Music Collective Research: Data Analysis - Emergent themes.

Aim: Uncovering the legacy of participation in youth-led collective action.

*(Quotations in **blue** are direct form participants, statements in **purple** are from researchers).*

Collectivism and action.

Legacy

- Reflective consideration of immediate and life long learning. Participants provided examples of both.

  "Never thought they would have a legacy we were just living for the moment."
  "You can do anything as long as you want to do it enough."
  "We didn't wait for permission…and I have taken that through everything I do."
  " It's the sense of achievement that gives you the idea that you can do stuff".
  Why he became a veggie
  Punk values informed his life. School taught one thing and punk lyrics taught another.
  "Taught me more than school did "

- Recognition of how the creative methods used and practiced at the time, in retrospect became the mediums to elucidate legacy: meaning, action, learning. The space, images and artifacts enabled dialogue and recollection to elucidate meaning.

  "We used to take loads of photos, documenting history."

- Consideration that participation in a youth led collective was distinctive. The democratic collectivism enabled participants through its distinct vale based process.

  "We should still sing about it, because at the time it was quite unique."

- Tangible legacy.

  "Pop Recs is part of The Bunkers legacy."
  "It's mental that it still exists and is still going."
  "The Bunker still goes on today – young people have left a huge legacy."

"THE FANZINES ARE IN THE BRITISH LIBRARY = a national impact then and now."

"The Fanzine has a legacy in that it is in the British Library and has been referenced by academic works as 'inspirational'."

What he learned from being in the collective informed everything he did.

As a direct result of The Bunker, he went into photography.

"The lesson in the legacy is that collectivism works. It still exists but in a different way."

"Stopping the NF (National Front) march was personally a proud moment."

"the NF march was cancelled…so fucking good for us."

Based the way for him to work, it installed that he could take ownership which was a key element.

Ripple effect changing lives - we are all (Youth workers) in social welfare professions and everyone is carrying the values and ethos into everything they do now (*Youth workers, play workers, social workers, volunteers, special needs worker, community artist, community org person…*)

- Tangible: skills based.

"Having to sells mags taught you how to take to anyone, those who you may not agree with, those from different backgrounds."

- Legacy transmitted to the next generation: as parents and professionals.

(Youth Worker) "Being raised by adults who were young people at this time has given me 'fire in my belly…I got angry…I got passionate!"

"I got into Youth work because of my experiences with the lack of involvement of women and girls."

"Passed it down to my kids."

His experience of the collective led to his profession as an adult.

Young people became the workers for the next generation.

As a young person, he had a big bag with lager, and now 30 years in a job working with people who have learning difficulties.

- Emotional connection & Value based connection.

"…when it closed it felt like the rug had been pulled from under us".

"There is still a culture of lending stuff, giving stuff, helping each other out, and that was the ethos of the musicians back then."

"From this I started thinking for myself."

Being a part of a collective/Belonging

- The meaning of belonging

'Swapping ideas and resources creates community."

"Common people, our passion drives people and brings people to come together."

"It was a community of spirit, of comradery which included fighting for everything."

"Being a part of a group that you care about, you have to look after that group."
"It was the best tribe I've been involved with."

Collective Action

- Knowing the 'might'/possibilities of a collective.

"It was not one person that could have done this."
"Achieve anything"
It wasn't one person, was only possible from everyone working together."

Direct action

"People come together and built the human infrastructure of The Bunker.
"I went to Lobley Hills Skins youth club and the violence at the gigs stopped."
Organising against Nazis and NF – physically stopped them form marching The NF march was later called off.
"The Bunker hosted a benefit gig for striking miners."

Community belonging

"What was the first thing that happened after Covid? People flocked together …Black Lives Matter everybody was there in Manchester 20,000 people were there and most of them kids."
They could not see why things could not be done and being a collective was like forming a community.
"It's a collective, It's for everyone".
Being friends
"People need human contact, they need and desire it, people come together."

Collective & experiential learning.

- The learning identified from collective experience.

"We learned that collective action and collective space works."
"Liberation is limitless" (through the collective learning experience)
"Collective action is not always knowing what you are doing is radical until someone else points it out to you."

- There are skills, behaviours and values underpinning the learning process.

"There is bravery involved in taking agency and risk is part of it."
"It was like 'stepping in to a muddy puddle'."
"It gave us a sense of importance when you are 18 years olds."

- The importance of individuals becoming 'people through participation'.

"If people are there, the fire is there."
"We all supported each other."
"Built on atmosphere – everyone contributed."

Safe Space & Context

- Context: The social/political and economic climate impact.

  "The 'perfect storm' brought about The Bunker: punk music and growing movement such as the rights of women , POC, queer people, reinventing the idea of good citizenship."
  "If you make a space people flock to it".

- The need for space to 'be' as opposed to a resourced space encouraging you to 'become'. That the space holds the collective and not constrain sit.

  It provided positive influences.
  "No facilities except toilets, but people still went."
  "There are no spaces like these, not enough anyway."
  "Digital world – are you creating enough spaces on line?"
  They needed spaces to be able to express themselves.
  "If you bring young people together and if you give people the space …magic happens."
  Create the space to allow people to express themselves…but also have to have guidance.
  "We were able to say what we thought, what really mattered."
  "The Garage provided space with 'not in your face adults' and like-minded kids."
  "DIY spaces."
  Youth Workers then taught the space they (young people) took up really mattered.
  Having space for dialogue is important.
  "Space really matters."
  The experiences they have in the space is what makes them people.
  The Bunker: "we had ownership, it was "done by us" "it created a space for young people to do what they wanted."
  "A place to go and do something positive".
  "The Garage was a 'unique hovel'".
  " Spaces for dialogue are the most important things".
  "It provided space to explore."
  "It was a flexible space so everyone was part of it and still made it have a purpose."

- Having no resources was a positive: It did not lead to predefined boundaries.

  "….no resources, total freedom."

Agency

- Those involved were (encouraged) to be agentic (power, decisions, action)

  "I cannot believe what they were doing at this time, the skills, sense of independence, free thinking, massive influences from it and I have learned so much from it."
  They controlled everything that was in the fanzine. Young people producing and having something in print was BIG.
  "It was the idea of "do something for yourself"."

It was successful because " it was not done for us, not done to us, it was done by us all."

- People knew that things needed to get done (autonomy).

  "It was not done for us. It was not done to us. It was done by us."
  "Things that needed to be done got done."
  "somebody got something done."
  They felt their voice was strong enough to push their views, people disagreed, but they felt that they needed to do that and show their political views.

- Self-regulation: contextual

  They had boundaries "No glue, no bottles".

- To be agentic you need to learn through taking risks.

  "The Bunker MADE a difference! It allowed young people to take risks which is so important for young people's learning".

- The ability to present the 'self.'

  "Two years of this collective experience gave me a platform."
  "You have the right to decide your own life and have agency."
  There were no rules, no agenda. They could become creators of anything what they wanted to be.

- Agentic skills

  "Without it I would never have had the confidence to learn music."
  He wanted to make his own decisions.
  "Embody tacit agency".
  "It was a great meeting place for like-minded people. It gave us the confidence to be ourselves".
  "A key element of it being successful is that it was not done for us, not to us but by us."

  Youth led.

- Context of youth work – within a socio/political'
  /economic deficit, (1970/80s U.K). This enabled youth workers and young people to act. The Context of youth sub-culture and the counter hegemonic nature of Punk against the back drop of the miner's strikes, Poll tax riots, mass unemployment, Silver Jubilee.

  "Unique project ran by young people for young people.
  'You had free reign to organise your own activities.'
  "16-20-year-olds organising gigs with no adults."

- Democratic & egalitarian ideology, process & power.

  "We would have a conversation about our ideas."
  "Not everyone agreed, but everyone contributed."
  "The only people who truly know young people's needs are young people. Experts in our own life experiences."
  It was a group of young people running, it involved people who were into music, and it is still there because it is based on collective foundations.
  "You were tret the same as the adult Youth Worker, you could drink…you were political".
  "We built the interior and more importantly we built the atmosphere".

Tacit knowledge emergent from lived values.

- Tacit knowledge is…

  "Tacit knowledge in community and YW within lived experience, its knowledge that you dint have to have a word for."
  "Values for kids."
  "Tacit knowledge - knowledge you have but you don't have a name for – it is embedded in you, it guides you and forms your decisions."

- The importance of informal education and experiential learning

  "Grass roots activism and political education will not happen in formal education."
  Through talking and working it out, they swapped ideas and how to do things.
  "Young people were informing and educating young people through the fanzine.
  "It was a dialogue opener, "do you wat to buy a fanzine?"

- Knowledge creation & self-awareness.

  "Because the fanzine was popular and successful that's how they created a shift towards the left within local youth."
  "Punk really was my educator – and it still is to some degree".
  "I learned to question authority. Don't take any shit. Think for yourself, stand up to people."

- A value-based life

  "Tacit knowledge - knowledge you have but you don't have a name for – it is embedded in you, it guides you and forms your decisions."
  "Having the bravery to tackle issues".
  What it meant to him as a 16 year old, dysfunctional lifestyle, Punk touched his life.
  "It became tacit knowledge because it becomes you"
  " It was beautiful because it had all been crap before"

  Values.

- The young person is valued.

"Very much take no shit!"
"Ability to lead without being in authority."
"We didn't wait for permission."
Stood up for themselves.
"Bigotry was kept out."
Never had any fights – everyone looked after each other,
Ethos and trust within groups
"You can lead without being in authority".
We, I, embody the collective, even now."

- When connected – community is formed.

  "It's a bloody small world."

- DIY culture.

  "Find something that makes you angry and do something with it."
  "…punk rock ethos, great friendship. '
  "It was "done in spirit."
  "Punk is not a music style, it is an attitude".

- Counter hegemonic.

  Working for a business clashed with the ethos of The Station.
  Building atmosphere to direct people towards something positive, contribution and participation.

The role of the Youth Workers.

- Youth worker as trusted adult

  Youth workers such as Andy Gibson and Gaynor Clarke allowed young people to have the freedom to explore who they are.
  The legacy is that they knew and he knew it worked so young people were supported and motivated by encouragement. They created opportunities and raised funds =for equipment needed to do the opportunities.

- Honest, open, reciprocal relationship.

  "The Garage provided space with 'not in your face adults' and like-minded kids."

- Youth work begins where the young people are at: It is political and contextual.

  Youth work was political against fascism.
  "The creche at The Bunker enabled my mam to be a part of it and I was with other children".
  Fostered self-help and autonomous activity, it opposed the government.

Youth groups used to be independent not controlled or managed Independent of all adult control, including youth sessions of political parties.
It moved with the times, changes with the young people's wants and needs.
Could not see why youth work would be done in any other way.
Youth work encouraged self-help and autonomous citizens.
Youth workers were opposed to government intervention in youth work.
Youth movements were free standing and not controlled.

Feminism.

Where were women in the movement? The event was largely attended by men who had been young people attending the venues. Interesting that the one venue which had youth workers who supported youth led initiatives were able to facilitate the inclusion of young women and did so whilst enabling participation (creche) whilst subverting the dominant narrative.

"Women looking out for women – community with community."

"About 5 women did the work that no one else wanted to do or were given tasks to do. Esther (*Youth Worker)* was one while most of all of the youth workers were focused on the young men. The young women and girls who were on the scene took on stereotypical roles."

"The creche at The Bunker enabled my mam to be a part of it and I was with other children".

"Once women got involved with The Station - took on more responsibility - eg) getting the music licences. There was a bigger role or women to play."

"Politicisation of young people was targeted at the young men, there was little or no girls and young women's youth work.

Sunderland was very active especially with voluntary organisations in terms of grass roots and support groups for women. Workers focused on getting young women involved in The Bunker as musicians rather than 'girls tasks'."

"If it is not something that they see themselves in they wone be willing or able to get involved same as to other marginalised groups such as disabled people."

There is not enough being done for young women now. Its all issues based, fixing the problem instead of prevention and empowerment We're never going to be able to step in and help young people. We need more investment WE NEED TO BE VOCAL ABOIUT YOUTH WORK.

Researcher experiential and applied learning.

- Applied learning (impact) from a new opportunity.

"As a practitioner I have learned that sessions don't have to be structured and also I learned that a collective can have a strong voice and when ideas come from young people they can be more creative."

"My placement at Whitley Bay, I have met new young people and when one of these young people saw the stage in the building he immediately wanted to do a gig – I discussed it with him and he decided we could do a concert and raise money as a group and I said YES!"

" I have become more motivated for my youth group – for this music group in Fenham. I found a hook for them, for them to find a music project and in turn they are motivated to the possibilities and what they can do."

- Music, the role of subculture in education and action.

    "I went to see Public Image Ltd at The Fire station and it was cool to see what the link was of the music and then event, the link to have it all got started."

    "I liked to see how music has evolved, as it still is a big thing in their *(young people in 70/80s)* lives."

    "At the end of the day people were educated through music and now when I listen to it I can see the education now."

    "Music is a big thing and can change your mind. It made me think how can you ban music with swearing in youth clubs?

- Contemporary Youth Work.

    "I reflected that young people are mollycoddled by youth workers [today], youth workers did not dictate rules then."

    "Youth work should connect with young people through digital means."

    "It's harder now to do things about things that make you angry."

    "Public spaces are not made public for then [young people] now."

- Future proofing: Acquisition of new skills, behaviours, and knowledge skills

    "I would have just done it for the experience. I am at the beginning of my career and need to get out in to public spaces."

    "I am definitely now happier to photograph people and not just nature."

    "I was more visual *(than the scribes)* and didn't know what they were talking about, I was going off their expressions."

    "It was good that I did not know anyone and then I had no bias and it also made it easier as I could not read anything in to the situations [I was photographing]."

    "If I was doing it again I may try to talk to more people on a personal level."

    "This has helped with my fear of doing detached youth work. I had to go and learn how to speak to people and how to build rapport with them in a short time. That was good experience for detached work."

- Moving forward: Extending the research.

"Ideas for the future could be a project : Where people are now portrait – this could be the next layer of the research."
"We could have invited young people along who would have also learned from the dialogue."

Research process: (participants & researchers)

The values of anarchy & collective action supported the fluid concept of the event.

- Participants.

  "She did not make to connection between experiences of agency when Keeks and Gaz came to ask her to speak at the event."
  Embracing: re-connecting after time, in a space. The Art Gallery was the space to do this at this time.

- Student co-researchers.

  "Seeing the photo of me playing bass at The Garage with my good friend Michael, reminds me to be proud of what we achieved…Those experiences have influenced my attitudes and beliefs today as a more tolerant and open-minded man. We were all way ahead of our time."
  "You could see the impact of one youth worker, Andy Gibson on people's faces when they were talking about him."
  "The photos have allowed us to see how the space was used and capture the ability of people to form and rekindle relationships."
  "I saw a sparkle in the eyes of the people telling their story, it showed the importance of their words."
  "It is much different to what I have done in the past, speaking to people about their history, that was good, hearing about different people and learning from their stories."
  "I was speaking to people as they were then not how they are now.
  "I saw and heard how young people can share skills from being with and speaking to each other."
  "The posters people made at the event were 'mint'."
  "The atmosphere and everyone in it was friendly. The nature of being a collective was there. It was so different from businesses who would tell you what to do."
  The photos have allowed us to see how the space was used and capture the ability of people to form and rekindle relationships.
  "It completely wiped me out!"

  ### Ethical research

The institutional ethical review process was not aligned with the ethos of the research and the values underpinning community organising, youth work, punk and collectivism. The process did not acknowledge that the ethical process itself could add and increase harm within the research as opposed to minimizing or eradicating it. Autonomy and agency were purposefully

taken away and replaced by a neo-liberal frame of litigation. Comments when asked to read and sign the information form:

"I know what that's about, the University protecting itself. It's not about me".

"What a waste of paper!, could you not just say that?"

" Someone else's rules then"

"Jesus! Really. They think were stupid?"

Research Impact

- Bunker reaching out – teaching in the community.
- Student placement project & linking with gallery.
- Networking – connecting community orgs (Gallery & comm org).
- Connections were made on a personal and professional level from being involved in the event.
- CV
- Experiential learning
- Sector knowledge.

Quotes I like!

"Money! £200.00 made a difference to my motivation to start with."

"One person expressed that they did not want to look back on himself – he wanted to stay in the present."

"We created a punk band with no equipment, just passion and confidence."

"It was a great experience."

"…but bureaucracy, rules, procedures took over."

"When The Station joined the Riverside, it became a business venue in order to survive : "It lost the atmosphere and become payment by numbers."