



This resource has been developed by staff at the Safer Young Lives Research Centre at the University of Bedfordshire. This resource is designed to aid in reflection and support you to consider different ideas and issues.

This resource includes a series of questions that are designed to help you think about, and plan for, endings and transitions which are a natural part of participatory processes.

The resource covers things to think about at the start that might help aid transitions later and highlights particular areas that will be important to think about and discuss throughout the project.

Those wishing to use this resource should reflect on how suitable it may be for their own project and context and make the necessary adaptations and additions.

Things to think about right at the start

Building in opportunities for capacity building and skills development

- Given the project will last for a set period, what capacity building activities or training could be designed into the project that may be useful for young people in the longer-term?
- In planning the project, is it possible to build in a qualification/ accreditation for young people that get involved¹?
- Given young people may be interested in learning different skills and building experience and knowledge in different areas, are you able to build in some flexibility depending on young people's needs and interests? e.g. could some young people focus on building their research skills and others focus on project management, budgeting, advocacy and campaigning or facilitation skills?

Sustainability and ongoing support

- If the project is short term, rather than forming a completely new group – in order to think about longer-term sustainability - is there scope to work with young people who are already part of an existing participation or advisory group? Or to work with an existing group but recruit new young people into the structure as part of the project?

¹ As an example, our colleagues worked on a project called 'Be Healthy' with young people in the UK and as part of the project, young people were able to achieve a Personal, Social and Health Education (PSHE) ASDAN accreditation (a qualification via the Award Scheme Development and Accreditation Network). The accreditation was linked to the young people attending workshops, working one on one with the project workers and logging their hours (See Hagell, 2013 <https://ayph.org.uk/wp-content/uploads/2022/01/Be-Healthy-Project-Evaluation.pdf>)

- When identifying partner organisations, is their appetite/ interest and commitment from the organisation to maintain a youth group even after the project funding ends?

Ethics

- In creating information sheets and consent forms for the project, have you included options for how young people may want to receive ongoing updates about the project (that will be revisited and discussed throughout the project)?
- What are some of the options that could be discussed with young people about future updates when the project ends? (e.g. will the organisation involved in recruitment be involved as a 'gate keeper'; will you contact them via email/ post – what happens when young people move on, change their email/ phone number?)

Things to think about throughout the project

- Can we share some of the work of the young people with others who may be interested in offering further support? (donors, other relevant organisations)
- What are others doing in this space, are there opportunities for the young people involved in the current project, if they want to, to get involved in other initiatives and activities that may be starting up?
- What is the natural 'next step' for this work? What would the young people like to do to progress this work and/or what questions or gaps have been discovered that we could plan to explore in the future?

Things to think about near the end of the project

Future opportunities

- Is there appetite from young people to continue to work on this issue?
- Are there ways that young people could continue to work individually or as a group alongside the supporting organisation/s?
- How will young people be informed if new opportunities to engage emerge? (see section below)

Sharing tokens

- Is there something physical that young people can take away with them to remember the project? e.g. a certificate of completion, a framed photo or poster related to the project, a hardcopy of any resources developed, a postcard.
- If you are sharing physical items, have you thought about and discussed with young people the language used and associated risks with potentially identifying young people as survivors²?

Ongoing communication

- Have you revisited the initial information provided to young people about communication and looked at the preferences young people may have given for receiving ongoing information about the project?

² For example, if the project has been coordinated by a research centre that includes terms that may identify the young person as having experienced harm and abuse, it may be more appropriate to use a general University logo. If the title of the project may identify young people as having been affected by sexual violence, it may be helpful to just include the name of the organisation.

- What options for ongoing support and communication are feasible for the staff involved? e.g. if staff move on to working in new projects or at different organisations will they be able to commit to ongoing updates and communication?
- Ethically, what are the potential risks around staying in contact with young people? e.g. is phone/ email/ post problematic in any way – would it be easier to set up an online space or online account that young people can visit themselves if they wish to access information?
- If young people want to receive updates, but later change their mind, how can they communicate this and 'opt out'?
- If you are relying on sharing information and updates through partner organisations, do they have the capacity and resources to relay this information back to the young people in the future?

Clarifying options and choices

During the final stages of the project: have you:

- Given young people the opportunity to 'opt in' or 'opt out' of receiving future updates on the project or information about different opportunities?
- Provided young people with different options of how they would like to receive communication about the project? (e.g. email, text, phone call, social media)
- Discussed with young people issues around the safety of different mediums for making contacting? e.g. if you post something, might this be intercepted by someone who does not know about their personal experiences or association with the project? If you text is there a chance someone might be looking at their phone?)
- Talked about the wording/ images in the communication? logos of certain organisations or institutes could be linked to the issue of sexual violence; a title of a study may indicate that the individual is a survivor; the content of the communication could infer the individual is a survivor.
- Explained who they might hear from? (noting that facilitators move on and that information may come from a different member of the team. It is important to get young people's consent to share their contact details with other members of the team)
- Given them details of who they can contact if they want additional updates, need to get in contact (e.g. to ask for a reference) or wish to no longer receive communication? – this may involve preparing a postcard or sheet they can keep.
- Emphasised they can always opt out at a later stage?

Ongoing support

- How will young people access any future ongoing support related to their engagement in the project? Have you discussed any ongoing needs and support with young people and planned how support needs could be met by other people/ organisations?
- If facilitators are leaving the project, will young people be able to keep in touch with them? Are there handovers needed to link young people up with other colleagues who can provide ongoing support?
- Who can young people contact if they need references or support with future applications for study or employment?
- Will young people be supported to keep in touch with each other, if so how?