Staff interview 7 APRIL 2024 TS - DEPTH - 31 MINS

[Other comments:]

**One of the things that we did for the original interviews is we asked folk if they could bring something with them to the interview. It could be anything: a photograph, a toy, a concert ticket, anything that they could bring with them to the interview that reminded them of something good or something important from their past that they'd kept. I wonder, if I had prepared for this interview and I'd asked you to do that, whether there's anything that comes to mind that you think.**

On my car keys I've actually got a wee keyring, and it's the moon and the stars, and I got that from [S\*]. I worked with [S\*] for years, so [S\*] has given me that and I've still got that. I've got other things that kids in the past have given me, silly things like pens that they've got at the school and they've been like, 'You have it,' or wee gifts I've got at the school. I've got some other reward things that they've given me to keep.

**All the wee trinkets and stuff like that. I've got a wee keyring on my keys. It's just a wee bronze thing, but it was my granny's. I got it when she died and I keep it on there, funny wee things like that. Are you the kind of person that keeps things yourself in your own life?**

I've got all my kids' Christmas cards that they've had. You know, when they made them at school and that, and I do it with my grandchildren's now. I keep all their Christmas cards that they make and all that kind of thing, and if they buy me something, I keep everything.

**Have you got like a wee box or a wee place, or do you display things in your house?**

I display things in my house, but I also keep them in my room. I've got like a box that I keep stuff in as well. Like I said, one of my daughters-in-law does like a memory box for the kids. Anything I've got to keep, I say, 'I've got that, you want it for the memory box?', and give it to her and we keep them, because they do things at my house that I think are…

**For your grandkids then?**

Yes.

**Yes, so you're passing things on then your daughter so that she can keep them and she can use them in her memory box then.**

It's my daughter-in-law, but she does memory boxes for my grandchildren. Yes, she does them all.

**What kind of things go in there?**

One of the instances last year, we went on holiday and we all went on holiday together. They're only four and one, but the pilot, they let them go up the front and sit in the plane, and they've got a wee certificate to say it was the first flight, because they've not been on holiday before. We kept them in their memory box of their first holiday. She's kept everything like school, going to playgroup, wee pictures, wee cards, maybe Easter cards and Christmas cards that they've made as wee toddlers and things. She's kept their shoes. Oh, she's over the top, but she keeps everything.

**Yes, that's fantastic. I guess it speaks exactly to what we're thinking about for the kids that you look after here. Who does that for them? That's basically what we're interested in, I guess and it's motivated us towards this.**

If we could take photographs of them, they're more visual for them. Say [C\*] who's been here, and [M\*] who's here, [D\*]. They grew up together, they were like brothers. They had their moments, but [C\*] and [M\*] are still really, really pally. If they could look back on the archive of photographs when they were younger, their journey coming through [F\*], I think it would be so much more beneficial than having to actually sit and read through everything, [M\*] and I did this. A simple picture, do you remember this happened that day? I think the pictures are so more, they tend to look at the pictures and the memories would come back rather than having to read. They can struggle to take things in, and you know, I think that would have been a great idea.

**I wonder then, so you're a person that keeps things, your kids, your grandkids, all that kind of stuff as well. I know for example you mentioned [C\*] there, so I know he for example does a memory book, and he's contributed to that himself as well. What kind of things do you do, or do other people here do with young people that's about memory?**

Like [C\*], with say his birthday party. Loads of pictures, and we kept stuff like decorations and wee cards and everything. He's got all that in, and [C\*] keeps a lot of stuff in his room, memories, even football matches that he's been for.

**He's a big Celtic supporter.**

Yes, massive, but even like Scotland. He goes to the Scotland games, but he's been going for a lot of years and a lot of the boys from here have been with him, so he's kept all the programmes. If we encourage them to do things like that, they're going to look back, whereas [B\*] has been a few times and his is probably scattered some place. We encourage them, have a wee box, put all your stuff in there and keep it. Usually they do look back. It's things like, do you know MyFife cards?

**I don't know what that this.**

MyFife cards is what you get when you go to school. You can go to the library, get library books, now they can go on buses with them.

**Right, so you can travel.**

They get one when they first go, so it's their first picture. You see how many kids go, 'Have you seen my MyFife card from years…?' Even keeping them, you know, because I got one. They gave me one when I went, must have been about 15 years ago. Whenever they came out, 14, 15 years ago, and you can log into the computers with them. When I look at my picture, I kept it obviously. When I look at my picture, it makes me laugh, so I can't imagine how they're going to feel in years to come, 'That's when I stayed in [K\*] and that's the school I went in,' because it's all written on there, their details and their first wee picture when they start school. We encourage them to keep them because they are part of their journey.

**Yes, to remember who you were in the past.**

[Aside discussion 0:05:48.0]

**I know I get my new passport this year, so that's like 40 years of passports. Every ten years you get, my first one I was 16. I used to actually be young! What about if you've got, so [C\*] is actively doing that for himself in many ways. What about with young people where maybe they don't see the value, in it, or it appears that they don't care at this point or whatever else?**

In here, they will do memory boxes for the kids in here, so I think the keyworkers and that would be encouraging them to put stuff in or keep that. I know, like I said, I'm sure it's [B\*]'s, in my tray I've got Euros, the last Euros, his programme. That was just lying about the office, and I found it and I thought that's [B\*]'s, and I've told him I've got it. I think [C\*] kept his, I think they both went. They just went to watch on the big - or something, I can't remember. Anyway, it's a programme and I've kept that for him. Come the day I'll say to him, 'I've got this for you, by the way.' If they're talking about it, is it the Euros are coming up again, aren't they? They'll be talking and I'll say, 'I've got your last programme here and it's in my tray.' For [S\*] I used to have bits and bobs in my tray that she'd just left lying about the place, but there will come a time she's going to say, and I'll say, 'I've got that, I think I've told you.' My tray is through there and I keep them here, but I have got quite a few bits and bobs in my tray.

**She definitely keeps some stuff as well. That's interesting then, so there is like obviously [C\*] is really into football and [B\*] has been to that as well. What are the kinds of experiences that you think that's going to be important for them to remember? Is it events like that or other things?**

And their holidays. [B\*], who I'm sort of supporting now, we often talk about his favourite holidays, and he talks about places and places he wants to go now that he's been away abroad. I think their memories are, I mean, there's another thing I've kept. Years ago I went to Florida with my kids, and I kept, it was an anniversary of Walt Disney. I can't remember, we got…

**Disney World?**

Yes, Disney World, so I kept them. I've still got them and my boys are like, 30-odd. I've still got the three of them and I've kept them. Even if you keep a note, a Euro or whatever from their first holidays, 'I remember I got that when I went such-and-such.' He went with [A\*] and he had a great time, and he openly talks about that. I think he bought some tops or something, things like that out there, so he remembers all that. I think the holidays are a big thing for them, because in here they're all together, they're all the same people. When they're out there and they're enjoying themselves with, you know, letting off steam themselves without thinking, oh, there's other people about here.

**Yes, getting away, doing their own thing. I guess holidays when you're younger as well, especially for me certainly going abroad was a big deal. I was 16 before, well, I'd been away with the school before that, to be fair.**

Obviously [C\*] and [B\*] have been abroad. [M\*] and [D\*] went as well. They went a few years ago, but here just now it's [C\*] and [B\*] that have been abroad. [C\*] was in Milan a few weeks ago, he went himself.

**Very nice, I love Milan. That's a great city.**

Yes, but he still needed that backup. My youngest son had been at New Year's and I was telling him he'd been in Milan, so [C\*] had to get in touch because he got off the plane and didn't know how to get out the airport. He gets in touch, 'I'm at the airport, do you know what to do?' 'It's fine, worst thing is you get to such-and-such a place.'

**There's a train at terminal two that will take you Milan Central.**

Yes, he got it and after that he was good to go, but he just needs that. He's going himself now, he would never go to that before.

**These are skills you build though, aren't they? I still get nervous when I go. You're like, oh, am I going to get there all right and what have you. Because you've done it that many times, like, it's all right, I've got my credit card, I can deal with it if I need to.**

[Unclear words 0:10:22.8] just going himself with his pal. He'll have kept some stuff like that, him and his pal going to - they went to the AC Milan game.

**Were they going for football then?**

No, they just went and booked it. I said to them my son did that. I said he just on the off chance booked the football when he was out there because they were playing, 'That's a great idea,' so him and his pal booked it. He'll have bought a programme or something and he'll have that and he'll keep that.

**Have you ever had any experience like say with [D\*] or [M\*] and that coming back to get things, to ask for things?**

Yes, I think they'll always come back. [D\*] doesn't come in very often now, but for a while he was in here all the time looking for stuff, and [M\*], yes. I once had a child that I supported and he'd moved away and that, but he went to college, and of course then I spoke to him a couple of times. He went home first and came back, so I didn't know how he'd be back. He was at the college and I met him, and then I was at [unclear word 0:11:35.8] one day coming out, and he was coming up the street. He went, 'Could you help me?' I said, 'What is it, son?' He went, 'Can you remember my National Insurance number?' I went, 'Now, let me think. I've locked it away in there someplace.' I went, 'How am I going to have your National Insurance? That was you, you were given it. The social worker would probably have a record of it.' He went, 'I thought you would have had it.'

**You've got everything!**

That's what they think, you automatically have everything for them.

**That's interesting, isn't it. There's this thing like you were talking earlier about in your family, you doing that for your daughter, or your daughter-in-law doing it for your grandkids and things like that. In here then, you're the people who do that for the kids here, is that fair, that kind of parent role?**

Yes. I often think we are the parental guidance, because we have to be. Who else is going to do that for them? Staff do change a lot. Some of us have been here for years, which is how we have [C\*] and that, because they're used to us being here, me and [K\*]. [K\*] has been here 16, 17 years as well, so we're here all the time. They're used to us, and probably that's why they think we've got stuff. They'll come and ask us. We do have staff, not so much recently, but we did have a big changeover of staff. Things get lost, memories get lost with them if we don't…

**The stories go. I think in the sector, the turnover is a thing, isn't it? Difficult work, I guess.**

Yes, it is.

**Tricky. I guess to balance that, you're trying to be two things at the one time, a parent and a professional.**

[C\*]'s older now. I mean, [C\*]'s 19 and the relationship is totally different from what it is with the young ones, because [C\*] could say things to us now and we'll say [unclear words 0:13:28.5]. Whereas the wee ones you've got to be more not talking like that, whereas [C\*] has come on, he's at that stage.

**He's getting more equal, the way a boy would in your house if it was your son growing up.**

I still say to mine, 'Language!' Whereas the wee ones you're like, 'Listen, come on then, we don't talk like that.' It is totally different. We are like [C\*]'s family and he comes to us, and [M\*] was the same. [D\*] is a wee bit more reserved, I have to say. His barriers were always up; [C\*] and [M\*] were the ones that would always - and [S\*] comes in here all the time.

**She's helped us loads with the project.**

She's a great talker.

**So impressive. She presented at a conference for me in Glasgow, she's super impressive. I'm pretty sure she's got a photographic memory as well, she remembers everything I've said. [D\*] was interesting, I met him here one night for dinner and he was kind of saying, 'No, I don't have any good memories,' and whatever else, but then he seemed to have great relationships with everybody and was talking about this, talking about that. I was like, on the one hand he's saying, 'I don't have any good memories,' and on the other hand…**

I know, and he wanders in here and…

**Yes, so sometimes maybe it's just difficult for young people.**

[D\*] always put his barriers up. He always does that.

**Maybe he needed to.**

He knows if anything goes, he can pick up the phone and come down here. While things are going great for [D\*] we don't hear from him, which is a good thing. When he's struggling, that's when he'll get in touch.

**Good that you're here for him and you support him as well. We can just move on to the archive there. As I mentioned then, it's like an online digital archive where things basically can be put on there and then potentially accessed over time into the future by anybody who's got a login. Obviously the young people as they grow into adults could re-access that whenever they wanted. Potentially the adults who work here as well, I've got a couple questions on what you think about that. That general idea, you were saying you thought that was a good idea?**

Yes.

**Do you think it would be something that you would use?**

Probably, yes.

**What about the young people? Do you think they would use it?**

I think [D\*] and that would use it, yes. She would love to know what was, you know, 'Have you got any pictures or story on that?' 'Oh, we've got it for you here.' I think she would 100 per cent. Maybe [W\*], maybe he would. I'm not sure about [C\*] yet because we've not had [C\*] that long, but she might, and probably [C\*]. [C\*] loves to hear about stories of what's happened in here and things in the past, and talked about staff members that aren't here anymore.

**Previous relationships and things like that, yes. What kind of things then do you think could/should go in the archive then? Would it be the holiday photographs that you were talking about earlier, and are there other things you think?**

I just think anything that significant in their lives, like trips, things maybe they've got from college, awards they've got, things like that. Just things that are visual for them, because telling our kids to read anything is like, they might when they're older. I think if they saw a video or picture, they would go, 'I remember that. I'm going to read about that because I remember that day,' but I think that would draw them into it. I think the pictures are the big thing.

**A bit more accessible, and it reminds you of a particular moment.**

Yes, because years ago they'll have been at meetings and it will all have been people…

**That's an interesting point, so sometimes written documents have a particular meaning.**

'Is that all about me?, and think, you know, all the bits they had to fill and that, and they're going to think, oh, [unclear words 0:17:25.2]. That would draw them in. Even if it's just one, an actual day that they've got and they think, oh, I'm going to read about that and the end of that day.

**Because you can attach pictures on your system, can't you?**

Yes. I think we are now going to start putting them in the logs. I know [Z\*] has put some up of [unclear words 0:17:42.4] to the market. That's another thing, when they went to market, they had a great time down there, and we can get pictures. If they move away from [K\*] it's a massive thing, everybody talks about it. Maybe years later they're going to hear and go, I remember going down there, and there's a picture.

**That's an interesting point as well then. Young people that I've known, so [M\*] is nearby, [S\*] is nearby, [D\*] is relatively nearby, I think. Do you have a lot of young people that may come here, but they may end up further away?**

Two of the kids I've got went back to, the first one went back to [P\*], [B\*], [M\*] way. He went and it didn't end well for him, but anyway. We've got another child, the one I was talking about that went to the college, he went away back through beside his mum and he was in, was it [A\*]? Yes, there is kids that will tend to go back.

**Sorry, my head's in this project, so I go off in different directions when I'm thinking. Pictures of the house and all that kind of thing seem kind of obvious, I guess, but potentially pictures of the area as well. There might be useful content for these young people who remember the place.**

Even that's the college over there. Imagine them moving away if they've stayed here and going, 'I remember I went to college and it was right next door. College couldn't have been right next door.' Actually, it is. [S\*] went to that college and she was late every day. I used to say, just tell them the buses were late.

**The closer you live, I remember working in a place and there was a woman who stayed literally across from the front door, and she was always late every morning.**

[S\*] was always late, it was funny. There's loads of things in [K\*]. They go to the park, it's lovely. I know that they might not remember the name of that park in years to come and say, 'I went to a park in [K\*], I can't remember.' Even the schools, because that's played a big part in their lives.

**Anything that you think shouldn't be in the archive, that you think, oh, need to watch with that kind of stuff or anything like that?**

I think maybe anything that reminds them of an unsettled, not a good memory. Maybe it's something leading up to something. That was good to begin with, but it didn't actually don't end up well.

**More a place for kind of nice events like holidays.**

Good memories, yes. They can go back and look at the diaries. We've written some, if there's things that happened significantly, and that's maybe not ended too well. It will be worded right now, years ago it wasn't, but now it will be worded right, but maybe they don't want to read about that. They want to read [unclear words 0:20:44.9] negative about themselves.

**Yes, that may be problematic for them. What about consent? How do you think consent should be handled for a project like this?**

Well, it needs to be the right people. Obviously the child has to, you know, but [A\*] are good at that. They're good at making sure it's the right people that are involved in the projects and that. They'll make sure the right people have the consent to do it, because they're very strict on that, aren't they? Rightly so.

**I guess there's some differences with the young people. [C\*] was like, 'Great, I'll just give my consent and then you can put things up, as long as I can let you know.'**

There will always be the buy-in from some kids.

**But [C\*] would be like, 'No, I want to check every single picture before it goes on,' so there were some differences between them. I guess there's the thing where they might change their mind in the future, like they might not want to be in the archive anymore, or they may want to go back and having come out. What about that then, in terms of being able to deal with that? What's your thoughts on that?**

I would say it would be to them. I suppose it can lie dormant, if you know what I mean, and they don't have to open it. If it's there for access for them if they wanted it to get in, because I take it any of the kids will be able to get involved about them.

**Well, it'll be about, so the intention of it was to be an everyday group archive. It would be other people that, so I can tell you about that. Basically, I could log in and say I stayed here between, I don't know, 2010 and 2020. I would be able to see all the content between 2010 and 2020, so I'd be able to see you if you worked here, if there was pictures of you or pictures of [S\*] or whatever else. I guess I would have consented to my pictures, including if there's pictures with me and [S\*] and [C\*] in them and stuff like that. This is the complication in the thing, it's not an individual record. It would be being able to log in and see pictures of everybody who lived in what year during the time that I lived here.**

Most of the kids would be up for that, I think. Some of them like group pictures better than pictures of their own. If they're good memories, I think they'll be up for it.

**One of the things that we've got is that if say there's old pictures and there's old group pictures, and then say [S\*] says, 'I don't want to be in the archive anymore.' She can actually place a thing that blurs her in every picture that's on there. We also have GDPR about where she can delete herself. That's a permanent thing, which freaks me a wee bit actually. I don't know what you think about this, but one of the things that I've learned from talking to folk here is that sometimes young people will, for example, destroy a picture when they're feeling really angry, and that might have been the only picture. Therefore I know that adults have had copies of things and whatever else, so there's a thing there, there's a parent thing going on there, isn't there?**

You have to have a backup plan, because they do regret it. I've seen it so many times, and it's the same. Even things like schoolwork that they put so much effort into, and if it's not right then they'll delete or rip it and then [unclear words 0:24:17.7] over again.

**That's been something that's been interesting, because we when we think about the GDPR, data protection and consent, it's almost sacrosanct, isn't it? They need to consent, but actually in real life if it was your son, as a parent you wouldn't say, 'Do you want this photo? No? Well, we'll chuck it out.'**

Yes, I know. I mention it to them, they do regret it. Seeing things like maybe a card or something they've had, and they do regret it after that moment, and it might even be that day. It could be something happens, totally different, nothing to do with that, but that's the thing they'll go to and wreck it, whether it's a picture and that.

**Yes, so they might change their mind over time when it comes to consent about whether they want to be in or out on different things like that. Who should be collecting the things to go in the archive, who should be uploading them, all that kind of stuff? What do you think about that in terms of roles and responsibilities?**

I think we're going to do, like I said [Z\*] was doing the rota, so she got the pictures, so she's uploaded them. I think sometimes because of the way shifts work and people coming out, the person, 'Oh, I meant to do it, I never had time because this happened,' so they get lost. If you're taking the pictures, you're with the person, you should upload them, I feel. That way you're doing it there and then, or you'll remember because it was you. Passing it on to another person, things will get lost.

**What about young people uploading stuff? How do you feel about that?**

Yes, they should be able to do, you know, put their good memories in themselves, because they're remembering something in years to come, look back and think, 'I did that myself.'

**We've got two roles in the archive, so there's a user and a moderator. Any user can upload, but it doesn't go on until the person's looked at it. I suppose it's in case you get anybody putting something up that's maybe inappropriate or something like that.**

It would have to be monitored. I think that's a good idea as well, yes, get them involved.

**They could actually curate the stuff themselves, 'I want this to go on, I want that to go on.' [C\*] will have taken his own photos in Milan.**

Yes, he took them at the football stadium and everything in there, and he loved it.

**What about access then? Young people would get access lifelong potentially, if it lasts. I mean, we don't know if it's going to last, we don't know if it's going to work. We don't know any of that, but that's the intention. What about the adults who work here? What about their access? What if you were to get another job or retire or something like that, would you still want to be able to go back and access that?**

Yes, I think if you're involved, like I say with [C\*] and - I keep going back to them because I've known them so long. I think the relationship we've got with them, you'd keep in touch with anyway. You would just say, 'Do you remember that day? Do you mind if we read about that? Could I read about that?' As long as I think you're getting their consent to read about them.

**As long as the young people are all right in terms of who's getting access.**

Yes.

**That's an interesting thing, so young people then have a say over who then…**

Yes, and they should because they are their memories. Although we've been involved, we're not involved in them all, because they'll have a different perspective on things than we do. They'll remind them of different things than what it reminds us of, if you know what I mean. If you've got a really good relationship with the kids, I think they'll want to share it with you.

**Yes, certainly that's what they've been saying. I guess they've actually been a bit more relaxed about that than the adults we've spoken to about like, well, it depends on when they left and how they left and what's going on, and how long they want to, kind of thing. The way it is, is that people can go in, it's basically folders. You get the user and then you can say they can access that folder, that folder, and that folder. That's the time that they were living here, and that's what folders they're in and whatever else. You can do that for any user then, so you're able to manage that. If [C\*] is like, 'I'm all right with [J\*] having access, but I don't want somebody else,' then that's potentially possible to do that.**

I think that's a good idea, yes.

**We thought about the data restrictions, so to try and make it this group community archive type thing, that the dates would probably be the easiest way to do it. I guess even that's complicated, because [M\*] comes back maybe for Christmas or something like that to have his dinner and there might be photographs, and they might be outside the time that he lived here.**

I think they all came back for Christmas last year. [S\*] was here. Did [D\*] go to his mum's, or he came in afterwards? [M\*] was, you know, they all came back.

**You might take pictures at an event like that you would want them to be able to access, so you could do a separate folder I guess with the dates and make sure that they can see that. The last question then is just about interaction with the archive in terms of being able to like things, comment on things. What do you feel about that?**

Again, I think if you did it alongside the child, do you know what I mean? If you're in contact with the child and you've had the conversation, because it all depends. We sometimes have different memories from them. I don't see any harm in liking them, but sometimes the comments could, I don't know. I think maybe you'd have a discussion with them first.

**I think social media, folk are a bit worried about.**

Sometimes yourself you read a comment and think, oh, that seems a bit, but actually it's not meant how it comes across, and I think that's a wee bit of a problem with social media. Sometimes things come out just wrong. How we say something is maybe not how somebody else picks it up, is what I'm trying to say.

**True, and then other comments can just be cruel and horrible as well. There's the potential for that. The moderator can remove comments and check things and whatever else in there. Certainly something the young people are keen on, to be able to interact.**

If they're positive, yes, great. If you're going to write a comment and there's maybe something else that you think, why did you say that? You don't want to be [unclear word 0:31:01.3], but I think a like and a, 'What a great day,' fine, yes. Not when you go into too much detail.

**That's it, thank you very much. I'll stop that.**

**[END OF TRANSCRIPT]**