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Doing Co-analysis Justice: Reflections on a participatory project

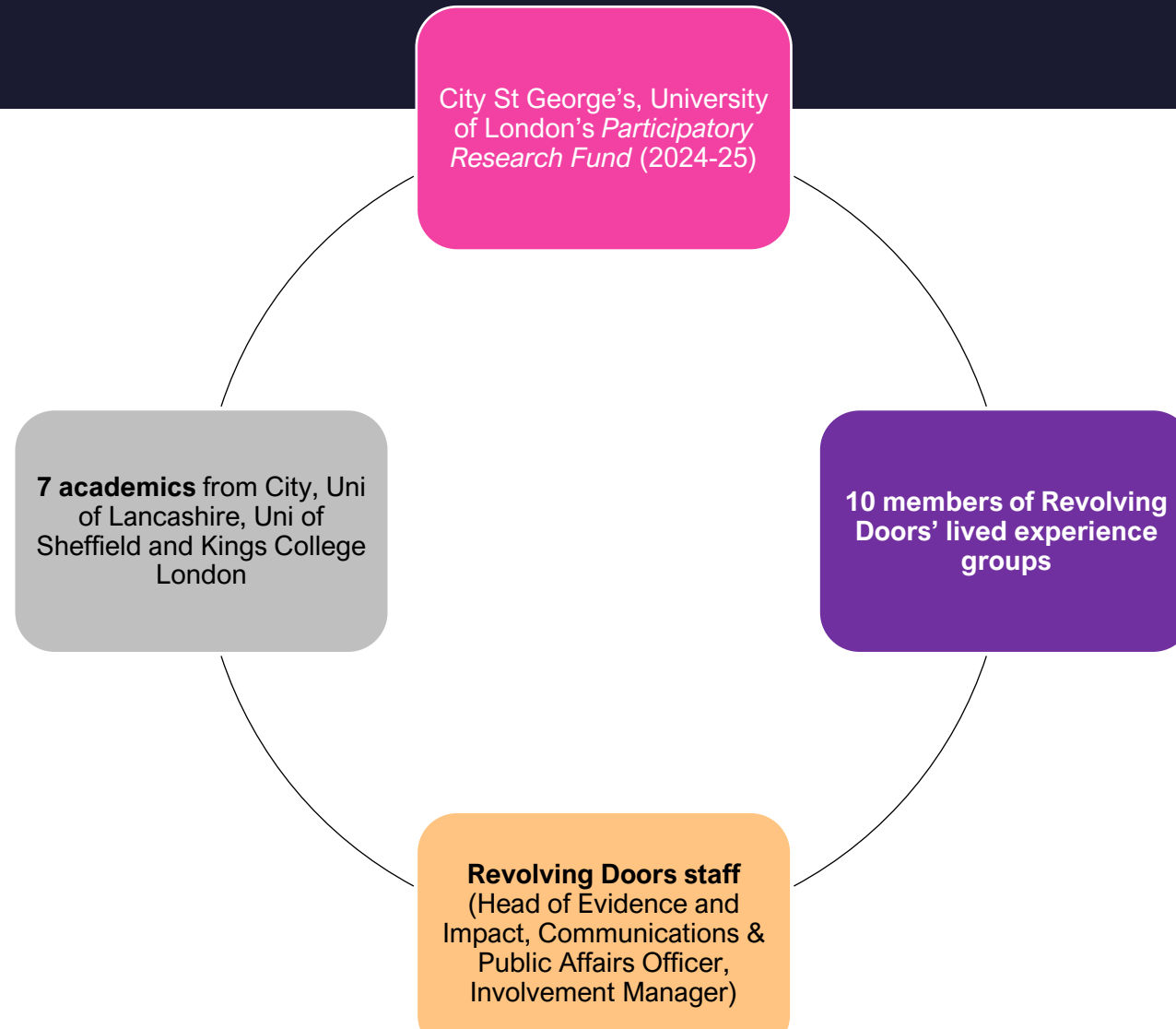
VISION Conference July 2026



How the project came about

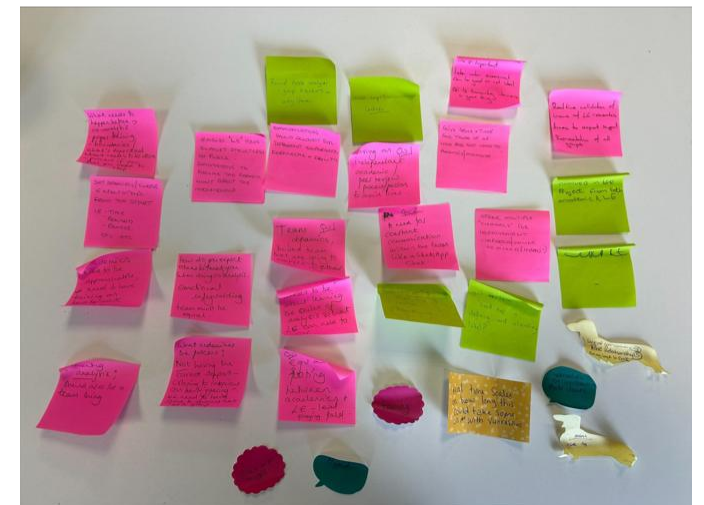
- Co-produced research becoming increasingly common- often between academics and third sector organisations and their lived experience groups/networks/members
- Guidelines available in relation to co-production more broadly, and involving people with lived experience in early stages of projects (i.e. sense-checking research questions and study design) and latter stages (i.e. sense-checking findings)
- **But little guidance on how to meaningfully involve people with lived experience in the analysis process- which is the fun bit!**
- People with lived experience of the criminal justice system remain overlooked in terms of undertaking participatory research, compared to other marginalised groups

Our team



What we did

- Half-day in-person workshop in May 2025 at RD offices, invited participants to share experiences of participatory research and views on co-analysis
- Led by preferences of wider team, academic researchers conducted thematic synthesis of workshop discussions
 - Themes refined via an online feedback meeting with wider team in July 2025
- Academic researchers transformed themes into tangible guiding principles, which were sense-checked by wider team and refined (via email/written feedback)
- Blog available on VISION website- [Exploring guiding principles for 'Doing Co-Analysis Justice' - City Vision](#)



What we did

Ironically, a fair bit of time in our workshop which aimed to co-produce best practice principles for doing co-analysis was spent going round in circles tackling questions around how to do co-analysis!

Ultimately, the best approach to co-analysis depends on various factors, including:

- The type of data being analysed
- People's individual skills, experiences and preferences
- Access to resources etc.

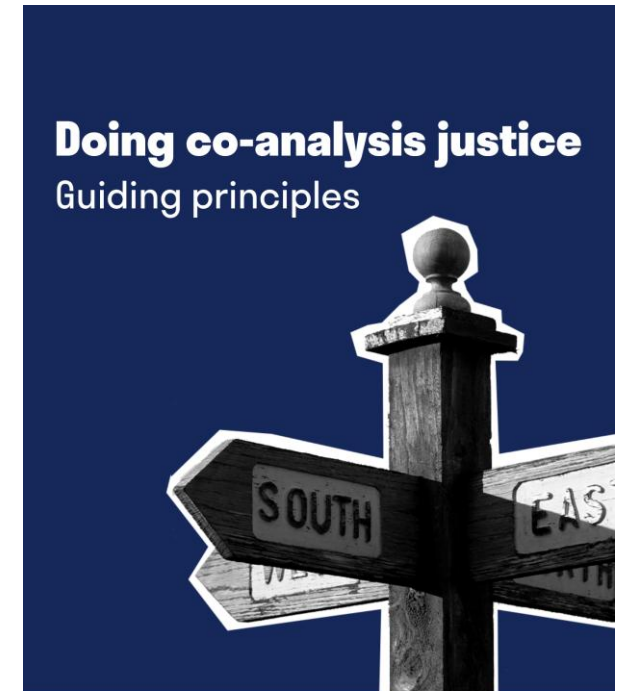
Nevertheless, addressing these questions openly and collaboratively, welcoming and respecting everybody's perspective and actively thinking about all the factors that need to be considered, made for an enlightening and productive discussion.

- **As a group we identified 24 principles, organised into six themes.**

Then we found some more money (hurrah!) and...

What we did

- Through the **Higher Education Innovation Funding- Social Impact Voucher (2025-26)** we held a co-design workshop on 29th April 2026 with live artist, Jenny Leonard, to create an illustrated output to visually/creatively/accessibly support the principles themselves.
- Alongside the illustration we developed a booklet showcasing the principles.
- Academic researchers are writing up paper and there is an upcoming book chapter (Bunce and Darley, forthcoming) providing some reflections on this project



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*“I feel like a principle should be **make it fun**. [...] make it **easy. Understandable**. Take away this boringness of sitting there reading for 100 pages. Yeah. I don't know just where possible, make it fun because **I don't want to sit through loads of pages of boring analysis** and do lots of boring work, so that'll make it fun.”*

(Revolving Doors workshop participant)

DOING CO-ANALYSIS JUSTICE

— GUIDING PRINCIPLES —



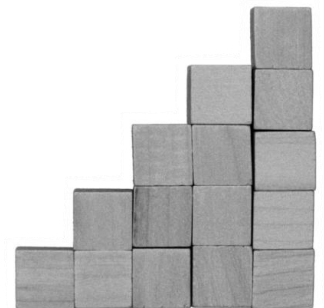
Why this is important

We want researchers to consider participatory and co-produced approaches in the analysis stage of projects as it makes for a richer process.

But we know that this can be tricky and therefore off-putting.

We hope that the principles can act as guidance that helps to give research teams the confidence to include co-analysis in project design (including funding bids) and delivery. So that;

- a diverse group of individuals are able to get involved,
- emotional safety and support is prioritised,
- power, hierarchies and tokenism are addressed and
- focus is placed on building relationships, team dynamics as well as training and shared learning



Reflections from an academic perspective

Prioritise emotional safety and support

6. Provide regular updates to your team (even if this is 'nothing to report'!) to keep the door open, maintain trust and reduce anxiety.

Relationship building and team dynamics

13. Analysis is an on-going relational process – if possible, build time into your project for getting to know one another and spending time together as a team that is not dedicated 'analysis' time.
16. Make space to hear all voices in the group. Consider involving an experienced mediator to help facilitate this.
19. Prioritise the process- if something has to give, the 'how' - inclusive practice and building trust, is more important than the output.



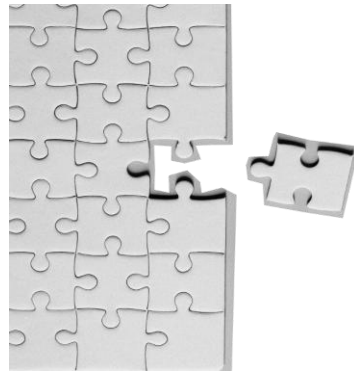
Reflections from a lived experience perspective

Supporting diversity in co-analysis

1. Co-analysis must be accessible regardless of academic background, neurodivergence, or technical proficiency.
 - a) Consider using visual aids, glossaries, accessibility and readability guides, and plain language summaries but don't assume people will need these things.
3. Consider the 'who' of the group in terms of diversity and representation.

Address power, hierarchy and tokenism to 'level the playing field'

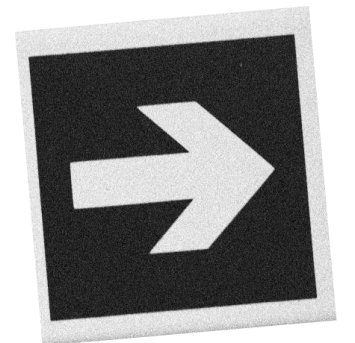
7. Approach with humility and show respect for all forms and sources of knowledge



What next?

- Testing and refining principles
- Sharing our learning and the principles more widely
- Academic output

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