.

Susan – That's right and I grew into that. I didn't sort of, just like, right this is what I want. I just grew into it and then I realised what I wanted to do.

NB – Like little steps at a time?

Susan – Yes.

NB – So that's really interesting. My next question was going to be, did you plan that? But clearly what you are saying is you didn't plan it.

Susan – No it just evolved, it just come.

NB – How did it come?

Susan – I don't know. I don't know how. There was just the opportunity to do this parent support. I was given the opportunity, don't ask me why because I don't know.

I just took it and the more I learnt from it the more I wanted to do it. That is what I want to do. It was almost a vague idea but then the mist started to clear.

NB – Ok. So do you think your experiences here then had any impact on how you saw those opportunities to do the workshops, go to the YES panel and do your job?

Susan – I think here had a lot to do with whatever I do. It give me that opportunity to learn, sort of, to read, learn to write, learn to have that bit of confidence so I can move on. And it's quite emotional really because the whole thing that I have learnt, it is because of the school. If I didn't have that opportunity I don't know where I'd be, like now. So yes, the opportunity did come from here.

NB – Ok, do you think it created opportunity and changed your view of learning or view of your own development? Do you think the opportunity you've had here

Susan – Oh absolutely. With the learning, the learning business, yes, it's, it's given me who I am. Does that make sense? Because if I didn't have that chance, like I said, I don't know who I'd be now. But I've had that chance and I would say to anybody, like I do, it's the best thing, really, the more you learn the more confidence you get.

NB – So it's had an impact on your learning because you step forward for it now. Because you are saying, the more you have the more you want?

Susan – Yep, yep, that's right.

NB – So over these last 2 years you've had.... Can you describe for me the impact of all that's gone on? How has it impacted on you, over and above changing your self-confidence?

Susan – No, it's changed me.

NB – Ok, go on.

Susan – I don't know if people think the way I think but all the opportunities I've had and I learned by has made me feel good about myself. Erm, because I was given that chance I can spread it around. Where I was at the bottom I wouldn't say I was at the bottom anymore. So I would like the people who are at the bottom, who were like me, I would like to show them what I did, to bring them up.

NB – Ok, you've changed your self-confidence. Changed what you want to do, changed your self-drive and changed how you see yourself

Susan – yep, yep.

NB – Ok, does that have any practical implications. Just like on a day to day basis?

Susan – Well I would say yes. In everything I do, you know, When I was with my husband all I used to do was stay in-doors. And then all this happened and now I'm more confident in myself to give advice to other people.

NB - Are you saying in practical terms you are out the house more?

Susan – Yep

NB – Did your husband encourage you to stay in the house?

Susan – Well, he never said nothing, he was at work and it was my sort of job to do the housework and that. He was happy I was at home.

NB – Were you happy to be at home?

Susan – Yes and no. It was very boring but as I said I didn't have nothing I could do.

NB – And in terms of physical, are you physically more active?

Susan – Err, well I would say yes because of the job that I do. Although I may suffer afterwards but it gives me that drive, you know, to do it. But if I didn't do it I would go back to the way I was. I won't have no drive. I'd be that person in-doors once again. I don't know but that's how I feel.

NB – Is that a fear of yours, is that something you are worried about?

Susan – I think so, I don't want to be that person. I've learnt so much and I don't want to be that person what stays in and do nothing.

NB – When you say nothing, I'm sure you are a very clean and tidy person, I'm sure you do your housework, so when you say do nothing, you mean nothing in a social context?

Susan – That's right. Like go out there and give people what you've learnt.

NB – As in helping them make a difference to their lives?

Susan – Absolutely.

NB – So if I can push you on this one and ask you to think about this in all ways, can you tell me if it's changed your confidence, your daily routine, given you a bit more physical exercise – do you look any different? Do you feel any different? Do you think your persona is a different persona?

Susan – Well it's really hard. Compared to when I first started, I would say yes, I have. I've, how can I put it, I've got happier. I've got happier in myself because of the things I can do. So yes I think it has changed. Where I, I know this sounds silly but where I felt I was a nothing, now I know I'm not, I know I'm something.

NB – I get that, that makes sense. And in terms of lifestyle. Have you changed your lifestyle at all. Has it made any difference to the way you run your household or the things you do?

Susan – Just give me more headache! Well it's like anything, when I was indoors I used to keep on top of everything, yeah? Like your washing, your housework, your shopping and things like that but now I'm out it's made it change. Now, how can I put it, where my housework is concerned I like my house tidy but I don't do it every day, where if I was indoors I would do it every day.

NB – Is that a better thing or a worse thing?

Susan – I think it's a good thing because my life would just revolve around housework, so I've changed my priorities. Absolutely, cos when I was under the hospital one of the nurses asked me about my housework and I used to say I used to Hoover 3-4 times a day. If there was a bit of stuff on the floor I'd Hoover it and she looked at me and said to me she only Hoovers once a month and I was really shocked but now I can see why – there's more to life.

NB – That's right and do you think that's had an impact on the people you live with?

Susan – I think so.

NB – In what way?

Susan – I think, because, how can I put it? I was there all the time when she was at school but now I'm not and she's at work. It seems like we talk more because we have different things to talk about. She's got her job to talk about and what she done and now I've got something to talk about on what I done. So instead of sort of like being indoors having nothing to say, it's brought us sort of more, how can I put it, we talk more.

NB – Do you mean the conversation is more evenly based?

Susan – Yes, definitely.

NB – And going back to some of the things you said had changed, your daily routine, has that had an impact on family life, for others I'm talking about?

Susan – Well, there's only me and my daughter. I think so.

NB – In what way?

Susan – I think it's give her the confidence to do what she wants to do.

NB – How has that happened?

Susan – I just think it's because of what has happened to me. I want to give her the push to do what she wants to do. Where I never had that and because I've grown I want her to do the same and do what she wants but be happy with it. So I think that made a completely big change. I mean if I was indoors I'd only be miserable and I'd just say 'Oh do what you want' but now I wouldn't do that to her. I would say 'do this, you can try this, you can try that, choose whatever is best for you'.

NB – And do you think it's made an impact on her in any other shape or form? Not just things like her self-confidence but even things like you are saying, such as, you are quite busy and you haven't got time for certain things now. Do you think that's made a change for her?

Susan – I think it's made a change for her because I've got more time for her.

NB – That's interesting. You are busier but you have more time for her. How does that work?

Susan – Well it works because instead of me sort of like doing my housework and all things like that, while she is sitting down or doing something else we have time to sit

and talk. If she wants to go, like to the shops, we'll go to the shops or if I want to go out, then we go.

NB – So if I've understood you correctly, are you saying that because it's changed your priorities and housework isn't the major thing anymore that actually sitting and talking to your daughter is more important than housework?

Susan – Yeah, it's made me see life and my relationship with my daughter differently.

NB – And if I ask you to think about your wider family, you know your sisters and brothers, perhaps also friends you've got in the community, had anything that has happened to you change wise, you know all those things like your self-confidence, change in routines etc, has that had an impact on them?

Susan – I wouldn't think so. I think they are happy for me, for what I'm doing and it's nice for once, me giving them advice.

NB – Oh, Ok, so that's a significant change.

Susan – Yes, now I could help them. And I would say where I used to think I didn't fit in because I didn't have anything to say but now I have. I do have a say.

NB – Do you think people come to you, seek you out to ask you things?

Susan – I would say some do, some people do. It may not be family

NB – How does that make you feel?

Susan – It makes me feel good. Thinking that I can help somebody.

NB – And in the last 2 years have you done anything like joining new clubs, have you taken up anything new as a hobby, joined the library, swimming or gardening club?

Susan – No, no, no. I wouldn't say I have but I go out now. If my daughter wants to go out somewhere like London or somewhere, where I never used to do it, I will do it now.

NB – So you're out more and engaging with the community?

Susan – Yeah.

NB – But it's not something you do on a regular basis? And when you go to places like London, what do you do there? Are you visiting places of interest?

Susan – Yeah, the last time we went to the wax works and the London dungeons. Now she's thinking of going again. She wants to go to the theatre. And I've never been to the theatre, nor has she so it's something we will do together.

NB - Wow and you've never been to the theatre before?

Susan– No! Well, I went once to a theatre but I'm going back years and I'm going back to a time when Danny La Rue used to dress up. That was the last time I went to the theatre. But that's where she wants to go so definitely we will end up there.

NB – That’s really brilliant. You might find some cheaper tickets on Groupon

Susan – Well, that’s what my daughter wants to do because I think you can get some tickets for Wicked plus London Zoo, you know they both come together. And then she was on about other tickets, what is it ‘WarHorse’, is it?

NB – Yes.

Susan – And then you get lunch, a 3 course meal in the Ritz and a glass of champagne

NB – Have you ever been to the Ritz before?

Susan – No, no, no.

NB – So they would be really exciting experiences?

Susan – Oh I don’t know. I don’t think I’m ready. I maybe like sort of gone a long way but I don’t think I’ve gone that far. No, no, no, I don’t know.

NB – What would make you think it wasn’t quite right for you?

Susan – I don’t think I’d feel comfortable.

NB – Ok, Because?

Susan – Erm, it’s something I don’t think I’d like to do. You know, you get all these.... You know the people and the things. You know because I’ve never done it. And yes, I probably think they are probably snobby and I don’t belong in the sort of circle. I think that’s why I wouldn’t want to go, does that make sense?

NB – Hmm, would you go if your daughter asked you to go?

Susan – Yes, I would go if that’s what she wanted. Though I would be, I would be scared. But if that’s what she wanted to do, then yes, I would but I’d only do it for her, not for me.,

NB – That’s interesting because you’ve already said 2 yrs ago you wouldn’t have gone to the YES panel and contributed and advised others, but you do it very comfortably now?

Susan – Yes, like sitting here having this interview, 2 yrs ago I wouldn’t have done this.

NB – Well, we did an interview but it was a lot more difficult.

Susan – No, I didn’t want to talk then, but now look at me. You can’t stop me.

NB – Aha, well in which case, let me ask you another question. When you joined the school were you in paid employment?

Susan – No

NB –Have you since joining?

Susan – Yes I have. I've been employed by the school for 2 years, this is my second year.

NB – And prior to that you worked here as a volunteer, is that right?

Susan – Yes

NB – And what job do you do now?

Susan – The job I have here now is like, well it's parent support, where I help adults like if they have any problems or like if their confidence is not up and they got to go somewhere and they don't want to go on their own and then I would go with them. I say we because there are a few of us. If they have a troubled child at school we like try to put in strategies, we can go to the house and try and see why it's so difficult and things like that. And then we'll come back and talk to the school to see if we can make it a bit better for them. If the adults have hospital appointments and don't want to go on their own or they got children and can't cope, then we go to them and advise them or if they just want a chat then that's what I do.

NB – The job that you do, does it relate to any of the services you accessed when you started here at the school? The courses you did here is there a relationship between them?

Susan – Yes.

NB – What is that link?

Susan – Well, first of all if I hadn't done this English class I wouldn't be able to do what I am doing now because of all the different organisations and all these papers what we get I wouldn't have been able to read or understand them really. So to me that is a big jump and going to these conferences and these workshops, Ok when I first went I used to be so nervous I wouldn't say boo to a goose, as the saying goes. But now if I've got something to say I'm not frightened to say it. So I think that had a lot to do with what I learnt here.

NB – Maybe some of the confidence you gained also played into it?

Susan – Absolutely, Oh yeah because if I hadn't learned anything I wouldn't have the confidence to do what I'm doing now or going to the YES panel or going to these workshops. I think I'd be a different person.

NB – And what about the childcare, do you think that had any impact? I know you don't use it as a qualification but do you think it had any impact on what you do?

Susan – I think so. I think at that time when I was doing it I thought that was what I wanted to do then I found out I could work with older children, not just younger ones. Then an opportunity did come up where I could do a course to work with adults so I jumped at it. So coming from childcare and learning all that I learnt in childcare, learning I could work with older children and plus I can work with adults now, so it's brought me all the way through the ages.

NB – That's been really good, hasn't it?

Susan – Yes, well, I think so.

NB – Ok, so think about what you are currently doing. Can you tell me what your plans are for your future employment?

Susan – Well I'd like to carry on doing what I'm currently doing. Erm, I think I'd be very angry with myself if I just left it because I've learnt so much and I'd hate to go back to the way I was. So I'd like to carry on doing what I'm doing, even with other people, different companies, like that. I hope I can, I hope I can do that because it would be a shame if I... well I think it would be a shame for me really. I've worked so hard to get where I am it would be a shame to let it go back to the way it was.

NB – Do you think it could ever go back to the way it was though? Or do you think you have changed on a permanent level?

Susan – Though at the moment I would turn around and say I have changed and I don't think I could go back. If I didn't get a job and was stuck indoors, yes, I could go back to the way I was. Does that make sense?

NB – Do you have a fear of that happening?

Susan – I think there is. Deep down inside, yeah, I think there is because I don't want to be that person. And it's like anything, I had a job, I done that for 27 years then I couldn't work because of what was wrong with me and then this opportunity come and I've flown and I don't want to go back to where I was. I think if I don't push myself to get something else or do something else, I will go back to that person.

NB – Do you intend to push yourself?

Susan – Well, I hope to. I do want to get out in the world. I do want to do things different but it's like anything, there's that little niggle behind... could I do it? Though I think I could, you know, because I haven't been out in the world, not sure.

NB – Because you haven't got the evidence yet?

Susan – That's right, you know, I don't know. Let's just say I'm scared because I haven't done it. Because this, I be truthful with you, just ended up in my lap because my daughter used to come here and I used to bring her to school and pick her up and I used to sit down the bottom of the drive and head teacher's secretary, every evening she'd say hello and goodbye and things like that. Then she heard something about PALS and she asked me if I'd like to do it. I said yes and since then I haven't looked back. And that's how it all started by sitting at the bottom of the drive.

NB – Ok, so you do want to work in the future and it's a bit scary. What other plans have you got out there? What does the future look like for you?

Susan – Oooh, I can't tell you because I don't know. I've got to get over this hurdle before I can turn around and say to you what my future would look like. It's this hurdle I've got to get over, leaving here and going out to the big wide world.

NB – Yes

Susan – And then after that I can tell you. I will come back and tell you. I'll have interview number 3 with you and I will tell you but at the moment I can't tell you because I don't know.

NB – Do you think you will need here to help you, or the services here to help you, whatever they are, maybe me or others? Do you think you will need us to get to that point or do you think you are ready to take a step on your own?

Susan – Again, I don't know, I really don't know. Could I do it on my own? I'd have to have my daughter help with the computer work, sort of go onto the websites and things. I think I would need, I would say you, because, this is going to sound so silly, it wouldn't be the same without you so I'd always want to know you are there.

NB – That's nice, thank you

Susan – Does that make sense?

NB – Yes, it makes sense, particularly when you are talking about being anxious because I think we have perhaps developed a bond where we trust each other.

Susan – I think I need to know there is someone there. It doesn't matter, if I go out there in this big wide world that I know that I've got this person here to sort of say, come on, you've got to do it, come on and push.

NB – Yes. Are there others who could do that for you?

Susan – Well I wouldn't go to some because they're not the person that, how can I put it, though I like some of the staff I haven't got that bond with them, so no.

NB – And do you think that's a really important thing to have in order to help people move on their way?

Susan – Absolutely, people have got to feel comfortable with the person what is helping before they take that step. I think it's a lot to do with trust and how comfortable you feel with that person. I think it's all the little things really but I think trust is one of the main ones.

NB – Going back to your future plans. You were explaining to me they are a little bit hazy which you feel you have got to get over before you jump out into the world. Do you think this is having an impact on your daughter?

Susan – I would say it did because I made our house miserable.

NB – Because of the uncertainty?

Susan – Yes, I made our house miserable but now because I've got over the hard bit we are getting back to where we were but it was me what done it. It was me what made our house so miserable.

NB – And does that make you think about the role you play in your relationship with your daughter?

Susan – I think so.

NB – Because there are 3 players, aren't there? There's you, your daughter and your job.

Susan – Yeah, but I would say the 3 parties are me, my daughter and how I feel.

NB – And the reason you feel the way you feel is because of your job situation?

Susan – Yes

NB – So it's very important to you?

Susan – Yes, because I don't want to lose what I've got. Does that make sense?

NB – Yes, so your future does seem to make an impact on your daughter then?

Susan – Yes, very much. You know, if I am happy, she is happy. If I am miserable then I make her miserable because I want her to drive, sort of like do stuff. My mood makes her want to do stuff.

NB – Hm, is it more than an impact on your future?

Susan – Yes, it's the bond that we've got that we work on, our.... Well I don't know if it should be called feelings or what it's called. If she is sad I am sad, if she is happy then I am happy and visa versa.

NB – So you have plans for work but do you have plans for you and your daughter?

Susan – Oh, I'd love plans for both of us. I want her to dump her dreadful boyfriend and let her be happy, instead of what she's like now with him. I think all I want out of life, I want her to do what she wants and be happy.

NB – The feelings about what you want for your daughter, are they different from what you wanted 2 yrs ago?

Susan – I don't think so because I've always wanted the best for her. I didn't want her, how can I put it, to be like me. Where I didn't have nothing, I didn't want that for her. So that's why I done what done.

NB – So how can you help her get there?

Susan – All I can do is encourage her and just make sure she knows what she really wants.

NB – How can you be sure she will know what she really wants?

Susan – By her actions or the way she is. Does that make sense?

NB – Mmm. So just thinking about your ambitions and what you want for your daughter, I'm trying to ask how you can help her get what you and her, want for her?

Susan – Knowing what I know, that's about pointing her in the right direction. Like finding information. If there's something that she wants then it's about finding the information, just to help her do what she wants. But as I say, in my past, I wouldn't have been able to do that.

NB – So things are changing for you. Since your last interview have your opinions changed in any way? Do you see the world the same or do you think you see it slightly different now?

Susan – Oh I do. I think it's all changed. From where I first started I didn't think there was people like me who couldn't read and write, you know that sort of thing and it was only when I come here and these classes I realised I wasn't on my own. So it opened my eyes.

NB – Do you think some of those changes and how you see the world are because you realise other people are like you and has it maybe it's changed other view points as well? Politically you might have changed or you're your attitude to learning might have changed? Or your attitude to ethnic minorities might have changed?

Susan – Oh absolutely. You know I've never cared what colour someone's skin is, to me they are just a person and if I do get on well with them, I get on well with them. So no I don't think that has changed but other things has changed. I've got an eye for people who are like me, I've got a sense or something like that, so then I know I could help those. But if I didn't sort of have any of this I wouldn't have been able to do that. I wouldn't have seen all these other people the same as me. And it's like anything, I think what it is, what makes this so good is, there's people what come, is scared to come because they think they're the only person like it, until you get them into class and they can see they are not on their own. I think that's what I have learned.

NB – Do you think that's changed your view as a mother? Do you think that's changed how you act as a mum?

Susan – Oh absolutely. You know it's opened my eyes. Where, how can I put it, where I didn't have any confidence in myself, I could have passed that onto my daughter. Not having confidence and things like that but now I'm a different person, I think I've passed that on too.

NB – And in terms of being an employee, do you think that has changed? If you think about the employee you were at Tesco to the kind of employee you are now, other than the difference in age, is there a change?

Susan – Well, it's completely different jobs. The only thing what has stayed the same is that I give it my all. If I enjoy it I give my all. If I don't enjoy it I can't be arsed. When I worked before and I enjoyed it I give it 100 %.

NB – Ok, last few questions. You are a woman and most of the people using our services are women, who you have described to me go through changes whilst here. Do you think there a change in society and its space for women?

Susan – I don't know. I don't think I do see them differently. It's like anything, you see a load of these people coming into these classes and things like that. And as they go, go through, you can see the change in them and as far as I'm concerned that's really nice to see.

NB – What sort of changes do you see?

Susan – They're more confident, they're happy, they smile more. They're not afraid to say anything.

NB – They've got a bit more of a voice?

Susan – Yeah. Because it's like the Asian people that we have here. When they first come here they hardly say boo to a goose but as they go through the system you can see them changing. You can see them getting more happier.

NB – Do you think your experiences have changed your political view at all? Or perhaps not changed it but given you a new political view. Perhaps seeing something you'd never thought about but now think the government should

Susan – Well, I be truthful, where I always thought it was so important to vote, I don't vote any more because they are all the same. They all promise things which they never give and they all take away things what can help people. They always cut them back. It's like all these, sort of, helping the children and because the money runs out they take it back.... So them children have got nothing because it's been taken away. Then the stupid government can go out and pay so much for things. It's like this, er what is it, for every £1 you give then the government will give them £10. This is for children across in other countries, to help them. But it's our children what need it. I know it's not nice to say, but it's some of our children what need help.

NB – Like charity beginning at home?

Susan – Absolutely. But you know, they are taking all the good things away that can help these young people become something. They are taking that away and putting it somewhere else, they all do it.

NB – Is there anything else you'd like me to know about what's happened in the last 2 years since we last spoke? Is there anything you'd really like to make sure I capture?

Susan – No, I don't think so.