Telling it!

A short oral history of Pecket Well College
by Cilla Ross
shortened by Pauline Nugent
Some Pecket friends (see lots more photos in our storeroom at www.pecket.org)

Learning a new tune – Unit 51 residential course

Wallhanging workshop

Barbara Flanagan

Estonian visitors

Nature and barbeque workshop
Barbara Callaghan

Egyptian visitors

Jim O'Brien

Corinna and Peter represent Pecket at a conference in Holland

Tuesday course – Jan, Jim, Tom

Barbara Callaghan

Jim O'Brien

Billy and Joan
Our wall hanging – symbol of Pecket’s identity!

At One World to Share, our second residential five day course held at Hazelwood Castle near Leeds, we decided we wanted to run a wall hanging project and produce our own ‘banner.’ Financial support from Halifax Building Society and Yorkshire Arts made this possible. Leeds textile artist Vicky Mitchell came to our next residential course at Ilkley and started working with us on the design. During the process of making it the wall hanging travelled to various community venues – a real collective effort!

Photo courtesy of The Pavilion, Leeds
Telling it!

A short oral history of Pecket Well College

by Cilla Ross

shortened by Pauline Nugent
A learned committee with a coop at Pecket
Established a racket to wreck it
Now, since Pete Goodie went on the Kelly
Paul Getty, M&S and Lankelly
Have all given a packet to Pecket.

John Thornton our architect is very creative himself and drew
a sketch and wrote this limerick about Pecket.
Contents

Welcome and why we have written this oral history  page 9
How we’ve written this oral history  page 13
Starting it – our ‘Pecket Well’ beginnings  page 18
Funding it – our battle for funding  page 27
Opening it – Pecket Well College opens its doors  page 29
Teaching it  page 31
Running it – Pecket Well’s unique approach  page 34
Sharing there – visitors and getting our message across  page 35
Being there  page 36
Growing there  page 38
Lessons from there  page 40
The world around Pecket from the 1970s  page 41

Appendix 1: People, organisations and movements that shaped us from the 1970s  page 44
Appendix 2: List of oral history participants  page 47
Appendix 3: Selected Bibliography  page 48
Top
A group photo taken by Robert Merry of some founder members and friends. Left to right back: Joan Keighley, Donna Reid (friend), Michael Callaghan, Barbara Flanagan (friend). Front: Ann Greenwood, Joe Flanagan, Barbara Picken (friend), Gillian Frost and Peter Goode joined by Gillian's dog.

Above
Welcome and why we have written this oral history

Welcome to this short plain language version of our oral history. We are the Oral History and Archive Project Steering Group members of Pecket Learning Community (previously known as ‘Pecket Well College’) and we call our organisation ‘Pecket’. We are [now] a small user led organisation run by and for people tackling difficulties with the written word and/or numbers and everyone who strives for more inclusive education. We are fortunate to have surviving founder members as Directors and members of the Steering Group.

We want to tell you our story and hope it inspires others like us to take control of their own education; to find allies from different backgrounds who are prepared to let go of old power relationships and ways of working and discover the challenge and rewards of democratic education.

The Pecket story begins in the late 1970s when individual adult learners combined forces with their tutor Gillian Frost (now Josie Pollentine) who shared a dream of a more equal approach to education. That small group came from different backgrounds bringing varied skills and experiences but each wanted something more from the ‘education’ system. They became the founder members of Pecket Well College.

Gillian questioned society’s idea of what educational failure was and became interested in ideas which were about developing potential rather than writing people off (see last section for more detail).
A key theme then was the idea of students being involved in the whole process of adult basic education rather than as ‘consumers’ of what was on offer from so called ‘experts’. She explains what she believed in:

“Working together, planning... I mean from beginning to end, the whole process, because often when people talk about it, they are talking about once the provision is set up... a little bit of the whole process. But I’m talking about everything from conception through to realisation... The whole of the development phase, the publicity, whatever. And ... trying to get away from the idea that there’s what the tutors and organisers do and that they are the planners, and then there’s the students who are the consumers.”

Founder members and others they met along the way campaigned, fundraised, challenged negative stereotypes and assumptions for almost a decade. Their own education progressed in ways they could not have predicted. They became Directors and Charity Trustees; they designed/costed and fundraised for truly inclusive workshops, courses and events. They renovated, managed and ran a residential education centre. They acquired skills in publicity, outreach, and publication production, managing budgets, and running user-led workshops.

They bought an old Coop building which they named ‘Pecket Well College’ they converted it and opened on 11th March 1992 as a small accessible user led centre with meeting rooms and accommodation for up to 16 people. At the height of our activities we were running multiple courses, projects and workshops and providing peer education to hundreds of people each month.

Pecket’s constitution has always stipulated that the majority of Directors must have difficulties with reading, writing and/or numbers.
We have worked alongside Directors from occupational science, law, community education, adult literacy and disability rights. Every Director has brought different strengths and a willingness to find democratic ways of sharing information and working together.

We travelled locally, regionally and internationally – not easy when you can’t read signs or timetables! We challenged traditional roles of ‘tutor’ and ‘student’ and forged a new way of working that we called The Pecket Way. Pecket attracted visitors and made friends from far and wide including Sweden, Egypt, Northern Ireland and Brazil. Our proudest achievement was to encourage many hundreds of people like ourselves to become involved in Pecket and realise they are not alone!

Joe Flanagan founder member captures the essence of Pecket:

“In Pecket Well College, we encourage each other to be proud of ourselves, especially when we are up against those who would like to tell us who we ought to be, rather than be proud of who we really are.”

We have seen so many people blossom and discover and fulfil their dreams. For some it was writing a letter to a loved one or an estranged friend or family member. For others it was learning that they have a voice and a right to be listened to. For others it was speaking up or reading in public. Some found the courage to lead workshops, become Directors, build social lives, become campaigners, do voluntary work or find paid employment.

Sadly changes in the political priorities for basic adult education, the availability of funding and approaches to assessment led to the closure of Pecket Well College building in 2011. Pecket continued its work but on a reduced scale and was reliant on small team of very dedicated and loyal volunteers.
The result is Pecket’s legacy project – an oral history and archives (digital and physical) to preserve the memory of Pecket and inspire others to take control of their education and learning.

The Pecket Well College building’s deterioration and eventual sale filled us with sadness, a sense of failure and shame and we drifted apart for a while. It was (and still is for some of us) as though the building itself had bonded us.

The silver lining of our loss is this oral history, and archive project (2011 to 2014) funded from the proceeds of the sale of our beloved building. It has funded a website containing this and a longer oral history as well as digital archives and other free resources.

We recruited Cilla Ross to write our oral history. She interviewed 40 people and you can read, listen to or download our full oral history ‘Tell It’ available free at www.pecket.org. The process of looking back has been a joyful, tearful, emotional and at times painful experience for us. It has taken effort and courage to come back together and share memories of the roller coaster ride that was, and still is, Pecket.

We Pecket Wellians are still learning new skills and have done some of the oral history interviewing and filming. We have also learned a lot about ourselves and about the process of writing an oral history. It has helped us to be honest with ourselves and each other and to let go of lots of feelings of failure, disappointment and sadness.

Time to reflect during this project has helped us to recognise that our journey must come to an end. We will close Pecket on 31st May 2014. We are so pleased to have the opportunity of sharing our story with you and we hope it inspires you to take more control of your education or for those involved as tutors, educators or policy makers to reflect on your work practise and encourage and support others to do so!
How we’ve written this oral history

The aim of this book is to tell the story of Pecket Well College through the voices of those who have been involved in it as:

- founder members
- directors
- workshop leaders
- participants
- volunteers
- paid workers
- partner organisations
- friends
- funders
- carers
- education workers
- community workers
- development workers

The number of people whose lives have been touched by Pecket Well over 30 years adds up to many thousands so all we have been able to do here is to interview a small number. Our focus has been on interviewing all remaining founder members as well as a limited number of key (and traceable):

- college directors/volunteers
- participants
- carers
- paid workers
- funders and other people associated with the college throughout its history

Photos (left to right): Some of our Steering Group members 2011; Cilla Ross our Oral History Worker; Steering Group taking a break June 2013
It is important to say something here about founder members. There are seven founder members named on the blue plaque on the Co-op building at Pecket Well College which was made for opening day: Ann Greenwood; Michael Callaghan; Portia Fincham; Gillian Frost (now Josie Pollentine); Joe Flanagan (deceased); Peter Goode (deceased); Betty Legg (deceased) and Joan Fawcett (then Joan Keighley) (deceased).

The plaque acknowledges those who were involved from the beginning and who were still involved in the college when the building formally opened. However as with all histories, the story is much more complex than this and many Pecket Wellians would agree that there are names missing which could be added. Not only is memory a fallible thing but people’s priorities and involvement in activities inevitably shift and change over time.

Not everyone was around the College when the plaque was forged for a variety of reasons e.g. caring responsibilities, relocation for work, moving house, illness. People who have been involved from the beginning (or almost the beginning) of Pecket – either at Horton House Adult Education Centre, or the residential writing week at Nottingham, at the meeting in Gillian Frost’s flat or in other early meetings to discuss the College – would also include: Billy Breeze, Sandra Wyatt (then Sandra O’Brien, now Sandra Breeze), Michelle Baynes (now Michelle Ligocki) and Eric Boylan.

A number of others who have played a massive role in Pecket over many years such as Barbara Flanagan, Billy Cryer, Barbara Picken (now Barbara Callaghan – deceased), Pat Smart, John Smart (deceased), Corinne Shires (now Corinne John), Barry Goulding, John Glynn (deceased), Malcolm Burnside, Florence Mana Agbah and Rena Watson may not have been there right at the very beginning but along with others, such as Robert Merry, helped to set up and run the college, gave crucial encouragement, advice and support and worked with the project over many years and in many different capacities. Some are still involved and fully embrace the Pecket way of doing things.
How we did our interviews:

We have produced this oral history, in the ‘Pecket way’ which differs from traditional approaches. For example an Oral History and Archive steering group – consisting of old and new ‘Pecket Wellians – has been responsible for deciding the questions to be asked and the people to interview.

A series of training workshops prepared Pecket Wellians to conduct and film key interviews. Pecket Wellians came to the Pecket office for a series of meetings when questions, and later the draft oral history, was read aloud.

As some founder members do not use the internet and cannot read long documents independently this was essential for their full involvement. Some directors had periods of illness during the project which meant they could not leave their homes. The project coordinator went to their homes and read drafts aloud so their comments were captured. This collective involvement provided important and practical feedback on ease of understanding.

As mentioned previously the oral history project has developed alongside the website and archive project – managed by the co-ordinator and Pecket Wellian Steering Group – allowing each to inform and contribute to the other. The co-ordinator, Pauline Nugent, has been tireless in tracking down people associated with the College 10 or 20 years ago but Pecket Wellians have also ‘re-discovered’ earlier participants and invited them to be interviewed.

This democratic and inclusive user led approach has characterised the history of Pecket, as well as the process of this publication.
Corinne a Steering Group member says:

“Coming to Pecket office and listening to the draft oral history being read out loud helped me understand it better. I could ask questions and ‘read between the lines’ better. Even now if I just read it on my own I know I couldn’t read it properly and would miss things. I learned from other people’s questions too. We are all learning together and none of us had done an archive or oral history together. It is the first time I have ever helped design a website and it was hard to imagine how everything would fit together. It helps me understand the website more when we look at it together at the office and all talk about how to do different things – all the different parts of the website.”

The story of Pecket – from a group of individuals meeting in adult ‘basic’ education at an adult education centre in Halifax in 1982, to the struggle for a physical college and its opening in 1992, to College closure and its new offices in Halifax in the present day – is a complex one.

Our aim here is not to tell a linear story (one that starts at a beginning and ends up, date by date, at the end) but one which organises the story through the themes and events which early discussions with Pecket Wellians showed to be the most important to them and their history.

The history charts the ups and down of Pecket Well, its victories and struggles and its strengths and weaknesses. It tells the story of an incredibly committed, campaigning group of people and the lessons that can be passed on to others who want to do ‘education’ differently. The story is about all of their learning journeys.
Words used at Pecket:

Finally, a note or two on the words we use. Adult Basic Education is a familiar term but one that carries with it a great deal of baggage. It may be that many people have only experienced basic formal education for a combination of reasons but they are not without education or ‘uneducated’ – far from it. Education is far too often narrowly defined anyway. Reading and writing are, after all, only two skills amongst thousands of others.

Adult literacy, another term, was rejected by some Pecket Wellians as unacceptable because of its close proximity to the word illiteracy. However this term is currently widely used in terms of ‘improving knowledge of’ or knowledge we have, for example, digital literacy (improving IT skills and understanding the culture of these skills). At Pecket we prefer the term ‘adult learner.’

Pecket is a charity and company limited by guarantee run by and for people who have difficulties with reading, writing and/or numbers but this only tells a small part of the story and raises many questions about what we mean when we talk about skills.

Secondly, Pecket, Pecket Learning Community, Pecket Well and Pecket Well College are sometimes used interchangeably in people’s stories. Pecket is shorthand for both Pecket Learning Community (the current name the organisation takes) and Pecket Well College, the college building the organisation used to have in the village of Pecket Well near Hebden Bridge. To complicate matters further, prior to even having a physical building the organisation called itself Pecket Well College!

In the final section, after we have worked our way through the themes, we will describe the wider background to the development of Pecket.
Starting it –
our ‘Pecket Well’ beginnings

A group of people met at Horton House Adult Education Centre, in Halifax in the early 1980s. They met in ‘adult basic education’ but there was nothing ‘basic’ about what they did. They were going to make history by setting up the first and, so far, only residential centre for adult basic education in the country. They were going to fashion a place of learning where people with difficulties with the written word and others who had missed out on education, would feel comfortable. The people were all strong people, very different, but with two things in common. They all had a passionate interest in education, and they were all involved in the movement for the right to read:

• **Joe Flanagan**, very proud of his Irish roots, a redundant steel worker and family man, who became a father figure for the group. In a few words, Joe could get to the heart of the matter.

• **Peter Goode**, who had brought up his seven children on his own. Artist, who discovered that the words he weaved in his head were poetry. Peter was buzzing with ideas and creativity and was a great listener and humane problem solver.

• **Michelle Baynes** (now Ligocki), a mother of young children, whose energy changed the air in the room as she entered, bringing laughter, excitement and assertiveness. Her forceful words demanded attention and respect.

Photos (left to right): Horton House Adult Education Centre; Early days of Magazine Group; Launch of first magazine ‘Not Written Off’
• **Sandra Wyatt** (then Sandra O’Brien, now Sandra Breeze), mother of young children, committed church member, with her quiet, calm and caring manner, wished and worked to make the world a better place; brilliant organiser and great at putting others at ease and inspiring confidence.

• **Michael Callaghan**, the reader and writer of the group, whose growing confidence fired his thirst for education, and gave him a clear voice to explain the project to others. He wanted a decent education, broad enough to encompass opera, poetry, general knowledge. He was never afraid to ask challenging questions.

• **Joan Fawcett** (later Keighley), our ‘grandmother’, whose involvement in her Methodist church international association had brought her to adult education, willing to overcome shyness for the sake of whatever needed doing, even if it meant speaking in public.

• **Betty Legg**, retired, who had been proud of her work as a silver waitress, who also was an active member of her church, using her phenomenal memory and organisational skills to get everyone ready for the next activity and generally to support the group effort.

• **Billy Breeze**, (who was with the group through the development time at Horton House, and in the early days of founding the college, returning some years later to carry on playing his part) a fighter for the rights of students, and someone who had lived through and emerged from troubled times, including a time on the road. Billy had a healthy distrust of authority figures.

• **Portia Fincham**, an outreach worker for adult education, employed to encourage unemployed people into adult education and a volunteer tutor in adult basic education. Portia shared her experience in the co-operative movement with the group, and this influenced how the group was to develop.
• Ann Greenwood, volunteer typist for the group, enabled the group to share their writing with each other and to produce publications of their work, becoming more and more interested in what she typed and more and more committed to the group.

• Gillian Frost (now Josie Pollentine), tutor and adult basic education co-ordinator, had been influenced by exciting trends in education and national movements which encouraged working class and other oppressed people to speak out, to write and publish their own experiences, to use and share their creativity and to group together to assert their rights and needs.

This is just a tiny thumbnail sketch of a group of people, all of them amazing in their own different way. Most of them were people who had lived with and found ways round their reading and writing difficulties, dealing with prejudice and misunderstanding in their daily lives; all of them people who refused to be put down or pushed around; all of them demanded respect. The others were people who, as tutors or volunteers, worked with this group as allies, committing their skills and experience to help in this struggle for a ‘real chance’ education and for the voices of people tackling difficulties with the written word to be heard. The ingredients for magic started to get mixed!

The next magic ingredient was the Thursday afternoon Magazine Group, set up in the early 1980s at Horton House by tutor organiser Gillian Frost and two colleagues. It was set up as a result of all the writing that had come out of the Calderdale Writing Weekend. Members of the group were strong people with tons of life experience. They wanted a say in how and what they learned and enjoyed working with Gillian in a cooperative way.
The group was very successful and:

- Gave people new publishing skills and experiences – for example reading and editing the work of others
- Published the magazine Not Written Off which was a turning point for those previously working alone on their reading and writing
- Encouraged people to gain the confidence to read their own work at socials and outreach events
- Began a Pecket tradition of people writing up their life stories
- Stimulated discussion amongst members about “having a college of their own with no bosses!”
- Attracted attention and invitations from other groups who wanted to hear more about their work
- Resulted in the formation of a Student Committee established to fundraise for further socials, publications, and resources, such as a camera and tape recorders. These tape recordings helped people who couldn’t attend meetings and who had difficulties with reading and writing to ‘listen’ to minutes.

**University of Nottingham in 1984**

*Writing week run during national literacy week by Write First Time (a collective that produced a national magazine by people who were learning and teaching in reading and writing centres)*

Calderdale Students Committee which had grown out of the Horton House Magazine Group Social Committee successfully fundraised for 12 people to join others from Calderdale and attend Write First Time – a five day residential course in Nottingham.
This was an exciting time in basic education and there was a growing national trend of student focussed and student led work.

The people who attended Horton House in the early 1980s went there for many different reasons. Some, like the late Joe Flanagan, one of Pecket’s founder members, started attending following his redundancy. For Joe, for the first time in his working life, he had the space to work on his reading and writing. In the words of Barbara his wife:

“He went out, [to his adult basic education class and] came back about four hours later and said, ‘I’m going to [Pecket Well]. You know I can’t read or write properly so I’m going to do it there. It’s about two days a week’. I said, “Good, that’ll get you out my hair for two days anyway!’”

Others attended for a range of learning and social reasons. Sandra recalls how:

“I went to basic adult education classes because I saw that programme on telly called Moving On. And I had my little girl and ..., and I couldn’t read. ... I needed to learn else how could I help them? That was my real reason for going.”

Michael recalls:

“Yes, my spelling was never brilliant, plus me parents were split up so I chopped and changed a bit going from mam to dad, back to mam. I was changing schools. So my writing used to be a bit sort of muddled up and when I started going to Horton House, one of the ladies said had I never been taught a writing style? And I said no. Because I’d do a page of writing and some of it would be in capitals and some of it in small. ... Being working class and the lack of being able to write and spell properly is part of why I have low confidence.”
The people who arrived at Horton House spanned a massive age range and had already had many life experiences. Some, such as Peter, had also begun to think about how things needed changing in education:

“I was so angry with all these television programmes before I went to Horton House of Janet and John... Janet went to the shop to get a block of butter. John came back. I thought, you’re talking twaddle, I was flaming. But there’s loads of these books out, and I couldn’t believe there’s adults sitting back and taking that. I am going to do something about this.”

People who attended the Nottingham course from Horton House loved the residential experience and being given choices in what and how they learned. The experience changed their views about the type of education they wanted to be involved in and shaped their thinking about where to do it. On the train journey back the idea for their own user-led residential college was born. At the next Horton House meeting we discovered that coincidentally participants who travelled back in cars or buses had the same idea!

Michelle remembers the library and its books:

“When we went to Nottingham we realised we were not alone. We met people from all over the country. We had a taste of freedom and we all came out stronger. I learned how to say ‘no’. I didn’t have to do something if I didn’t want to. I could pick what I wanted to do and didn’t need to say no and storm off in a temper. I could just say ‘no’! ... I remember I had heard of someone called ‘Shakespeare’ but didn’t know what they had written – I wanted one of those books and we all wanted other people to be able to go into a library and pick what they wanted – not what they were told to pick – like Janet and John books. When I walked in that library I was surprised there were books from floor to ceiling.
“They let me borrow lots of Shakespeare books – I couldn’t read em but I spread them out on my bed and looked at them. They trusted me with these books and it were amazin.”

And Peter recalled his expectation that:

“When we got to the university everybody would be walking round in these gowns and hats, because that’s what I’d seen all my life on telly, all these universities they walk round in these hats. They were all walking round like me with jeans and whatever on. Are they all stupid, like us? My heart dropped, it was like, this isn’t right. We went in ... and it was, “Do you want to write a book? Go, in that one. People who want to do maths go in that one. People who want to do life stories go in that one.”

Billy Breeze remembers thinking: “It would be great if people like us could have one.” Sandra Wyatt (then Sandra O’Brien, now Sandra Breeze) said ‘We had that opportunity to do that with no expense to ourselves and we wanted to give that opportunity to other people, the experience that we had.” A dream was born!

The Poster incident – the Magazine Group had to fight for our rights!

The Magazine Group found itself coming into conflict with the new management structure at Horton House. Read more about the poster incident in our Journeysticks section... it was a key point in our story and spurred us on to take control of our own education!

Getting organised – setting up our group

Gillian and members of the Magazine Group having already worked together on previous shared dreams e.g. ‘Not Written Off’ and ‘The Opening Time Pack’ had loved working together and were by then a strongly knit group.
The students in the group had gained enormously in confidence through their experience of organising themselves in the Calderdale Student’s Committee. They were aware of their own strength and had become assertive about their needs. Gillian and others associated with the magazine group, were inspired by this confidence and all believed that in working together it would be possible to achieve their dreams. They were the founder members of, what was later to become, Pecket Well College.

The founder members mobilised and:

- Met in Gillian’s flat above an old co-op building at Pecket Well where her dining room doubled as a base for the group's office
- Dipped into their own pockets for all expenses necessary to work towards their dream
- Took advice on fundraising for the rent and conversion of the old co-op into a residential college
- Formed a steering group
- Got an accountant
- Campaigned and got support from many sources including local councillors offering free meeting spaces
- Became members of regional and national groups e.g. FWWCP (Federation of Worker Writers and Community Publishers – now known as The Fed), and Gatehouse
- Developed a fundraising plan
- Worked hard to draw up a constitution and make sure everybody understood it

Photos (left to right): Peter and Gillian meet John Thornton Architect (centre); Barbara checks access of doorways; Corinne and Malcolm inspect basement
Fundraising was successful and founder members secured a grant from West Yorkshire Grants for salaries and office space. Members received training in recruitment and equal opportunities. They advertised posts, shortlisted and then carried out interviews with support from Eric Appleby, National Federation of Voluntary Literacy Schemes Coordinator and Viv Rivis, experienced Adult Education Organiser and Janet Mitchell from West Yorkshire Grants to Voluntary Bodies. They appointed Gillian Frost (now Josie Pollentine) and Ali Mantle (who had been helping the group as community education worker) as joint co-ordinators and Ann as Secretary.

Pecket had support from a wide network of people and organisations that had similar values. By the end of 1986, the original Magazine Group, now calling itself Pecket Well College Group, had secured some initial funding for paid workers, and had some pledges from others. Joint Coordinators Ali and Gillian took up their posts along with Ann as secretary and an office was rented in Gibbet Street, Halifax. They and the team of founder members and others began the long process of, in the words of an early participant “getting the dream of a residential college.”

What became the Constitution – essential for legal and charitable status and fundraising, bears the hallmark of the Pecket Wellian philosophy:

“Its constitution stated that a majority of directors (at least 70%) must have reading and writing difficulties themselves [and other directors should be people who supported our aims and ways of working. In reality, our other directors were people working in adult basic education as tutors, and a range of others with the skills we needed, such as community arts workers, a solicitor, an accountant, an M&S (Marks and Spencers) manager, and funders as advisors/observers, all people committed to our aims stated in the original constitution, to promote the development of communication skills and the creative use of these skills].”
Funding it – our battle for funding

We started funding everything we did out of our own pockets, then grew in experience and confidence and scale from raffles and jumble sales to small funding applications and getting sponsorship to large funding applications and a building conversion (and later purchase)!

Key ingredients of our fundraising success:

- Passion
- Working together
- Believing that we and others like us have the right to a good education
- Generous friends – time and money
- Costing our inclusive projects
- Creativity – tee shirt, stone appeal etc
- Showing we could do what we said we would
- Planning inclusive projects and getting our costings right
- Budgeting for inclusion and access costs
- Relationships with local businesses e.g. Bingo hall, M & S
- Our information pack
- Showing we made a difference
- Involving new people and groups
• We gave our time, energy and used our own money for bus fares, tea – everything
• We used Gillian’s kitchen table for meetings and training sessions
• We ran raffles, charity stalls and coffee mornings all over Calderdale
• We successfully applied for small grants from Rowntree Trust (our first £1000) and Tudor Trust
• We gained the invaluable ongoing support West Yorkshire Grants to Voluntary Bodies
• We got Nuffield Foundation three years funding to help us run residential courses
• We got support from Yorkshire Arts who funded our first residential – Sharing Dreams
• We got financial support from University of Bradford Access Unit to run our New Directions Programme
• We got Rural Development Commission funding to renovate phases 1 and 2 of our building conversion, along with a number of trusts
• We got a grant from the Lottery Fund to buy the College
• We got ESF (European Social Fund) money for our courses
• We got FEFC (Further Education Funding Council) for more courses

Thanks to Pat Smart (pictured below right) helped by Sandra Breeze and Josie Pollentine and other members of the voluntary development team for keeping the project alive and enabling the transition from college to oral history and archive project.
Opening it – Pecket Well College opens its doors

Pecket Well College opened on the 11th March 1992 as a residential centre with meeting rooms and accommodation that could sleep 16 people.

One friend of the College remembers an early visit:

“It was a shell when I first saw it, with all of the shop shelving there. It was not a classic education building, but that was a massive plus. It was clear that it belonged to the people who ran it. They had made it theirs. There was no blueprint for an adult literacy college – because there wasn’t one!”

Everyone got involved which helped to foster a strong sense of ownership not only amongst Pecket Wellians but amongst community groups and a range of participants.

Opening day is remembered by everyone – a huge and exciting event:

“Everybody that were there, there were a couple of hundred there, I think. Everybody held hands, went in one door and out the other. You couldn’t really get round the building because it was joined to houses. We just held hands, walked around, through one door, out the other, in the back. We had a party and put some bits on, bits and bats of what we were doing there, poetry, arts and crafts.”

The holding of hands was important. “We were all a chain, all over the building, different rooms and we all held hands and we went out one door and in another door.” The architect, who we met earlier, also remembers the opening. “It was a marvellous celebration. I was so proud on their behalf – of what they had managed to do.”

Photos (left to right): National Lottery major funding 1998; Amazing firework display; Tree planting in a Yorkshire gale!
There was a publication from the day as well as lots of taster sessions run. Another participant remembers:

“The opening lasted three days and we had people coming from all over and just celebrating, writing in the Open Day book and then on the last evening, we had a firework display, most amazing. We had our logo lit up in the sky, and all the windows were all lit up and it was... It was mid-March and there was terrible snow falls, and it was treacherous, there was an absolute sheet of ice.”

P. Blackburn:

“It is good to see ‘ye olde Co-op’ brought back to life again and for a worthwhile project, it is a great improvement to the village and you are to be congratulated on the renovation of the building.”

The Volunteer

“During the unwanted fortnightly task of signing on’, I noticed a leaflet on voluntary work. My mother mentioned it to my nan, Joan Fawcett. The following Wednesday afternoon her and I went to the centre on Gibbet Street for a chat... Friday morning, I went to the College with Joe. It was evident that a lot of time, effort and determination had been used. The location was beautiful, the sun beaming down and lush green grass and so restful from the noise of town, an escape for the body as well as the mind, for the able as well as the disabled. Going back to the centre, writing and filling envelopes may seem thankless. But it’s one step nearer to the most vital stage in the College’s history, its opening in March. One point struck in my mind no one is high and mighty, everyone is equal, and I mean equal and everyone is welcomed with open arms. What people look like isn’t important, it’s what people are inside that counts. One thing Pecket Well does is break down barriers some wouldn’t dare try.”

Ian Farrar
Teaching it

Pecket’s approach to teaching can be summed up as:

- Everybody has life experience to share and can help themselves and others learn
- Everybody has creativity
- Peer education provides unique encouragement
- Traditional roles of ‘tutor’ and ‘student’ can build barriers to learning
- There is no such thing as ‘hard to reach’ individuals or groups
- Outreach is essential and sometimes needs more than one visit
- An element of choice takes the fear out of learning
- Given appropriate support anyone can write

Pecket fundraised for writing hands who would write people’s words down for them. Joe explains how liberating this was for him:

‘It was like somebody opening the door of freedom. Before this, I used to sit in a room being a slave to the ‘I can’t read, I can’t write’ idea, afraid to tell people about the pain of feeling that this was my first and only chance. What helped me was there was someone there to write my words down. And what helped me was meeting other people with obvious scars of lack of education who had the common bond of writing life stories.”
One founder member describes Pecket’s educational philosophy as:

“Very much about creativity and self-expression, building confidence, getting to know other people and sharing ways of getting round the wall – the wall of reading and writing.”

That approach helped participants gain confidence and build resilience. As one participant said:

“If someone keeps saying you’re thick, stupid, and idiotic [because you cannot read or write], you end up believing it. We were going to change that at Pecket.”

The model was that groups would be targeted, workers/tutors written to and Pecket Wellians would then visit. The groups would say what they wanted to do in a Planning Day and the Pecket Wellians would – through peer learning and workshop leaders – deliver workshops in situ, or, once the building was running or a residential venue was available, tailor a residential programme to suit needs. In the words of one founder member:

“Well they would say yes, they would like glass painting or life stories or things like that. And so then we would plan it and ... they would have a first, [planning] day where they came and all met together, so like a taster day at the beginning. Then we would have the weekend and then we would have a follow up day to say did we deliver what we were supposed to deliver?”

Workers who had come from traditional adult basic education backgrounds learned new ways of teaching at Pecket. Ana Rodriguez, Courses Coordinator, remembers:

“Pecket Well College is a living presence in my life. Not a thing of the past but a way of living, a consciousness. To achieve equality, we shared education.
No teachers, no students, all learners: Journey sticks and story telling, footpaths and river crossing, skinny dipping, achieving dreams. Altars, celebration. Overcoming barriers, Creating, in the luxury of sharing. Abundance, time for all. Doing things for the first time ever. Feeling included. Taking more challenges than photos, learning how to really share power. Being collective. Community. Being light, with a smile right deep within

My heart softens as if those memories were music when I think of all involved. Sweet David, all you wanted was to feel included. Florence, most generous soul, the Goddess part of God at PWC, and all of you who like me, share that very soft smile of the memory of a College we created together and from which we graduate each day of our lives, with flying colours.

Now living and working back in Mexico I know it was all about the practice of love, and that love permanently resided within each of us who took part in Pecket.”

One visitor noted that:

“Tutors were very respectful to students. They believed in students’ abilities and clearly wanted to help them as best they could. Empowerment – when I think of Pecket I think of empowerment. Control moves to the students rather than teacher leading and dominating. There was a huge emphasis on improving student’s communication skills both verbal and written. The verbal very much about improving students’ confidence and helping them realise they had something to say. Lot of students didn’t think their words meant anything but peer learning and what they did at Pecket, meant they valued words and listening.”
Running it – Pecket Well’s unique approach

Pecket was run by and for people who have difficulties with reading, writing and/or numbers. Our constitution was written carefully and states that the majority of our Directors must be people with these difficulties. Other Directors are from many different areas of work and committed to more inclusive education.

We have always had to work hard to make sure the information is available in different formats and papers at meetings (and pre-meetings) are read aloud. This gives everyone the chance to take an equal part in all aspects of running and managing Pecket.

Our peer approach has been the constant ingredient that ensures we work in the ‘Pecket Way’. We have been very successful at involving course participants as volunteers and often as Directors.

We took great care to involve participants in all aspects of planning and running courses – in this practical way people learned that each of them has something to offer others.

The paid workers were important to the College, but not more powerful than anyone else. A paid worker remembers: “Pecket could be very powerful and the Directors could be powerful. ... We needed [as paid workers] to do the written stuff. The members and Directors challenged the funders. Workshops run by people with writing problems that was the power of it.”
Sharing there – visitors and getting our message across

We met as individuals thinking we were the only ones who had difficulties with reading, writing and/numbers. We grew strength from each other and the realisation that we were not alone. Gradually we made links with others like ourselves locally, regionally and nationally early on and continued to make links in many countries e.g. Northern Ireland, Sweden, USA, Egypt...

We learned that there are people like us across the world! We learned something new from each person, community group and organisation we made contact with, whether they were learners like us, policy makers or academics.

One Pecket member remembers:

“They are a proud bunch but not too proud to stand up and say ‘I can’t read or write.’ They came to Speke Writers, Liverpool in 1985. One would stand up and hold a piece of paper and there was always someone standing up with them; they were prompters. It was read by the reader and then the writer repeated it.”

One visitor from Edmonton, Canada recalls:

“I attended the Board, I was soaking up ideas and keen to bring them back to Edmonton. The commitment to involving learners in the decision making and the support to do that was fantastic... Directors were very at ease and spoke with authority. I learned we can all learn and participate in making decisions. And the diversity! ...Peer education was strong.”

Photos (left to right): Swedish group visits 1988; Egyptian visitors 1995; Making the Wall Hanging 1989
Being there

Getting to Pecket was a feat in itself! People arrived by public transport via Hebden Bridge train station and then local bus up a very steep hill; or by car or minibus. Some people even managed to walk up the hill!

The effort was worth it. As one Fed (Federation of Worker Writers and Community Publishers) said:

“It was a nice building to work in. It never felt like an institution. It was a very pleasant place to stay, a communal place out in the hills. It had a great big airy work room which was really nice to be in.”

There was art everywhere. One participant remembers the “Door signs...the pictures were to help people find rooms.” Each door sign was made in wood and designed to be tactile so people who could not read the numbers or people with visual impairments could feel the sign and know which room was which.

Another visitor remembered:

“Going into the building, it always struck me, the friendliness of people there. Students’ work was displayed around the building. It was less like a traditional college - more a community centre. This had a big impact on the education - the informality of buildings and friendliness of staff had a relaxing effect on the student. Learners were less awed by surroundings compared with a traditional college. They relaxed quicker and became ‘themselves’ quicker. People respond to their environment.”
The two words most used by Pecket Wellians and volunteers about the College and what they developed there were that it was like “family” and like “home.” For one interviewee, it was also about the identity of Pecket Wellians and “belonging.” She said:

“It was homely, like someone’s living room. It was very friendly. ... I didn’t realise how important this building was until it was being sold off and I realised how important those places are within the communities they live in. I grew up thinking they were very solid. They all melted away. The building was about identity and claiming space for voicing things - actually to have a space that you could call your own. Maybe it was for people who no-one else had really understood or wanted?”

Raphael Benoit remembers:

“Before I met Pecket it was hard finding work. Was part time and I had lot of spare time then. Was shy but came out of my shell then. Pecket Well asked ‘what do you do?’ I said ‘Drum, poetry, storytelling.’ I came as a client brought my skills with me and I met other people like me. Started really getting involved then went on the board. At that time it not going very long they still talking about Nottingham maybe less than a year. Started going for walks – write stories. Son Louis was less than three or four years old and I used to take him to Pecket. Was no child care at first but later child care. Nature walks a very good idea – lot of material to write about – lots of people helping us – very good. Used to watch videos about different Centres. Realised Pecket Well was quite unique compared to other centres. Because PW run by people with disabilities helping to improve their lives and bringing people with them. Was a growing force really. Some people very well educated and others not so a form of confidence building between the whole unit of the college. I had confidence but not enough. All the things I did since then come from Pecket Well.”
Growing there

Below are a few quotes that give a taste of the many ways Pecket changed lives.

One founder member recalls the impact of Pecket:

“I think the kindness of people and things like that were how people got on. Especially if you’ve never been away from home, like I don’t think I’d been away from home till I came on a residential. ... And they were like a mother to you in a way you know. ‘Come on, your breakfast is ready.’ I think that’s how we enjoyed it like. And then after that like, ... ‘wait a minute, next time we have a residential ... right you make breakfast on so and so and you help to make tea.’ And people had never made tea before, so you got into doing it that way.”

People grew in different ways because of their involvement in a range of activities:

“Travelling around really helped my confidence. Something inside me kept me going. I hadn’t done it before. I can talk to people who have a degree or who are educated and they do listen. It gave me courage.”

Here is another example of a participant whose life has changed because of Pecket:

“I was in adult education in Dewsbury. We got a letter from Pecket Well inviting students to go on a course. I said, ‘I don’t want to go, not brainy enough, not a college person.’ In the end six of us went. It was One World to Share. Then Hazelwood Castle for a week. ...
“I became a member, was a Director for three years between 1990-93. I learnt a lot. We were all one. There was always something I knew that someone else didn’t. I ended up being on television, Adult Literacy Year 1990 by Channel 4. They came to my house for interviewing, to shop, I looked at pictures, saw it was beans – I didn’t know it was beans because I couldn’t read it. ... There’s still a place for Pecket. I wouldn’t be where I am today without Pecket. People just helped you. I couldn’t put pen to paper and I dictated. It got wrote and it got to where I could write it down. It was confidence and someone teaching me. Worked a lot one-to-one. You have to trust and then it comes easy – but we were all the same, didn’t mean I was rubbish.”

One We Count participant (one of the last students to visit the College when the building was open) tells his own story of being at Pecket:

“When I was homeless, I thought, what I am going to do from here?... Do I sleep rough for next 20 years or do something about it? Where I come from you’ve to look after yourself. I’ve done nothing wrong so I thought, lets gets started, get English and maths. Now I help people and do volunteering with people who are homeless but I remember Pecket. It was brilliant. You just walked into this like shop and it turned out to be a college. You wouldn’t have thought that a college would be that small, you would think it would be two or three buildings. It wasn’t big like that; it was more like a house. It was fantastic. When the lady comes down to open the door I thought what the hell is this? It didn’t look like a college – more like your mother or auntie opening the door. When I found out what they were doing ... Art works and computers and do what you want to do, what you want instead of being told all the time. You just want to stay and not leave... I’ve never seen a college when you could go into every room and do something different. You do something to get out the house and do something that might change your whole life.”
Lessons from there

Cilla’s headings give a sense of what can be learned from Pecket’s story:

- Everyone can learn
- Reading and writing are just two skills of many
- Everyone has dreams and a common goal is good
- You are never too young or old to have a dream
- When you believe in something, in this case ‘the Pecket way’, people fought for it and found immense confidence and inner resources by believing in it
- Everyone is creative
- Given the chance, everyone has creativity within them
- Common sense is a great skill that can take you lots of places
- Freedom is important because it motivates you
- A place of your own and user led provision is important
- Confidence gets you everywhere
- The strengths of being a campaigning group and being serious
- Starting from where people are at
- Radical risk-taking is good
- Peer learning is the best learning
- Realising a collective dream takes a lot of hard work.
- People need time
The world around Pecket from the 1970s

Mainstream provision was not in general supportive to the struggle of this determined group of people working to set up a residential college run by and for people tackling difficulties with the written word.

However, there was, in the 1970s and early 1980s, a cauldron of ideas and movements that inspired them to believe that they could create something for themselves and others like them. They were willing to fight for their ideals and to link hands with others who were also fighting to be heard.

Gillian Frost, the adult basic education tutor organiser in the group, was able to introduce the members of the group to some of the people and organisations in these movements, those who had influenced her. But it was the members themselves who overcame all obstacles and fear to travel the length and breadth of England, Scotland, Wales and Ireland, to build up support for a residential college for people tackling difficulties with the written word.

They appeared and talked on public platforms and to committees, building up close relationships with a wide variety of people – other worker writers, students and tutors in ‘adult basic education’, school teachers, professors and others in universities, people in voluntary projects, in community education, community arts and disability organisations. The members of the group were listened to and heard. They and the Pecket Well College that they represented, became a respected national presence within these movements.
There was:

- The movement of literacy for liberation, initiated by Paulo Freire, in South America. His ideas influenced the development of some of the literacy provision in the UK. Learning to read and write could be a way of taking more control over one's life.
- The right to read campaign.
- The development of ‘second chance’ educational opportunities for adults who had missed out, in the main working class people who had left school with no or few qualifications. The opportunities were both residential (for example Ruskin College and Northern College), and non-residential, like the Liverpool Second Chance course, and then the whole movement of Access courses.
- The movement of working class people, community groups and other oppressed groups, writing and publishing books about their lives, their histories, their experience, their world view, and expressing their creativity rather than being ‘written about’.
- The movement of students and tutors in ‘adult basic education’ working together as collectives to further the interests and needs of people with reading and writing difficulties.
- The growing confidence of students involved in these collectives to organise themselves separately.
- The movement for residential adult basic education.
- The development of voluntary literacy schemes and networks connecting them.
- The movement of ‘special activities’ in adult basic education schemes throughout the country – reading evenings, writing weekends, social activities – which brought the students out of isolation and into contact with each other.
In the fruitful and exciting years of building and running the college, a period of over 20 years, the original members and others they had recruited along the way, continued the work of outreach. There were many organisations and people that were interested in the college.

There were people from voluntary literacy schemes as well as adult education and college schemes where tutors were supportive and encouraged and helped their students to come to Pecket Well College. There were organisations that trained and supported voluntary grassroots projects like Pecket Well College, and a wealth of other organisations of people asserting their rights and planning their own projects.

Pecket courses were always oversubscribed – so many people for so few places. But the world was a very different place by the time Pecket Well College began to run into difficulties, from about 2005. Most of these organisations had ceased to exist, or were struggling themselves. Adult basic education had been taken over largely by mainstream provision and then squeezed out. The emphasis was no longer on ‘education’ in its widest sense. Basic skills were seen mainly as a means to gain qualifications and employment. People who could not progress quickly were no longer catered for. Adult education provision was being reduced and was gradually disappearing. This was no longer a hospitable world for a college run as a collective for the development of confidence or for an education as broad as the interests of its participants and as creative as their imaginations allowed.

As Pecket Wellians we always tried to stick to our original aims but in the end we had to sell our much loved building. The money from the sale financed this oral history and archive project that will ensure that the story of Pecket and the work of Pecket Wellians live on to inspire others.
Appendix 1:
People, organisations and movements that shaped us from the 1970s

There were many organisations, groups and projects from the 1970’s and 1980’s which formed ‘the world around Pecket’. Here we name the ones that supported and/or influenced us most. Pecket developed at a time when there was a wealth of other organisations of people asserting their rights and planning their own projects. We gained strength from this environment!

- **Centreprise**, a community bookshop in Hackney, whose supporters started to publish and encourage the writing of books written by local working class people and school children, reflecting their lives and experience.

- **The Federation of Worker Writer and Community Publishers**, a national association of the many working class writing groups and publishing projects that were springing up all over the country.

- **Write First Time**, a collective of students and tutors producing the National Students paper, for students who were working on their reading and writing. Write First Time organised the first residential writing weekend at Losehill Hall in Derbyshire (in 1975) for people working on their reading and writing difficulties, and started a movement of residential writing weekends up and down the country. They were later to organise the week long residential course at Nottingham University (1984) that was to have such an impact on the group in Halifax.

- **Gatehouse Project**, a collective employing students and tutors, publishing books by people working on their reading and writing and running writing workshops to encourage writing amongst people with these difficulties.

- The Gatehouse project’s ‘Opening Time writing development resource pack’ (ed. Chris Hoy and Gillian Frost), written by people working on their reading and writing, including people in Halifax (sections by Peter Goode, ‘A beginner reader is not a beginner thinker’; Joe Flanagan, ‘Tackling a long piece of work; writing before you can spell’ and The Horton House Magazine group ‘Shouldn't it always be like Thursdays?’; Horton House Life Story group, ‘It all started with smells’).
• **The National Writing Development Project** set up by Write First Time, run by Sue Shrapnel (Gardener) who travelled the country, including to Halifax, encouraging writing within adult basic education, out of which came the publication ‘Conversations with Strangers’ a writing development pack.

• **The Special Activities Research Project**, run by Robert Merry a student from Beauchamp Lodge Literacy Scheme, London, and a member of the Write First Time collective. The research was funded by ALBSU (Adult Literacy and Basic Skills Unit, the body set up by the Government to develop adult basic education provision). Robert visited and interviewed people in adult basic education nationally (including in Halifax) to research the value of special activities in adult basic education and wrote a report: Merry, R. (1984) More than Reading and Writing: Literacy Schemes and Other Activities. Special Development Report. London: Adult Literacy and Basic Skills Unit [archived at Ruskin College]

• **National Federation of Voluntary Literacy Schemes**, headed by Eric Appleby, which represented and brought together the many voluntary literacy schemes which had been springing up all over the country, and which organised national residential training events and conferences.

• **National Association of Students**, which although sadly short-lived, was a highpoint in the development of student confidence and the assertion of their rights and needs. The residential event they organised at Northern College was a great moment in their history and was attended by students from Halifax. It had a profound effect on the people who were to become the founders of Pecket Well College, 3 of the group (Billy Breeze, Michael Callaghan and Michelle Baynes) becoming regional representatives for a time. Michelle was also Secretary of the group for some time.

• There were **drop-in centres** like the Corn Exchange in Leeds and literacy schemes for offenders for example Bradford NACRO (National association for care and resettlement of offenders).
• There were many colleges, (for example Park Lane College, Leeds, Dewsbury College), voluntary schemes, adult education schemes and college provision, where tutors were supportive and encouraged and helped their students to come to Pecket Well College.

• **Research and Practice in Adult Literacy (RaPAL)** and independent network of learners, teachers, managers and researchers in adult education. A membership organisation which focuses on the role of literacies in adult life. It organises an annual conference and publishes a journal three times a year.

• **Literacy Research Centre**, based at Lancaster University which works to understand the role of literacy in all areas of social life and to improve communication and collaboration between researchers and educational practice

**Other community organisations offering services and support:**

• **CETU** (Community Education Training Unit, Calderdale)

• **Bradford Community Arts**

• **Councils for Voluntary Services**

• **Organisations of disabled people** e.g. Calder Valley Club, DART (Disabled Advice and Resource Team, Calderdale), Invalid or Valid as it became known later on, an organisation of disabled people fighting for their rights in Bradford.
Appendix 2:
List of oral history participants

With thanks to everyone below who contributed to the oral history (their names are in alphabetical order):

Eric Appleby
Raphael Benoit
Sandra Breeze (previously Sandra Wyatt then Sandra O'Brien)
Malcolm Burnside
Billy Breeze, referred to as Billy B
Michael Callaghan
Dave Clapham
Billy Cryer, referred to as Billy C
Tim Diggles
Paul Emmett
Barbara Flanagan, referred to as Barbara F
Gillian Frost, now known as Josie Pollentine
Peter Goode
Barry Goulding
Ann Greenwood
Jan Halliday
Mary Hamilton
Ashley Jordan
Michelle Ligocki, previously Michelle Baynes
Shami Malik
Florence Mana Agbah
Ali Mantle
Janet Mitchell
Frank Murphy
Colin Neville
Kate Nonesuch
Mary Norton
Pauline Nugent
Nick Pollard
Helen Pratt
Corinne John, previously Corinne Shires
Mary Shwarz
Pat Smart
Bonnie Soroke
John Thornton
Lindsay Walker
Ken Walpole
Tom Woodin
Tina Wyatt
Lesley Yellow

With thanks to all Oral History and Archive Project Steering Group members and workers for making this book happen. As well as our full oral history and archives. Particular thanks to Josie Pollentine for her major contribution to the historical accuracy throughout. You can see and download this and the full version of our oral history free at www.pecket.org

Florence Agbah (Director and Company Secretary)
Billy Breeze (Founder member and Director)
Sandra Breeze (Founder member and past Director – previously Sandra Wyatt then Sandra O'Brien)
Malcolm Burnside (Director and Co-Treasurer)
Michael Callaghan (Director and Founder Member)
Billy Cryer (Director)
Corinne John, previously Corinne Shires (past participant and past Director)
Janet Spencer (past Director)
Mary Hamilton
Michelle Ligocki, previously Michelle Baynes (Founder Member)

Nick Pollard (Director and current Chairperson)
Josie Pollentine (Director and Founder Member) note: previously known as Gillian Frost
Amer Salaam (Director)
Pat Smart (past Director)
Vincent Twyford (Director)
Lindsay Walker (past Director)

Thanks also to:
Pauline Nugent (Oral History and Archive Project Coordinator)
David Andrassy (Designer)
Cilly Ross (Oral History Worker)
Lesley Yellow (Archive Project Worker)
Appendix 3: Selected Bibliography


Note this is also available online as a google book


Kohl H (1967) 36 Children: Signet/New American Library


Schumacher E F (1973) *Small is Beautiful*: Blond and Briggs

Shrapnel Sue (1986) Conversations with Strangers, Writing Development Pack

Woodin, T ‘Chuck out the teacher’: radical pedagogy in the Community’ in *International Journal of Lifelong Education*, VOL. 26, NO. 1 (January – February 2007), 89-104
Some Pecket friends (see lots more photos in our storeroom at www.pecket.org)

Tuesday course – Norman, Mary, Janet

Ilkley residential – Glenmoor Centre

Lesley Yellow Archive Worker

Milan Centre Course

Pecket Wellians visit Unit 51
Our Egyptian visitors joined our first aid training demonstration at Pecket Well College in 1995. We all practiced listening for breathing with a resuscitation dummy.